THE GAMBIA WORKSHOP

REPORT ON HOME GROWN SCHOOL FEEDING WORKSHOP WITHIN THE CONTEXT OF COMPREHENSIVE SCHOOL HEALTH AND NUTRITION PROGRAMME

4TH – 6TH JUNE 2013
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## ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immunodeficiency Syndrome</td>
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<tr>
<td>BSED</td>
<td>Basic and Secondary Education</td>
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<tr>
<td>CAADP</td>
<td>The Comprehensive Africa Agriculture Development Programme</td>
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<td>ECD</td>
<td>Early Childhood Development</td>
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<tr>
<td>ECOWAS</td>
<td>Economic Community of West African States</td>
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<tr>
<td>EFA</td>
<td>Education For All</td>
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<td>FAO</td>
<td>Food and Agriculture Organization of the United Nations</td>
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<td>FRESH</td>
<td>Focusing Resources on Effective School Health</td>
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<td>GSFP</td>
<td>Ghana School Feeding Programme</td>
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<td>HGSF</td>
<td>Home-Grown School Feeding</td>
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<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
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<td>LICs</td>
<td>Low Income Countries</td>
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<tr>
<td>LMICs</td>
<td>Low Income and Middle Income Countries</td>
</tr>
<tr>
<td>MLGRD</td>
<td>Ministry of Local Government and Rural Development</td>
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<tr>
<td>NEPAD</td>
<td>The New Partnership for Africa’s Development</td>
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<td>PCD</td>
<td>Partnership for Child Development</td>
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<td>PTA</td>
<td>Parent-Teacher Association</td>
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<tr>
<td>SABER</td>
<td>Systems Approach for Better Education Results</td>
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<tr>
<td>SHN</td>
<td>School health and nutrition</td>
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<tr>
<td>MoA</td>
<td>Ministry of Agriculture</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>MoH</td>
<td>Ministry of Health</td>
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<tr>
<td>WASH</td>
<td>Water, Sanitation and Hygiene</td>
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<tr>
<td>WB</td>
<td>World Bank</td>
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<td>WFP</td>
<td>World Food Programme</td>
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EXECUTIVE SUMMARY

Twelve member countries of the Economic Community of West African States (ECOWAS) (Burkina Faso, Cape Verde, Cote D’Ivoire, The Gambia, Ghana, Guinea, Liberia, Mali, Nigeria, Sierra Leone, Senegal and Togo) convened in the Gambia from the 4th to 6th June 2013 to share experiences in home grown school feeding (HGSF) within the context of comprehensive school health and nutrition (SHN) programmes and to discuss sustainable strategies.

The workshop was a joint activity led by the Gambian Government, the Partnership for Child Development (PCD) and the World Bank (WB). Participants were drawn from Ministries of Education, Health, Agriculture, Department of Community Development and other Development Partners as it is evidenced that effective SHN including school feeding generally requires cross-ministerial and multi-sectoral collaboration.

Participating countries were able to diagnose their school feeding programmes and identify good practices and challenges. In most countries where policy is developed, school feeding was a sub-component of a national sector policy. As a result, a call was made to strengthen the governments’ capacity to develop strong policy framework that can translates into sustainable funding and implementation strategies. Coordination of school feeding and SHN programmes was found to be a major challenge and it was also made clear that community participation facilitates local ownership and ensures sustainability.

With regards to the transition towards national ownership, countries in the ECOWAS region are at different stages and a key recommendation based on past experiences was for governments to plan, coordinate and implement sustainable, nationally owned school feeding programmes by strengthening partnerships between various stakeholders including the private sector and community members.

Countries are more and more including local products in their school feeding programmes and participants encouraged governments to consider HGSF in their national agricultural investment and food security plans with clearly defined procurement mechanism.

The ECOWAS network of SHN focal points which was represented at the workshop proposed to support advocacy and to assist countries to use Systems Approach for Better Education Results (SABER) to monitor and evaluate their school feeding and SHN programmes and the transition strategic planning process to develop action plans.
BACKGROUND

Current perspectives on effective education reinforce that quality education is achieved through not only the provision of quality teachers, curriculum and materials but by supporting children’s health and wellbeing to be ‘fit to learn’ and take advantage of high quality inputs through school-based health and nutrition interventions. The 9th Meeting of the High Level Group for Education for All (EFA) in 2010 agreed that SHN programmes contribute towards quality and equitable education by keeping children at school and support to fight diminished cognitive development and learning due to poverty and malnutrition. Comprehensive SHN addresses challenges such as HIV/AIDS, malaria and parasitic worm infection, and iron-deficient anaemia and short-term hunger. If these conditions are not addressed through timely and effective interventions, evidence clearly demonstrates the negative impact on school-age children’s health and education achievement. Parasitic worm infections for example are known to have the highest burden among school aged children, and like undernutrition, the infections are associated with impaired cognitive development and decreased educational achievement. Furthermore a growing body of evidence highlights the long-term and far-reaching negative consequences of poor health status of school-age children on the broader education system, later achievements in life, and national and regional economies.

