

XVII Global Child Nutrition Forum

Executive Summary



Dear 2015 Global Child Nutrition Forum attendees and supporters,

On behalf of the Global Child Nutrition Foundation and the WFP Centre of Excellence against Hunger, thank you for participating in the 17th Annual Global Child Nutrition Forum from September 28 to October 2 on Sal Island, Cabo Verde. We were very pleased with the excellent attendance, participation in discussions, and friendships made during our week together. We were also extremely impressed with the Cabo Verde experience and honored to share this experience through the school visits.

Our 2015 Forum theme, Innovative Financing for Nutrition-Based School Feeding Programs, was selected because participants at the 2014 Forum highlighted the need for in depth conversations around this very topic. Through Forum discussions we learned that countries are being far more innovative about financing than we previously understood; many countries are taking interesting and adventurous steps forward and the Forum provided an opportunity to share critical lessons and ideas. A number of

country governments already recognize home-grown school feeding as an investment in both the health and education of children and in the economic welfare of smallholder farmers and communities. Forum discussions also focused on how to more effectively encourage government financing, heightening our awareness around the need for advocacy as a component to any school feeding funding plan. According to Forum attendees, government financing is particularly critical—more so than outside donor funding—and advocacy aimed at capturing support from ministries of finance, education, and planning within countries is essential to the establishment of long term, sustainable programs.

The Forum supported the WFP Centre of Excellence against Hunger's emphasis on school meal programs as they support multiple Sustainable Development Goals (SDGs). We were pleased by this connection and that the Centre's ongoing priorities of working with the African Union and the nascent Africa-wide network are paying off—discussions at the Forum reinforced the Centre's motivation for an Africa-wide network.

During the 2015 Forum there was much excitement generated for an Africa-wide network and we were thoroughly impressed by the follow-up from Forum participants on the Communiqué. Consistent with the Communiqué's recommendations developed and endorsed by Forum participants,

we were especially pleased to learn that the African Ministers of Education recommended home-grown school feeding in a briefing note that was presented to the Heads of State at the African Union's January 2016 Summit. The enthusiastic Communiqué development process at the Forum and the follow-up we've received from many participants has helped us to further connect with your countries. Our engagement together supports and strengthens the networks that we are creating together.

We would like to express a most hardy thank you to FICASE and Cabo Verde's Ministry of Education and Sports for being such wonderful hosts and for all of the effort put into making this Forum a success. The Forum experience was an extraordinary one thanks to their work.

Finally, on behalf of the Global Child Nutrition Foundation and the WFP Centre of Excellence against Hunger, we sincerely thank all of the many generous, enthusiastic, and hardworking sponsors and exhibitors, on-site workers, presenters, technical consultation booth contributors, and participants. Your enthusiastic participation and support made the 2015 Forum a resounding success!

Best regards,



Gene White, President of the Board of Directors
Global Child Nutrition Foundation



Daniel Balaban, Director
WFP Centre of Excellence Against Hunger



WFP/Isadora Ferreira

Dear readers of the Executive Summary,

Praia, Cabo Verde, 7 March 2016

When Cabo Verde declared its national independence and joined the group of free and independent nations on July 5, 1975, Cabo Verdeans and the rest of the world questioned the future of the islands. The entire country faced extreme poverty as well as an educational gap across the archipelago that resulted in a high rate of illiteracy.

The globally recognized success case of Cabo Verde is due to the intense desire and steady determination of the Cabo Verdean government and citizens to fight for survival and to overcome development and climate challenges, including droughts and cyclical hunger. The Cabo Verdean commitment over a period of many years fed the building and construction of the country currently beloved and respected both inside and outside its borders with a pride in its children, residents, and diaspora.

While addressing you, readers of the Executive Summary, as the Minister of Education of my country I cannot fail to share with you my feeling of pride, common to all Cabo Verdeans, about the government leaders and families of Cabo Verde who have since the first day of independence erected education as the founding pillar for the country's development process. Cabo Verdeans have bet without reservation on education and have built an educational capacity that appreciates every Cabo Verdean in the fortunate islands. In fact, today education has proved to be a winning bet with recognized results both inside and outside the country. We are now in the process of ensuring the irreversibility of this success story.

My country, Cabo Verde, which shifted from the list of Least Developed Countries (LDCs) to a Middle-Income Country (MICs) in January 2008, rightfully aspires to become a developed country in the near future. For this endeavor, Cabo Verde has already achieved all of the Millennium Development Goals. The next challenge is to achieve the Sustainable Development Goals. This is why Cabo Verde has made significant efforts to keep continuously improving its education and capacity-building systems in an integrated manner. Education is still considered an important tool for democratization, a key for both economic development and the reduction of social inequalities. Gender parity is already a reality, with almost 100% of school age children (boys and girls) attending compulsory basic education for eight years, which in the future will be expanded to twelve years. Cabo Verde continues to invest heavily in education, with particular emphasis on school feeding and school health, every year providing thousands of students with nutritious snacks and hot meals.

As a beneficiary of the World Food Programme (WFP) since 1979, which largely explains the gains made in education in-

cluding high utilization rates and reduced dropout and failure rates, the government of Cabo Verde launched its own School Feeding Programme in August 2010 with both government investment and the support of WFP. The country has been able to honor its commitment to annually increase its budgeted significant support for school feeding, in addition to efforts toward modernizing the program and ensuring its increasing sustainability under the direct management of the Cabo Verdean Foundation for Social and School Action (FICASE). It is with pride that Cabo Verde is now considered a success story for its brilliant path, well-designed policies, and achievements verified by student learning. Thanks to many supportive countries and exemplary partnerships, Cabo Verde has overcome many challenges and will continue to face and conquer challenges in a sustainable manner. International cooperation has made an invaluable contribution, allowing Cabo Verde to continue to benefit from its achievements that are recognized and celebrated at international forums.

Cabo Verde, having rightfully bet on the education of its children and young, with a structural policy of good governance and socio-educational programs—including school canteens, school health, residences for students, school supplies, school transport, scholarships, sponsorship of schools, and fundraising initiatives with societal awareness campaigns to support the education of Cabo Verdean children—has managed to set an example of a politically and socially stable country, boasting a democratic regime that is increasingly solid, emulated, and applauded.

In a few days and slightly more than 40 years since independence, the people of the islands will be called upon again to vote on the IX Legislature. Once more, Cabo Verde and Cabo Verdeans will be the winners and builders of new answers to new challenges on the road to a more developed Cabo Verde, with 2030 on the horizon. The right to a quality education will remain a pillar for Cabo Verde's path to become a developed country. As the country continues on its path of progress, it prioritizes the benefit of increasing prosperity and the well-being of its children. To achieve this great objective, Cabo Verde will continue to rely, as it always has, on the friendship and support

of all that continue to invest in a better world for a more harmonious future, with quality education for all as an instrument for achieving sustainable and lasting development.

Best Regards,



Fernanda Marques
Minister Fernanda Marques

Thank You to GCNF'S Donors and Forum Partners

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Global Child Nutrition Foundation



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2015 Forum Overview

Globally, there has been much progress for school meal programs. While instituting and financing school feeding programs can be new and challenging for many governments, the progress identified over the years is encouraging. At the 2015 Forum, we identified the following areas of special note:

- **Country ownership** is a clear priority as there is a growing movement for countries to manage their own programs. It is clear that attention to community involvement is also growing.
- **Home-grown school feeding**, growing in strength and popularity, supports a link between small-scale farmers and nutrition for school meal programs.
- **Creativity and progress** is evident, especially in the realm of program funding. Examples include the involvement of the private sector for financing and planning and ideas generated around creative taxation programs that do not hurt the poor. Some countries have even incorporated school feeding programs into their national budgets.
- **Identification of critical gaps** such as funding, which remains a critical gap for many. The related need for effective internal advocacy has also been identified. Countries are asking for guidance on matters related to implementation, and for better guidance on nutrition.
- **Establishment of necessary policies** is important, and many countries have made progress in this area.
- **Country-to-country experience sharing** is thriving, making it possible for participants to learn from other countries and programs, to compare stories with neighbors, and to get support and guidance from other programs, helping everyone to identify their own paths forward.

Despite significant global progress, school meal programs still face challenges:

- **Effective implementation** challenges exist, making it increasingly clear that policies are not enough. Many countries desire more evidence-based guidance around how to effectively implement school feeding programs.
- **Getting adequate financing into national budgets** remains a major challenge. In addition, many countries face challenges with financial disbursements reaching food suppliers on time.
- **Cost analysis** for school meal programs linked to planning is a priority that must be addressed.
- **Cost-effective integration of nutrition** into school meal programs remains a challenge.

To overcome the financial challenges faced in many countries as they establish school meal programs, the Forum facilitated discussions around innovative financing solutions. Discussions included a focus on the importance of governments dedicating a portion of national, state, and local budgets to school feeding programs. Partnerships with international donors, the private sector, UN agencies, NGOs, and academia can strengthen these efforts further through country-level capacity building and technical assistance. Discussions also focused on the holistic requirements for school feeding systems to be sustainable, including the development of an ecosystem that provides political support, job creation, private sector engagement, clear policies, efficient implementation, and a visible return on investment so that direct program benefits are appreciated. This type of a system requires visionary and political leadership as well as strong implementation, systems, and expertise.

Cabo Verde's progress against the Millennium Development Goals (MDGs) as well as its management and funding of its school feeding program was a major highlight for many Forum attendees. The schools visited by participants were in good shape, well maintained, and had dedicated teachers and a supportive community actively involved in supporting the school feeding program. Upon arrival to school each day, all students receive a glass of milk and in the afternoon a hot meal is provided. School gardens provide a learning opportunity for students and an additional source of food for school meals. Visiting Cabo Verde schools was a powerful experience for attendees because many countries working to establish school feeding programs can relate to Cabo Verde. Cabo Verde's school feeding program is one that can inspire even resource poor countries as they develop their own unique programs.

AT A GLANCE:

2015 FORUM DATA POINTS

256 participants

43 countries represented

10 ministers and 3 deputy ministers;

11 secretary-level representatives;

9 company/organization presidents

43 NGOs

28 country reports submitted

Hot Topic Clinics: Financing for Nutrition-Based School Feeding—What Does it Take?

Four hot topics were identified and multiple sessions were conducted on each. All four sessions focused on topics relevant to the Forum's primary theme: Innovative Financing for Nutrition-Based School Feeding Programs.



Hot Topic: Establishing and Maintaining Sustainable Funding for National Programs

These sessions discussed the establishment and maintenance of sustainable funding as a necessary precondition for any school meal program to exist. Participants identified that for funding to be considered sustainable, it must be:

- **Ongoing:** school feeding must be a life-long program, not a one-year program.
- **Continuous:** school feeding programs should not be disrupted, particularly during the school year.
- **Nationally funded:** school meals must be part of the national budget to ensure sustainability and ownership.
- **Allocated early:** school feeding funding must be guaranteed and budgetary discussions should take place well before the national budgetary approval process.
- **Supported by multiple government sectors:** support

should bridge across relevant ministries, including education, health, agriculture, finance, and local governments with decentralized systems of administration.

- **Flexible:** school feeding budgets should be able to get bigger or smaller based on need.
- **Timely:** funding must be allocated in a timely manner in order to allow participation from smallholder farmers, communities, and other non-traditional donors such as the private sector, charities and foundations.

In addition, participants agreed that school meal programs must have clear objectives, include well-thought out processes and plans, and provide demonstrable achievements to encourage sustainable funding.

Creative funding options

Participants discussed creative funding options that have been tried or proposed. Some participants suggested using revenues from natural resources to fund school feeding. A participant shared that in Kyrgyzstan, for example, gold mining companies contribute to a few school initiatives, including school feeding. A representative from Angola pointed out that programs depending on such revenue can be adversely affected by fluctuating global prices; Angola's oil revenue for example represents 8% of the national budget and is negatively affected by the current low price of oil. For the program to be sustainable, it must not be dependent on one source of funding.

Another funding option discussed was a tiered system for school meals, with prices stratified based on income. A participant shared that in some areas of the U.S., for example, children enrolled in school meal programs from low income families receive a free meal, children from middle income families pay .25 USD, and children from affluent families pay 2 USD for a school lunch. One cautionary note regarding this system is that it is important that these categories are not visible to the children themselves, in order to avoid stigmatizing and deepening issues of "class differentiation" among students.

Encouraging and sustaining interest and support

Participants identified strong political engagement and partnership establishment as important for maintaining government engagement and ownership. Several participants suggested getting parents—even poor parents—to pay a nominal, symbolic amount of money or in-kind contributions to support the programs. This helps to give a sense of ownership and to sustain community involvement in school feeding programs over time. A participant from Côte d'Ivoire shared that parents can contribute in several ways, such as with firewood or volunteering their services in meal preparation. Discussions also focused on garnering private sector support. A company representative reminded participants that private sector strategies must depend on the context of the country. In addition, partnerships need to explore new forms of engagement that understand that the private sector must make a profit in order to survive, and to regard private sector actors more as partners than as donors.

Making the investment case

Discussions included demonstrating to government, donors, and communities that school meal programs are worth the long-term investments. A representative from Namibia pointed out that investing in children will benefit all stakeholders and not only donors because children will eventually gain skills that make it easier for them to join the work force. A representative from Kenya noted that home-grown school feeding programs are an entry point to sustainable development in general, reducing malnutrition levels, establishing markets for smallholder farmers, and keeping girls in school and therefore delaying marriage—eventually resulting in healthier births.

Hot Topic: Advocating for Nutritious, Home-Grown School Meals

These Hot Topic sessions examined advocacy for home-grown school meals, or finding ways to increase public support. This is particularly important for convincing the political leadership to include school meal programs in the annual government budget. Sessions on advocating for nutritious, home-grown school meals examined advocacy within one's own country and with donors. Discussions focused on examples of successful advocacy strategies, lessons learned from both successful and unsuccessful efforts, identifying detractors and champions and learning how to work with them, connecting school meals to country priorities, and potential sources for advocacy support.

Recommendations for effective advocacy included:

- **Identify champions for home-grown school feeding.** Champions come from many places, and can include politicians, parents, community members, or even the media. Teachers are particularly strong advocacy champions because they have experienced the benefits and challenges of having or not having school feeding programs firsthand. A Lesotho representative shared that in their country politicians and church leaders are the most influential. A representative from Cameroon shared that their most powerful community members are taxi drivers because they talk to many people, increasing their understanding of many issues. A South African representative shared that politicians are the most influential in their country, but that politicians may be focused on elevating political agendas rather than advocating for home-grown school feeding. A key recommendation from the sessions was to bring potential advocates like influential community leaders and decision makers to schools to experience a school meal firsthand and better understand how the programs are working.



- **Evidence is an important advocacy tool.** To be effective for advocacy, evidence must be shared. Effective evidence includes data on the impact of home-grown school feeding programs on health indicators and education attendance rates. Participants also discussed the effective use of inspirational success stories to sell the effectiveness of a program.
- **Link nutrition to school feeding.** Effective advocacy should demonstrate the effects of nutrition on health and education and the proven decreased negative impact on the health system overall. Nutrition must be advocated for as an investment because prevention is cheaper than the treatment of future health problems like malnutrition, diabetes, and obesity.



Hot Topic: Working Effectively with the Private Sector

Sessions on requirements and considerations for working effectively with the private sector in school meal programs included:

- **Establishment of mutually beneficial partnerships.** Participants discussed how these partnerships should be seen as a win-win situation where players on both sides of the table benefit. From the private sector perspective, working in partnership with the government helps to provide companies with knowledge of that market which supports developing infrastructure. One representative shared that private sector companies are increasingly interested in supporting the development of countries in Asia and Africa due to future market opportunities in those regions. To capture private sector interest, a U.S. participant noted the government may encourage the private sector to collaborate through tax deductions. The Gambia pointed out that the private sector often doesn't understand school feeding programs, and that actors must sell the idea by allowing them to see the benefits and by sharing a cost benefit analysis for school feeding.

participants believed that while government needs to supply the majority of funding for school feeding programs, the private sector can assist with both funding and production improvements.

- **A detailed, clear plan that establishes guidelines and expectations is needed.** Partnerships must establish a clear framework for involvement and must ensure the vision and plan aligns well with the objectives of involved companies. It is important that expectations from both sides align. A WHO representative noted that formal agreements should consider what type of marketing and branding is allowed. Several participants noted the importance of government guidance for the private sector. A Namibia representative stated that government must clarify what the private sector partner is requested to deliver.
- **Consideration of different partnership management models.** A representative from Zimbabwe pointed out that school feeding programs and associated partnerships don't have to always be centrally managed—for example many decentralized school feeding models are effectively implemented in collaboration with communities and are successful.
- **Consideration of different motivations.** Corporate social investment as a clear model for partnership was discussed by several participants for encouraging partnership with the private sector. Many participants felt that private sector companies had an obligation to give back. A South African participant noted that a percentage of company profits in their country have to be allocated to social programs.

Hot Topic: Making the Case for Linking Nutrition and Agriculture

Nutrition and agriculture sessions examined the importance of investing in and linking agriculture and nutrition within national school feeding programs and explored how these linkages can be strengthened for increased effectiveness.

School feeding programs provide a large market demand for nutritious, home-grown food that can be provided by local, smallholder farmers. Discussions highlighted the importance of linking nutrition and agricultural development for multiple reasons—particularly because home-grown school feeding (HGSF) that links nutrition and agriculture can improve food security; can increase incomes for local smallholder farmers, thus improving local economies; and can increase student enrollment, attendance, and nutrition. Discussions included both recommendations and important challenges to consider:

- **Work to establish government bodies or taskforces with inter-ministerial representation to implement HGSF.** It is important to engage all relevant ministries, including education, health, agriculture, finance, and planning. While all ministries must have policies and strategies in place regarding HGSF, they need to be linked together through an inter-ministerial coordinating mechanism that connects all critical players and oversees implementation. Inter-ministerial coordinating mechanisms at national levels should be replicated at sub-national levels, especially in countries practicing decentralized systems of governance. Specific examples of government bodies and taskforces working to implement HGSF include FNDE in Brazil and FICASE in Cabo Verde.
- **Create strategies to promote nutrition as essential and link to agricultural production.** Communities and local farmers must be educated to better understand the importance of nutrition. A Sri Lankan representative shared that because junk food is currently popular, the promotion of fruits and vegetables is necessary to change societal behavior. A representative from Russia recommended a strategy of using nutrition education to incorporate new food into HGSF menus, expanding children's eating habits. When linking nutrition to agricultural development, production should consider the nutritious needs of communities, with specific attention paid to age and gender. A representative from Ghana recommended basing HGSF menus off of nutritious needs as well as agricultural production in specific geographic areas.
- **Consider funding sustainability and improve financial management practices.** Transitioning school feeding programs from being donor-funded to nationally-funded is important for long-term sustainability. Demonstrating the potential or real impact of HGSF to national agriculture and nutrition agendas can be a strong advocacy strategy for securing government investment in these programs. Robust financial management practices are also important, particularly practices that provide transparency into budgets. A representative from Kenya discussed Kenya's successful tender process where all financial tenders are recorded and available, ensuring funds aren't mismanaged. Other challenges discussed included procurement transparency and availability, delayed payments, lack of credit, and general mismanagement of finances.
- **Establish a programmatic approach.** A representative from Cameroon provided an example on the importance of a detailed program plan by noting that great attention is paid to the soil and what it can produce, but what happens between the crop and the table? It is important for everyone to pay attention to the full picture and establish processes that connect to the larger school feeding program. Thus, understanding the supply chain system of school feeding is important, in addition to the development of guidelines, tools, and processes to manage the entire process of school feeding management.



WFP/Isadora Ferreira

Panel Discussions: Innovative Financing for Nutrition-Based School Meal Programs

Setting the Context: Good News & Bad News

Arlene Mitchell, Executive Director of the Global Child Nutrition Foundation, set the stage for the panel discussions by describing the current global context influencing the global child nutrition community. There was much good news to share:

- **Acceptance and excitement for school feeding is increasing**, fueled by many factors, including: the home-grown approach; support for agriculture and nutrition linkages; the value school feeding provides for safety net and social protection programs; country and regional ownership; new data, research, and tools; the Millennium Development Goal (MDG) push since 2004; a life-cycle approach to nutrition; leadership from key players—including ex-presidents and key donors; successful investment cases like Brazil; and the recently adopted Sustainable Development Goals (SDGs).
- **There is tremendous growth in the African economies and in African capacity**, particularly supportive of economic growth and the education and health sectors.
- **There is better learning and understanding about the value of investments**, such as the return on investment for nutrition, agriculture, and education—especially girls' education. The value of linking agriculture and nutrition is widely recognized. Naturally fortified foods are gaining in popularity. The value of investments in Early Childhood Development (ECD, "2nd 1,000 days") and the importance of STEM investments are understood.
- **South-South cooperation and BRICS engagement** increases support, collaboration, and learning around school meal programs.

Globally, there also challenges to consider and address:

- Global insecurity resulting in displacement and a global refugee crisis.
- Global health pandemics such as Avian Influenza, Ebola, and increasing obesity—even in the world's poorest countries—resulting in escalating diabetes rates and other costly health issues.
- Climate change and associated negative economic impacts.
- National and global economic recessions.
- Natural disasters—floods, earthquakes, wildfires—are increasing in frequency and intensity.

All of these trends pose enormous challenges for the global child nutrition community and mean big picture considerations: a distracted set of big players, less financial support from "traditional" donors, slowing financial support from BRICS, more need for coordination across sectors (especially education, agriculture, nutrition, and health), and more reliance on African resources (leadership, funding, creativity, and sharing). This global context also means



Vladimir Chernigov

that our focus as a community must shift to prioritize increased demand for data that demonstrates effectiveness, more attention to ECD (“2nd 1,000 days”), increased support for agriculture and nutrition linkages, effective coordination across sectors, an increased need to reduce waste, more proof that children are learning, and an increased focus on science and technology.

Panel discussions following this introduction discussed these topics, and emphasized in particular the critical need for strong partnerships, strengthened national capacities, and a prioritization of innovative financing.

Panel Discussion Presenters

- The Honourable John Alexender Ackon, *Deputy Minister of Gender, Children and Social Protection*, Ghana
- Barbara Noseworthy, *Assistant Executive Director a.i., Partnership, Governance, and Advocacy Department*, World Food Programme
- Baba Ousseyunou Ly, *Secretary General*, Ministry of National Education, Senegal
- Antonio Idilvan de Lima Alencar, *President*, National Fund for Education Development (FNDE), Brazil
- Leah Rotich, *Education Secretary*, Ministry of Education, Science, and Technology, Kenya
- The Honourable Dr. Lazarus D. Dokora, *Minister of Primary and Secondary Education*, Zimbabwe
- The Honourable Muhammad Abdul Mannan, *Minister of Finance and Planning*, Bangladesh
- The Honourable Agnes Mahali Phamotse, *Minister of Education*, Lesotho
- Vladimir Chernigov, *President*, Social and Industrial Foodservice Institute (SIFI)



The Honourable Muhammad Abdul Mannan

Partnerships

Ms. Noseworthy highlighted the importance of partnerships with governments, the private sector, UN agencies, NGOs, and academia for achieving effective school feeding programs. In 2014, WFP’s expenditures on school feeding totaled \$318.2 million USD with significant resources coming from the governments of Australia, Canada, Germany, the Russian Federation, the United States of America,

the European Commission, and the private sector, including companies such as Yum!, Unilever, DSM, and Vodafone.

Several country representatives also discussed partnerships as critical to their school meal programs. Bangladesh discussed partnerships supporting country programs, including public-to-private, government-to-government, and bilateral and multilateral partnerships. Kenya discussed critical partnerships with WFP, UNICEF, WHO, PCD, SNV, donors, and other development partners. With support from the WFP Centre of Excellence, Kenya is in the process of reviewing the School Health, Nutrition, and Meals (SHNM) strategy in order to properly anchor school meals into the national agenda and to strengthen advocacy for increased budgetary allocation.



Strengthening national capacity

Ms. Noseworthy also addressed the critical need for strengthening country-level capacity to empower countries to implement school meal programs that have been adapted to their national contexts. Noseworthy highlighted several countries with exemplary national capacity, such as Brazil where the right to food is part of the Constitution and school feeding programs have the highest level of political and legal support. Also notable, India's program is supported by the Supreme Court Rulings, and Chile's school feeding program is part of the national law and education policy.

Noseworthy cited the importance of governments dedicating a portion of national, state, local budgets to school feeding and allocating separate mechanisms for implementation, monitoring, and evaluation. According to Noseworthy, when governments demonstrate commitment to incorporating school feeding programs into their development plans, external sources of funding and/or support are more likely to follow. For example, in 2015 WFP provided technical assistance to nine countries and worked with governments to rethink existing programs or to design new ones that are more cost effective and sustainable with different scale-up scenarios and design options. These analyses supported the transition to sustainable school feeding in Côte d'Ivoire, the Dominican Republic, Ecuador, Namibia, Rwanda, and Cabo Verde. Further discussing sustainability, Cabo Verde discussed the country's emphasis on investing in its people, because human resources are viewed as their strongest resource. Cabo Verde considers its school feeding program an integral component to human nutrition for its citizens. Cabo Verde received support from WFP for its school meal program beginning in 1979. Following a recent four year transition period, Cabo Verde fully took over the management and program funding for its school meal program, which includes a hot meal served to all children of pre-school and primary age. In 2015, Cabo Verde began to incorporate secondary school students in need as well.

Another national capacity strengthening example, Senegal shared that in light of WFP scaling back its funding, Senegal is including school feeding in its national planning process. Senegal is currently focused on adopting long-term strategies for its national school lunch program to utilize state resources while encouraging local management of the program given Senegal's decentralized governance structure. Senegal has experienced some challenges in this process, including coordination across ministries at the national level, low levels of community awareness and ownership, and building capacity in order to decrease dependence on donors.



WFP/Isadora Ferreira
The Honourable Agnes Mahali Phamotse

Learning from the experiences of other countries is an important component to strengthening national capacity. Zimbabwe shared that in 2014 the government of Zimbabwe sent a nine member delegation to the WFP Centre of Excellence in Brazil to learn from their school meal and smallholder farmer programs. The Ministry of Primary and Secondary Education is now piloting a coordinated school feeding program, scheduled to begin in May 2016. This pilot will link the new school curriculum to school feeding and will be managed by a multi-sectoral agency that is housed under the Ministry of Education. The program will prioritize necessary buy-in from parents, local communities, and five other government ministries. Zimbabwe has learned through this process that fragmented efforts, especially those that are partner driven, do not often yield the expected results because they are not as sustainable as nationally managed efforts.



WFP/Isadora Ferreira

Daniel Balaban

Several countries shared that they are rolling out programs on a smaller scale, with plans to grow and build national capacity over time. Bangladesh shared that sourcing home-grown food for its school meals program is a natural component for their country; Bangladesh has a long history of food growing due to its fertile lands and low-cost farming. Thus far, the school meal program targeting Bangladesh's poverty prone areas has helped to increase school attendance by 5-13%, and to decrease dropout rates nationally to 20%. Kenya discussed its Homegrown School Meals Programme (HGSMP), a fully funded government program located mostly in Kenya's semi-arid counties targeting school children in poverty prone areas. Government funds are sent directly to beneficiary schools to procure food, a task that creates a sense of ownership by the beneficiary communities. The program is increasingly expanding into arid counties. The HGSMP supports access to education while stimulating local agricultural production through procurement of food from local structured markets. Lesotho discussed how in Lesotho school feeding promotes better jobs and living standards. Government funding supports school feeding and while they are not reaching every school in Lesotho yet, they intend to in the future. The budgets of multiple ministries are aligned to support school feeding program priorities, including the Ministries of Agriculture, Energy, Water, Social Development, Small Business, Health, Trade and Industry, and Forestry. This involvement of these ministries has enhanced collaboration and has encouraged the realization that working in silos is ineffective. The Government of Lesotho is also focused on moving from subsistence farming to market farming, a shift that would support home-grown school meal programs.



Arlene Mitchell

Innovative financing for school meal programs

Many countries are implementing innovative financing mechanisms for their nutrition-based school meal programs. Ms. Noseworthy shared that from WFP's perspective when a country no longer needs WFP support, or needs less of it, that is a success. She provided the example of El Salvador, where the school program was initially funded by donor contributions to WFP, but gradually transitioned to support from the interest on a National Trust Fund established with the proceeds of the privatization of the country's telecommunications company. In 2005, El Salvador's legislative assembly instituted a national school feeding budget line and institutionalized its program. Since 2008, it has been entirely supported by the government.

In Brazil where school meal programs are entirely state-funded, FNDE reported that school meal program funding comes from a number of places, including the national budget devoted to social activities, health, and social assistance; a tax on all lottery programs; and other national tax programs. Under the school meal program, states and municipalities must hire nutritionists to oversee nutritional education, menu planning, projects and research, human resource training, hygiene and sanitary control, nutritional evaluation, and public purchase tenders.



The Honourable Dr. Lazarus D. Dokora

Many other countries also levy taxes to pay for a portion of their school feeding programs. Ghana shared that the Government of Ghana allocates 14.6% of its district assembly common fund tax revenue to districts to support the school feeding program. In addition, the Ministry of Finance also provides supplementary budgetary support to the program annually. Kenya shared that funds for the Home-Grown School Meal



take over program budgets over a period of time. SIFI described the holistic school feeding model instituted by SIFI as an investment to support national economies and agricultural development. SIFI's program focuses on scientific and medical aspects like nutritious menus and rations, food supply, technology and equipment, process management, professional skills and training, sustainable financing, normative and legal frameworks, and advocacy on healthy feeding. In 2010, SIFI became the official operator of school feeding in all regions of Russia. SIFI also currently supports school feeding projects in Armenia, Jordan, Morocco, and Tunisia in collaboration with WFP.

Ms. Noseworthy provided additional ideas for countries seeking to finance school feeding programs, suggesting that international financial institutions (IFIs) could play a larger role in national school feeding programs. The International Fund for Agricultural Development (IFAD), the African Development Bank, and the World Bank, all support rural development and smallholder farmers and could be vital contributors to linking smallholder producers and agribusinesses to home-grown school feeding programs. She recommended that as government leaders work to develop loan and applications to these IFIs, they should insist that programs that support school feeding be part of the IFIs' development agenda. Another emerging source of funding for school feeding programs is Islamic Financing that focuses on Zekah, a mandatory contribution based on a person's wealth. This could represent multiple billions in annual support for programs.

Program (HGSMP) mainly come from locally generated taxes, county funds, and external resources from donors. In the future, Kenya plans to continue funding HGSMP through its national budget, to advocate for increased national funding for the program to support the continued expansion of HGSMP as WFP funding decreases, to encourage county governments to take responsibility for the school meal programs, and to increase advocacy and awareness creation on HGSMP for donors and private sector support. The Government of Bangladesh also supports school feeding from its national budget. Bangladesh also provided ideas for sourcing funding from parents; suggestions included cost sharing with parents who can afford their children's school feeding, sourcing financial donations from community members to support the School Feeding Welfare Fund, and establishing partnerships with business and financial institutions to support school feeding.

The nonprofit, nongovernmental organization Social and Industrial Foodservice Institute (SIFI) based in the Russian Federation supports the establishment of school feeding programs in several countries located in Eastern Europe and the Middle East, requiring countries to



HIGHLIGHTS FROM TECHNICAL CONSULTATION BOOTHS

Technical Consultation Booths at the 2015 Forum represented an innovative approach to bringing together Forum participants. The Technical Consultation Booths provided an opportunity for country representatives to meet with technical assistance providers and supporters of school meal programs. At the Forum, a representative from each Technical Consultation Booth organization made a brief presentation about their team, the services they offer and what they were prepared to discuss at the Forum. After the presentations, country teams had the opportunity to meet with their top priority Technical Consultation Booths.

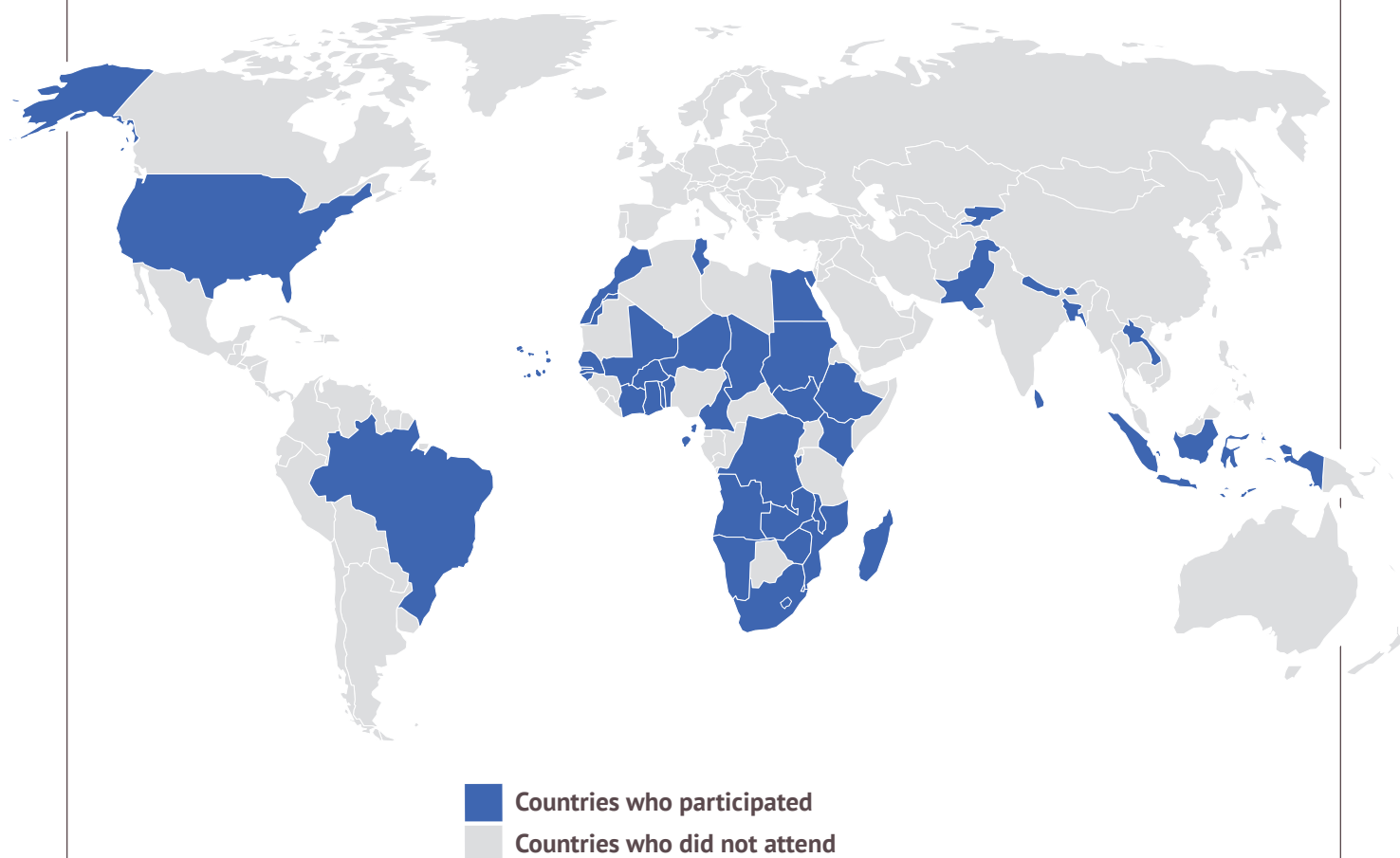
Technical Consultation Booth organizations included:

- American Peanut Council
- Food and Agriculture Organization of the United Nations
- FICASE
- FutureLife/DuPont
- Global Child Nutrition Foundation
- Mary's Meals
- McGovern-Dole Food for Education Program
- Imperial College Partnership for Child Development
- SNV
- Tetra Pak
- U.S. Department of Agriculture Food & Nutrition Service
- WFP Centre of Excellence against Hunger
- World Health Organization

Country Highlights

Forum organizers asked participating countries to complete a basic questionnaire about their respective school feeding programs in advance of the 2015 Forum. 28 countries submitted reports. Most reports were completed by the national government; three were completed by staff of local WFP offices.

2015 GCN FORUM: COUNTRIES ATTENDING AND REPORTING



National Governments whose representatives attended and reported via the questionnaire: Bangladesh, Benin, Bhutan, Brazil, Burundi, Cameroon, Cote d'Ivoire, DRC (WFP also reported), Guinea-Bissau, Indonesia, Kenya, Kyrgyzstan, Lao PDR, Lesotho, Malawi, Mali (WFP alone reported), Mozambique (WFP also reported), Namibia, Nepal, Niger, Pakistan, São Tomé and Príncipe, Sri Lanka, Sudan, The Gambia, Tunisia, USA, Zambia

National Governments whose representatives attended but did not report via the questionnaire: Angola, Burkina Faso, Cabo Verde, Chad, Egypt, Ethiopia, Ghana, Madagascar, Morocco, Senegal, South Africa, Swaziland, Togo, Zimbabwe

Key Themes from Country Reports & Lightning Rounds

Country Questionnaires and Lightning Round discussions provided inspirational success stories, important lessons, and a glimpse into the future plans of many participating countries.



School Meal Program Accomplishments & Highlights

Country Report respondents identified the top three to five accomplishments or highlights of their school meal programs thus far. Respondents were free to describe any accomplishments or highlights for their programs. A majority of the responses fell under 3 categories: improved educational numbers, improved/increasing national government ownership, and support and linkages to local agricultural production. Country Reports identified that school meal programs are contributing toward:

Improved educational numbers

- **Reduced dropout rates/higher retention rates** where school meal programs have been instituted were reported by 11 countries: Bangladesh, Benin, Bhutan, Burundi, Guinea-Bissau, Kyrgyzstan, Lesotho, Malawi, Pakistan, Sri Lanka, and Tunisia.
- **Increased school enrollment rates** where school meal programs exist were reported by 8 countries: Bangladesh, Benin, Bhutan, Guinea-Bissau, Lao PDR, Malawi, Niger, and Pakistan.
- **Increased school attendance** for locations with school meal programs was reported by 5 countries: Bangladesh, Benin, Cameroon, Lesotho, and Sri Lanka.
- **Improved academic performance** for schools with school meal programs was identified by 5 countries: Benin, Burundi, Cameroon, Lao PDR, and Sri Lanka.
- **Improved retention and completion rates specifically for girls** in locations with school meal programs were identified by 4 countries: Cameroon, Guinea-Bissau, Niger, and Pakistan.
- Bhutan identified **increased completion rates for secondary education** in schools with school meal programs.
- Lao PDR identified **reduced teacher absenteeism** in schools with school meal programs.

Increasing national ownership of school meal programs

- **The development and adoption of a national school feeding policy or strategy** was identified by 10 countries as a major accomplishment: Benin, Cote d'Ivoire, Guinea-Bissau, Kenya, Mali, Namibia, Niger, São Tomé and Príncipe, the Gambia, and Zambia.
- **National government ownership of school meal programs** was identified as a highlight by 6 countries: Bangladesh, Guinea-Bissau, Kenya, Malawi, São Tomé and Príncipe, and Sudan.
- **Increasing government program funding for school meal programs** was highlighted by 6 countries: Benin, Kenya, São Tomé and Príncipe, Sudan, the Gambia, and Zambia.
- **Improved government program management capacity for school meal programs** was highlighted by 5 countries: Bangladesh, Cote d'Ivoire, Guinea-Bissau, Mali, and São Tomé and Príncipe.
- 4 countries highlighted that **local and community ownership and participation is high for school meal programs**: Lao PDR, Malawi, Sri Lanka, and the Gambia.

Increasing support and linkages to local agricultural production that supports local economies

- **School meal programs supporting local agriculture and economies** through local food production and the creation of linkages to local farms and markets were identified by 11 countries as a primary accomplishment: Brazil, Burundi, Cote d'Ivoire, Guinea-Bissau, Kenya, Malawi, Niger, the Gambia, Tunisia, USA, and Zambia.

School Meal Program Lessons Learned

Countries also shared many lessons learned through Country Questionnaire responses, particularly in regard to financing of school meal programs. Bhutan provided feedback echoed by many other countries—that the financing of school feeding programs requires a high level commitment from the government and significant government resources backed by a strong school feeding policy. Related to commitment, Kyrgyzstan shared that to ensure sustainability of resources, a majority of financing for school meal programs must come from the state. Several countries, like Namibia, felt that it is also important to engage the local private sector as well as communities. Lao PDR shared that their country has learned how to promote local leadership and ownership for education and school meals.

Zambia provided the lesson that dedicated and predictable funding is crucial to a successful program. Tunisia noted that partnership and participation across the government sectors and with supporting organizations is also important. Several country representatives, including from Mozambique and Kenya, highlighted Brazil as an important partner during the Lightning Round. Malawi shared that decentralization of financing to their district levels has helped to scale the school meals program.

SOUTH-SOUTH COOPERATION TOWARDS INVESTMENTS IN HOME-GROWN SCHOOL FEEDING: PUBLIC FOOD PROCUREMENT FROM SMALLHOLDER FARMERS—THE “BRAZILIAN EXPERIENCE”

Why Brazil?

Brazil has come a long way through food supply and production crises to reach its current status of food and nutrition security. Brazil's success in poverty reduction and food security over the last ten years has generated a global interest in the Brazilian strategy. In particular, Brazil has a wealth of experience on investments in home-grown school feeding that can be shared with governments eager to learn from Brazil and adapt lessons for their own countries.

Brazil's National School Feeding Programme

At the heart of the Brazilian experience, Brazil's National School Feeding Programme as a component of the Zero Hunger strategy (Fome Zero) contributes to the understanding on how to develop integrated and sustainable school meals programmes that are linked to social protection policies. The National School Feeding Programme seeks to bolster local economies and value local diets and eating habits. It aims to increase the access to quality education while promoting the healthy physical, psychological and social development of school children.

Brazil's National School Feeding Programme has had a far-reaching impact on reducing child malnutrition by providing nutritious meals to children in all grades of Brazil's public schools across the country. 42 million children are served daily and a minimum of 30% of the food supplied must come from local farms. The dramatic results that have already been achieved are a testament to the commitment and vision of Brazil's leaders in government, civil society and the private sector.



Bahia state, in a public school in Salvador. These school meals are part of the Brazilian National School Feeding Programme.



WFP/Camila Schindler

Programs for purchasing food from smallholder farmers

The two main Brazilian public programmes that purchase food from smallholder farmers are the National School Feeding Programme (PNAE) and the Food Acquisition Programme (PAA). These programs have played an important role in reducing hunger and poverty in urban and rural areas. These programs combined purchased more than BRL 1 billion from smallholder farmers in 2012 and 2013. Both programs have adapted their business practices to the reality of smallholder farming and public institutions without compromising food quality and access.

For PNAE, a 'Public Call' is issued to enable

food purchasing from smallholder farmers. School menus are adjusted to fit local and seasonal food production. Payment to smallholder farmers is completed within 10 days, ensuring their continued ability to participate.

Learning from Brazil

The ability to share Brazil's experience with other nations, and bring together the best practices and programmes from across the world is at the heart of the WFP Centre of Excellence. The Centre of Excellence aims to provide a platform for Brazil, partner countries, and other national programmes to learn from each other and to exchange information about school meals programmes.

Nutrition and School Meals

The Country Questionnaires reinforced that many countries are establishing robust programs that incorporate nutrition considerations. An overwhelming 23 out of 28 responding countries have nutritional standards for their school meal programs in place. Many of these standards are set by their national governments, often a collaborative effort between multiple ministries. Some programs have started with nutritional standards set by WFP and have either maintained or updated these standards over time as ownership was transferred.

Brazil has an impressive 7,000 nutritionists hired to support its school meal program. Many other countries are following suit with hiring nutritionists to support national school meal programs, including meal planning and preparation training and guidance. Many programs provide menus and meal planning tools developed in partnership with nutritionists to cooks or caterers.

A number of countries mentioned an effort to integrate nutrition and education into school. A representative from Tunisia shared during the Lightning Round that their country is working to integrate nutrition education and gardening into their school meal program. A representative from Angola shared that their country hopes to incorporate this type of nutrition education into their schools.

Agricultural Development, Local Jobs, and School Meals

Many countries also highlighted their country commitments to increasing local agricultural purchasing which supports agricultural sector development and local job creation. For example, Bangladesh through its school meal program has created jobs for farmers and agricultural producers, transporters, storage and warehouse providers, food safety and quality inspectors, and cooks and caterers, all paid through the national government and community contributions.

Many of the responding countries shared that their school meal programs consult with or rely upon the Ministry of Agriculture or another agricultural authority to support school meal planning. Agricultural training is also provided by the national government in many countries. In Kenya, for example, the Ministry of Agriculture partners with several other ministries to provide smallholder farmers training in agricultural production, bookkeeping and accounting, and market info. These ministries also provide farmer organizations and cooperatives with post-harvest storage and handling, procurement procedures, food safety and quality, and market info. Food purchasers at the local level receive processing training. Many other countries also provide agricultural training in support of their school meal programs, strengthening their agricultural and economic sectors in the process. A representative from Guinea-Bissau shared during the Lightning Round that many other countries have a need for technical and production assistance for their agricultural endeavors related to sourcing food for school meal programs.

HOME-GROWN SCHOOL MEALS & SDGs

The UN Sustainable Development Goals (SDGs) were adopted by countries on September 25, 2015 with the ultimate goals of ending poverty, protecting the planet, and ensuring prosperity for all as part of a new sustainable development agenda.

The implementation of sustainable school feeding programs can contribute to the Post-2015 Goals by expanding political and institutional support and coordination; empowering developing country governments to manage their own national programs; improving cross-sector coordination and policies; diminishing gender inequality by valuing women's critical roles throughout food value chains; guaranteeing food safety and nutrition; developing the private sector and creating jobs and profits along the value chain; diminishing Low- and Middle-Income governments' reliance on food imports; contributing to local and community involvement in public services and politics; stimulating school attendance and performance; improving children's' health and reducing child mortality; helping to break the vicious intergenerational cycle of poverty, illiteracy, hunger, and poor health.



Regional Networking for School Feeding

Like the Forum, regional networks provide a platform for facilitating relationships that prompt learning and sharing across an exclusive group of stakeholders. Arlene Mitchell, Executive Director of Global Child Nutrition Foundation, discussed networks with participants, defining a network as **a group of people or organizations that are closely connected and that work with each other**. Networks can help all of us in the global child nutrition community to communicate, to share and accelerate learning, to amplify our voice, to access other expertise and resources, to pool resources, to develop ideas and partnerships, to reduce competition and increase collaboration, and—most importantly—to ensure that more children have access to education, nutrition, and a strong future.

Existing networks shared during the discussion included the Local Authority Caterers Association in the United Kingdom, School Nutrition Association in the U.S., and LA-RAE in Latin America. Participants discussed the sovereignty of networks; for anyone interested in setting up their own network to support school feeding, network members internally must determine for themselves how to start, how to manage processes and people, and who to include.

With this as background, there was discussion of a new effort to launch one or more networks in Africa. Abdoulaye Touré, Chief of School Feeding at the Ministry of National Education in Senegal, explained how the dialogue was developing: With leadership from the West Africa group, and spurred by a meeting in Senegal that preceded the Forum, an earlier proposal to create a network for West Africans or francophone countries had evolved to the proposal to establish an Africa-wide school feeding network. There was an effort to gauge the level of interest from the African delegations present at the Forum, and their response was positive, with a few questions regarding how the network might be structured and financed.

THE CABO VERDE EXPERIENCE: TRANSITIONING TO A NATIONAL SCHOOL FEEDING PROGRAMME

Country Background

Cabo Verde is an archipelago of ten islands, divided into two regions: Windward and Leeward. Windward, the northern part of the archipelago, includes the islands of Santo Antão, São Vicente, São Nicolau, Santa Luzia, and the small islands of Branco and Raso. Leeward, the southern part of the archipelago, includes the islands of Brava, Fogo, Santiago, and Maio.

In January 2008, Cabo Verde graduated from the Least Developed Countries (LDCs) list to become a middle-income country. Its success in terms of socio-economic development and good governance is remarkable. Cabo Verde's Human Development Index is 0.603, placing it 133rd in the world ranking (UNDP 2011). According to the National Statistics Institute, Cabo Verde saw a reduction in absolute poverty from 49% in 1989, to 37% in 2002, to 27% in 2007 (WFP, PD 200283). The per capita income, which was approximately \$900 USD in 1981, increased to over \$3,500 USD by 2011.

Cabo Verde has made significant efforts to improve its educational system. It is mandatory for the Cabo Verdean children from six to fourteen years of age to attend primary school and for those aged six to twelve years of age the education is free. Education is considered a democratization tool, a key to both economic development and to the reduction



WFP/Isadora Ferreira

THE CABO VERDE EXPERIENCE: CONTINUED

of social disparities. In fact, gender parity has been achieved in primary education and the attendance rate is high, around 90 percent. The net enrollment rate for primary education is 93% (World Bank). Cabo Verde's dropout rate is low and is in most cases attributed to poverty and other domestic problems; for example, children who drop out of school to work (World Bank, WFP, 2010). Over the past years, the distance that children must travel to get to school has decreased considerably, due to the considerable increase in the number of schools and students (WFP, 2010).

Cabo Verde today is considered a success story due to its brilliant path aimed at freeing itself from climate challenges (droughts, environmental crises, and scarcity of resources) and African pessimism, which threatens the self-esteem and progress of the continent and its respective

countries. Twenty years ago, sub-Saharan Africa was considered a desperate region except for the countries of Botswana, Mauritius, and Cabo Verde. Democracy seemed to be a distant dream, violence and corruption were rampant, there was no freedom of speech, and there were widespread human rights violations. Today, many African countries are seeking their own development agendas and establishing political and economic organizations, similar to the example of Cabo Verde.

In this sense, Cabo Verde is a country of good news: the country is leaving behind stagnation and poverty and the old stereotypes of sub-Saharan Africa no longer apply. After 15 years of a monolithic political regime, Cabo Verde transitioned to a pluralist democracy in 1991 and extended this democratic structure to local government. Products of this unique archipelago history include: i) a geographically strategic position and historical openness to the world, ii) a history of emigration, and iii) a high priority for the development of the education sector (Fafali Kowdowo 2001a).



Her Excellency Fernanda Maria de Brito Marques

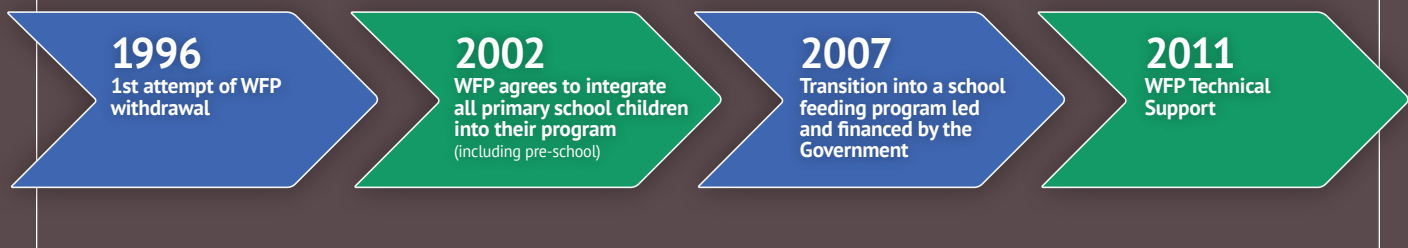
Transition from the School Canteens Assistance Project (PAC) to the National School Feeding Programme (PNAE)

The World Food Programme began its support of school canteens in Cabo Verde in 1979. WFP made a first and unsuccessful attempt to withdraw in 1996. The consistently improving economic situation in the country allowed for a contribution increase from the national government and communities, leading to a new phase for WFP withdrawal. In 2004 a mission from WFP headquarters in Rome provided a new scenario agreement in partnership with the government (The Operations Plan CVI 10409), outlining a new strategy for the gradual withdrawal of WFP.

According to this plan, the WFP withdrawal would start in September 2006 and end in July 2010. However, due to government challenges to ensure the necessary resources in August 2006, both parties agreed to postpone the start of WFP withdrawal to January 2007. In addition, the government decided to adjust the "geographic withdrawal" to a gradual withdrawal focused on roles and financial responsibilities. In order to facilitate the withdrawal, WFP proceeded during 2007 with the purchase of foodstuffs on behalf of the government. The initial strategy remained unchanged in terms of beneficiaries: in 2007 the government provided foodstuffs to 15% of beneficiaries, in 2008 to 20%, in 2009 to 30%, and in 2010 to 45%. Beginning January 2008, the government started its own purchase of food and provided food to meet the nutritional needs of program beneficiaries.

The Cabo Verde government took full responsibility of the National School Feeding Programme (PNAE) in August 2010. However, WFP assistance was still present in the country until 2015, technically supporting the government in its efforts to modernize and make its school feeding program more sustainable. (Figure 1).

FIGURE 1: THE PROCESS OF TRANSITION IN CABO VERDE



The transition process in Cabo Verde is particularly interesting because it involved a first unsuccessful withdrawal in 1996 and a second successful one in 2007. There is much to learn from this experience about the dangers of a premature transition before the government is fully prepared, as well as how to plan a successful transition.

In order to ensure a successful transition and develop a self-sustaining National School Feeding Programme, Cabo Verde prepared a strategic roadmap for 2007-2010 based on two pillars: a) planning, and b) transitioning logistical implementation. The School Feeding Programme has played a crucial role in the diets of children in Integrated Basic Education in Cabo Verde and has contributed to the reduction of early school dropout.

Contribution of FICASE to achieving the Millennium Development Goals

The Cabo Verdean government created FICASE (Cabo Verdean Foundation for Social School Action), a public institution with administrative and financial autonomy whose mission is to target students with greater economic and financial difficulties and to create opportunities to promote continuing academic success and learning. FICASE works in partnership with several national and international partners.

In order to reduce the effects and burden of poverty and to promote access to education, FICASE developed a series of socio-educational support programs: school canteens, school health, residences for students, school supplies, school transport, scholarships, and



Felisberto Moreira

THE CABO VERDE EXPERIENCE: CONTINUED

sponsorship of children. The institution has also set up a fundraising program that includes societal awareness campaigns encouraging the public to actively participate in the educational process of Cabo Verdean children.

FICASE thus made an enormous contribution to the country's efforts to meet the Millennium Development Goals, particularly in the areas of education, health, and poverty alleviation, specifically with regard to:

- Expansion of pre-school education, as well as the universalization of elementary education (starting at six years of age to secondary);
- Encouragement for families to invest in education for all;
- Reduction in dropouts in primary education;
- Improvements in the conditions for high school students and increased academic success in high schools, professional capacity-building centers, and universities;
- Reduction in regional inequalities in education;
- Improvement in the nutritional and health status of children and youth.

Praia, March 2016
Felisberto Moreira
President of the
FICASE Board



CABO VERDE NATIONAL SCHOOL FEEDING PROGRAMME

The Government of Cabo Verde runs a school meal programme for all pre-school and primary students. Her Excellency Fernanda Maria de Brito Marques, Minister of Education and Sports in Cabo Verde, shared at the 2015 Forum that the Cabo Verde School Feeding Programme is managed through an integrated government policy that brings together multiple sectors, including the Ministry of Health, Ministry of Education and Sports, and the Ministry of Rural Development.

Food and Nutrition Education in Schools

In addition to hot school meals, students in Cabo Verde receive nutrition education on topics such as dietary diversity, the importance of exercise, and prevention of non-communicable diseases. School gardens also serve as an educational tool for students and the community and provide an additional source of food for school meals.¹

2015 Forum School Visits

All forum participants were invited to visit schools on Sal Island on Thursday, October 1, 2015. The five schools visited were:

- Escola Kim Barbosa, primary school in Santa Maria
- Escola Novo, primary school in Espargos
- Escola Pretoria, secondary school in Espargos
- Escola Ildo Lobo, primary school in Pedra de Lume

SCHOOL FEEDING PROGRAMME GOALS

- Diversify school meal menus
- Institutionalize new supply sources
- Encourage the production and market for local products.



WFP/Isadora Ferreira

- Escola Zeca Ramos, primary school in Palmeira

Many participants shared overwhelming praise of the schools visited, which were well maintained and had dedicated teachers and a supportive community actively involved in supporting the school feeding program.

SCHOOL FEEDING PROGRAMME SUCCESSES

- Takes into account WHO recommendations
- Meets 20% of the nutritional needs of children
- Adapted to local eating habits and food availability
- Incorporates local food, including vegetables, fruits, fish, and beans
- Supports the local economy—a minimum of 25% of food is sourced from local producers—encouraging local production and creating a market for local products
- Institutionalizes new supply sources

¹ Food and Agriculture Organization of the United Nations (FAO), "Small Island Developing States: Food Security and School Nutrition in Cabo Verde," 2014, <http://www.fao.org/3/a-i3934e.pdf>.

GCNF Toolkit Review and Preview of its Resource Package



Daniel Mumuni

mentation, and added value of the toolkit. At the process level, continuity was identified as a major challenge; keeping track of the many action plans developed is difficult if country delegations differ each year, leading to repetitive processes and limited opportunity for evaluation. Implementation remains an issue, as there is often limited opportunity to build consensus with all critical stakeholders around the plans as they are developed. Funding is also a key obstacle for implementation, especially because most governments are resource constrained. While the School Feeding Toolkit has been a useful tool thus far, the recent emergence of similar, more extensive models such as the SABER¹ tool has resulted in some duplication of efforts.

With the rapid evolution of HGFSF and the emergence of several new tools, GCNF is now in the process of developing a Resource Package to harmonize existing tools that support government planning and implementation processes. GCNF's HGFSF Resource Package aims to help governments design, plan, and implement their own programs, selecting what they need from the most current and reviewed tools. GCNF recognizes the growing demand for combining assessment and diagnosis processes with a practical guidance on *how* to implement HGFSF programs. The Resource Package is meant to be used in combination with GCNF's existing School Feeding Toolkit and/or the SABER toolkit and will guide countries in establishing using the latest tools and documented best practices that link school feeding with local smallholder farm production and nutrition. Furthermore, it will support governments and program implementers with a step-by-step process to designing and planning their HGFSF programs. The resource package will be introduced and shared at upcoming Forums.

The Global Child Nutrition Foundation (GCNF) has consistently provided support to national school feeding program planning and assessment with its trademarked School Feeding Toolkit. The toolkit, first developed in 2007 and currently in its third edition, is available in English, Portuguese, French, Spanish, and Mandarin. The toolkit has been provided annually at the Forum to support government capacity building through a facilitated process aimed at developing action plans for country level implementation. At past Forums, participants have declared the School Feeding Toolkit a useful instrument for guiding government leaders in strengthening their home-grown school feeding (HGFSF) programs.

The 2015 Forum provided an opportunity for participants to review the impact and relevance of the School Feeding Toolkit. Participant feedback was that the toolkit has helped countries to identify and approach influential organizations and donors that can support their specific needs. The action planning has promoted in-country stakeholder dialogue and consultation, thereby improving inter-sectoral collaboration. The action plan also has served as an advocacy tool for country level program enhancement and strengthening. Areas of concern raised by country delegates centered on the *process, imple-*

¹ SABER—'Systems Assessment for Better Education Results' is a World Bank assessment and diagnostic tool for school feeding. It has been adopted by the World Food Programme as a policy tool and being implemented by several countries.

XVII Global Child Nutrition Forum on School Feeding

Communiqué

Innovations in Financing for Nutrition-Based National School Feeding Programmes

SAL ISLAND, CABO VERDE,
SEPTEMBER 28 TO OCTOBER 02, 2015

Since 1997, the annual Global Child Nutrition Forum has united leaders from several countries for five days of intensive training, technical assistance, planning and networking, all directed toward establishing country-operated sustainable school feeding programmes.

The Seventeenth Forum is organised by the Global Child Nutrition Foundation in conjunction with the WFP Centre of Excellence against Hunger and the Government of Cape Verde with the support of all the partners, including experts from governments, the private sector and other organisations.

The Global Child Nutrition Forum is happening at an appropriate time in the international development agenda, following the conclusion of two relevant events: Financing for Development meeting and the recent approval of the UN Sustainable Development Goals.

The delegates from the 42 countries participating in the Forum agreed as follows.

Considering

The Forum recognizes that:

1. School feeding programmes are an important tool to ensure the right to food, promote healthy eating habits and improved child nutrition
2. School feeding programmes effectively contribute to the development of human capital and also the local economies through the creation of jobs and local purchase mechanisms, empowering smallholder farmers and women
3. The success of the school feeding programmes relies on strong political will, long-term vision, and the ownership of a national policy of school feeding by the governments
4. School feeding programmes are a long term investment, rather than an expenditure, for the benefit of the country with a strong return in terms of the economic growth
5. The success of the school feeding programmes critically depends on the funding being integrated into the national budget and with appropriate legal and institutional frameworks to ensure sustainability
6. There are innovative avenues for funding of school feeding programmes which can be pursued according to the needs and aspirations of the country
7. Strong multisectoral approach and good governance are needed to ensure accountability, efficiency and effectiveness in the implementation of school feeding programmes
8. Civil society plays an important role in the development and implementation of the school feeding programmes



WFP/Isadora Ferreira

9. Continuous collaboration with the development partners is needed in pursuance of the school feeding programmes
10. The role of the private sector is important for strengthening the supply chain and local procurement and for supporting the development of the physical infrastructure required for the implementation of school feeding programmes
11. Appropriate monitoring and evaluation mechanisms as well as evidence based advocacy are necessary to ensure accountability for the school feeding programmes

Recommendations

The Forum recommends that:

1. Governments should ensure that legal and institutional mechanisms are in place for the development and implementation of school feeding programmes
2. Governments establish dedicated budget lines to ensure the sustainable allocation of sufficient resources to national school feeding programmes
3. In addition to domestic resource mobilization, governments need to find new and innovative ways of funding school feeding programmes such as public-private partnerships, and strengthened south-south and international cooperation to improve overseas development aid flows
4. The civil society is highly encouraged to advocate and participate in the mobilization of resources and implementation of school feeding programmes
5. The governments include the school feeding programmes as part of national social protection framework
6. Governments and development partners should agree on adequate timelines for countries transitioning from externally-assisted to nationally-owned school feeding programmes
7. Use the African and other regional networks on school feeding as resources to reinforce best practices among countries
8. Gender equality should be mainstreamed in the design and implementation of school feeding programmes
9. GCNF and network in Africa should contribute to the upcoming agenda on school feeding at the next African Union summit.
10. Governments should address food and nutrition education in the design of the school feeding programmes



Next Steps

Ensure strong follow up mechanism of the Communiqué's recommendations

OCTOBER 2ND 2015
SAL ISLAND, CAPE VERDE

Appendix I: Report on Participant Evaluations

This report compiles the relevant comments by session provided by the participants of the 2015 GCNF Forum (a total of 183 forms were completed).

Relevant Comments:

Opening ceremony and introductions by country team

- Complaint about the length and repetition of the Country Introductions.

Panel discussion: innovative Finance for Nutrition-Based School Meal Programmes—Part I

- Praise on the sharing of information of innovative financing for school feeding that will be applied in the delegates' countries.
- Complaint about the little room made in the agenda for innovative financing discussion.

Technical Consultation Booths

- Suggestion for a sign-up sheet and appointment times before session.

School Visits

- Praise on the school visits and on the sharing of experience.
- Suggestion of visiting urban areas

Review of proposed Communiqué

- Complaint about the difficulty to react quickly after learning/reading the text being projected.
- Suggestion of handing out copies.

Experiences with Regional Networking for School Feeding

- Praise on the creation of SF network.
- Suggestion for creating a network of authorities and policy makers.

Closing Ceremony

- Suggestion for a shorter closing ceremony.

Hot Topic Clinic Sessions

- Suggestion of more time for Hot Topic Clinics presentations or of smaller groups in order to have more time for discussions.

- Suggestion of not more than 2 facilitators during discussions.
- Complaint about the lack of social responsibility from the private sector in the Hot Topic Clinics, focusing in marketing and selling products. It did not address properly issues to establish dialogue with Government.
- Praise on the Hot Topic Clinics Sessions.

Lightning Round Sessions

- Suggestion for better structured and comprehensive round sessions, maybe grouped by themes and level of development.
- Complaint about the number of countries and the repetition of the Lightning Round Sessions.

Market Place

- Suggestion for more activities in the Market Place.
- Praises on the Market Place for enabling future partnership based on the assistance provided in the activity.

Logistics and Reception

- Praises on logistic staff for the cooperation, planning and implementation of the event.
- Suggestions for better coordination between event and hotel staff.
- Complaint about lack of relevant information provided prior to the conference.
- Complaint about conference facilities not being air conditioned.
- Complaint about the poor quality of translations.
- Complaint about the packed and tiresome agenda, not leaving much room for networking among the participants.
- Complaint about the location of the Forum and the difficulties to arrive in the city.

Appendix II: Participants

Listed by country; countries in alphabetical order:

- Amélia Quinhanda**, Protocol, Angola
- Ana Paula Fernando Dala**, Minister, Ministry of Education, Angola
- Domingos Torres Junior**, National Social School Action Directorate, Ministry of Education, Angola
- José Moma**, Director, Ministry of Education, Angola
- Manuel Januario Mucuho**, Country Director, Joint Aid Management, Angola
- Samuel Tumbula**, Consultant, Ministry of Education, Angola
- Bablu Kumar Saha**, Project Director, Ministry of Primary and Mass Education, Bangladesh
- Mannan Muhammad Abdul**, Minister, Ministry of Finance and Planning, Bangladesh
- Muzibur Rahman**, Additional Secretary, Ministry of Primary and Mass Education, Bangladesh
- Nazrul Islam Khan**, Additional Secretary, Ministry of Primary and Mass Education, Bangladesh
- Shahida Akther**, Senior Programme Officer, WFP, Bangladesh
- Armelle Korogone**, National Programme Officer, WFP, Benin
- David Adomahou**, National Consultant, WFP, Benin
- Eleonore Yayi Ladekan**, Minister, Ministry of Primary and Initial Education, Benin
- Fatima Sekou Madougou**, Joint Director for the Ministry of Finance Cabinet, Ministry of Finance, Economy and Denationalization Programme, Benin
- Julienne Zime Yerima**, School Feeding Director, Ministry of Primary and Initial Education, Benin
- Jamyang Choeden**, Chief Programme Officer, Ministry of Education, Bhutan
- Karma Yeshey**, Director General, Department of School Education, Ministry of Education, Bhutan
- Piet Vochten**, Programme Advisor, WFP, Bhutan
- Antonio Alencar**, President, FNDE, Brazil
- Christiani Buani**, Head of Programme, WFP Centre of Excellence against Hunger, Brazil
- Christina Murphy**, Consultant, WFP, Brazil
- Daniel Balaban**, Director, WFP Centre of Excellence against Hunger, Brazil
- Daya Hayakawa Almeida**, Project Assistant, ABC, Brazil
- Erika Oliveira**, School Feeding Technical Expert, WFP, Brazil
- Gabriel Specht**, Research Officer, WFP Centre of Excellence against Hunger, Brazil
- Gala Dahlet**, Executive Coordinator, Lula Institut, Brazil
- Isadora Ferreira**, Communications Officer, WFP Centre of Excellence against Hunger, Brazil
- João Paulo Cavalcante**, Project Assistant, WFP, Brazil
- Monica Souza**, Consultant, Global Health Strategies, Brazil
- Nadia Goodman**, Consultant, WFP, Brazil
- Sharon de Freitas**, Programme Officer, WFP, Brazil
- Valmo Xavier**, Finance Coordinator, FNDE, Brazil
- Vinicius Limongi**, Programme Assistant, WFP, Brazil
- Bernadette Tapsoba**, Programme Policy Officer, WFP, Burkina Faso
- Jean-Charles Dei**, WFP Country Director, WFP, Burkina Faso
- Boniface Mwikomo**, Senior Official, Ministry of Agriculture and Husbandry, Burundi
- Claude Kakule Mukanda**, Head of Programme, WFP, Burundi
- Jacqueline Ndayinzamaso**, Vice Chair of the Inter Ministerial Committee for School Canteens, Ministry of Primary and Secondary Education, Burundi
- Jacques Roy**, Country Director, WFP, Burundi
- Janvière Ndirahisha**, Minister, Ministry of Primary and Secondary Education, Burundi
- Adalberto Varela**, Delegado, Ministerio Educação, Cabo Verde
- Amandio Brito**, Representative, Ministry of Education, Cabo Verde
- Ana Paula Santos**, Representative, Ministry of Education, Cabo Verde
- Ana Paula Spencer**, Food Security Coordinator, FICASE, Cabo Verde
- Arminda Lopes**, President, Cha de Matias Association, Cabo Verde
- Basilio Mosso Ramos**, President, National Assembly, Cabo Verde
- Casimiro Moreno**, Commander, Second Military Region, Cabo Verde
- Dionísio Fermíno**, Delegate, Ministry of Education, Cabo Verde
- Elsa Simões**, Presidente, ECAA, Cabo Verde
- Felisberto Moreira**, PCA, FICASE, Cabo Verde
- Felismina Moreno**, Representative, Ministry of Education, Cabo Verde
- Fernanda Marques**, Minister, Ministry of Education, Cabo Verde
- Gloria Santos**, Coordinator, Red Cross, Cabo Verde
- Graciano do Rosário**, Coordinator, Institute of Employment and Training, Cabo Verde
- Henrique Fernandes**, School Health director, FICASE, Cabo Verde
- Ineida Rodrigues**, Agronomist, FICASE, Cabo Verde
- Isaurinda Oliveira**, Coordinator, Social Development Center, Cabo Verde
- João Cesar Silva**, Manager, Ministry of Education, Cabo Verde
- João Santos**, Captain, National Police, Cabo Verde

João Semedo, School Feeding Director, FICASE, Cabo Verde

Jorge Rodrigues, President, Asparagus Association of Parents, Cabo Verde

Keila Soares, Coordinator, Cape Verdean Institute for Children and Adolescents, Cabo Verde

Lenira Monteiro, Nutrition technician, FICASE, Cabo Verde

Manuel Antonio Lobo, President, Parents Association of Santa Maria, Cabo Verde

Margarida Santos, National Director, Ministry of Education, Cabo Verde

Nélida Rodrigues, Coordinator of Human Capital, UNICEF, Cabo Verde

Nilton Soares, Coordinator, FICASE, Cabo Verde

Nina Bigaud, Technician, FICASE, Cabo Verde

Paula Cristina Medina, Delegate, Ministry of Education, Cabo Verde

Pedro Brito, General Director of Budget Planning and Management, Ministry of Education, Cabo Verde

Pedro Santos, Adviser, FICASE, Cabo Verde

Rémi Nono Wondim, FAO Representative in Cabo Verde, FAO, Cabo Verde

Tomas Valdez, National Director, National Health Directorate, Cabo Verde

Ulrika Richartson, Representative, United Nations, Cabo Verde

Vladimir Silves Ferreira, Researcher/Teacher, University of Cabo Verde, Cabo Verde

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Anatole Mangala, National Director of Support to Social Protection, DRC

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Ussama Osman, Country Director, WFP, Guinea Bissau

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Debbie Pfaff, Branch Chief, USDA, USA

Debbie Shore, Co-Founder, Share Our Strength, USA

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Erika Beltran, Senior Program Analyst, U.S. Department of Agriculture, USA

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