School feeding within a comprehensive school health framework

Under the FRESH (Focusing Resources on Effective School Health) framework launched during the World Education Forum in Dakar, Senegal, in 2000, four main pillars that form the basis of an effective comprehensive SHN programme were identified as (a) internal school ethos/policies (b) development and delivery of curriculum on health, hygiene and nutrition (skill-based education) (c) school health services (d) health promoting school environment including water, sanitation and hygiene (WASH) and a safe, inclusive healthy learning environment, both physically and psychosocially. These four pillars are supported by effective multi-sectoral partnerships, partnerships between the school and the community and pupil awareness and participation.

Within comprehensive SHN, school feeding programmes have demonstrated clear health and nutritional benefits in primary school-age children for over 30 years in implementing low and middle income countries. However, interventions have heavily depended on external funding and implementation support, the experience of which reveals huge challenges in sustaining this effort.

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School feeding programmes are one of the SHN services available to schools to promote enrolment, attendance and readiness to learn. Their role in providing a social safety net for children living in poverty cannot be overemphasized especially in light of recent global food, fuel and economic crises. The sustainability of school feeding programmes and the coordination of school feeding and SHN programmes remains a challenge, with many countries treating school feeding as an entirely separate entity, rather than being part and parcel of a comprehensive SHN programme.

As a result, many low and middle income country governments are striving to advance the agenda of comprehensive SHN and in particular school feeding towards nationally owned sustainable programmes, thus rethinking how they may be appropriately positioned within government policies and plans for sustainable funding and implementation. The importance of governments taking the lead in funding and implementing programmes has been emphasized by most partners but this transition can pose a challenge. One model being increasingly explored as a strategy for sustainable and nationally owned programmes is that of HGSF in which local small-holder farmers are linked to the school feeding programme, serving as a market for the smallholder farmers, thus benefiting the children and the wider communities in which they live. HGSF is increasingly demand-driven, with many countries in sub-Saharan Africa repeatedly asking for support from development partners. To facilitate the transition from externally-driven school feeding to HGSF, PCD working in collaboration with the WB, World Food Programme (WFP) and other partners is providing technical assistance that seeks to support government’s action to deliver sustainable, nationally-owned school feeding programme sourced from local farmers. This effort has a broader SHN outlook and relies heavily on effective sectoral collaboration.

OBJECTIVES

In response to the need for strengthened awareness and understanding of strategies for sustainable school feeding programmes and in particular linkages with agriculture, a sensitisation and training school feeding workshop within the context of comprehensive SHN was conducted for a team of key technical country stakeholders. The focus was on the links between school feeding and local agriculture and the role of using locally grown foods when designing balanced menus and working on using schools as entry points for improving household nutrition (e.g. diet diversity). Facilitated discussions around a number of themes provided the opportunity for cross-learning and networking amongst the country teams. During group work sessions, the country teams worked on context-specific HGSF action plans for their country (See Appendix 1).

- Review country school feeding programmes within the context of comprehensive SHN:
  - Take stock of the current situations at country level.
- Explore ways to strengthen school feeding linkages with agriculture and with other comprehensive SHN interventions, identifying key areas requiring strengthening within countries.

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Cross-country networking on key school feeding and SHN themes.
Sharing of good practice and lessons learned from school feeding and other SHN programme implementation at the national level in the sub-region.

Workshop Process

The meeting which lasted for three days was conducted through plenary sessions (including presentations by partners and country delegations) and group work. The meeting content was structured around the five standards developed in ‘Rethinking School Feeding’; namely (i) design and implementation, (ii) policy frameworks, (iii) institutional capacity and coordination, (iv) funding, and (v) community participation. The final sessions of the workshop focused on linkages with additional components of comprehensive SHN.

OUTPUTS AND OUTCOMES

Outputs

- Country school feeding situation analysis within the broader context of comprehensive SHN.
- Draft country action plans to strengthen school feeding programmes, with a specific focus on linkages with agriculture. These plans reflected countries' particular circumstances and current status.
- A report on the proceedings of the workshop.
- Meeting with the Bureau of Health network at school and school canteens in 2014
- Bi-annual meeting evaluation of networks of health officials and school nutrition and school canteen managers in August 2014
- Hold further discussion on how network can be sustainable and programmatically relevant.
- Develop a framework for the network that is capable of responding to individual country needs within an overarching regional strategy.

Outcomes

- Strengthened multi-sectoral linkages within country teams with increased knowledge of strategies for sustainable school feeding programmes within the broader context of SHN at the country level.
- Exchange of expertise between countries and pooling of resources for school feeding within the context of comprehensive SHN programmes at the sub-regional level.

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5 See appendix 2 for the agenda
6 See the appendices 3 – 5 for more details of workshop, and particularly the daily reports of the workshop
CONCLUSIONS
The HGSF within the context of comprehensive SHN programme workshop held in the Gambia from the 4th to 6th June 2013 has helped review the participating ECOWAS countries’ school feeding programmes as well as identify means to strengthen them and facilitate the link with local agriculture. Country situation analyses showed that while school feeding policy is being developed, it still remains a sub-component of a national sector policy. A need was identified to strengthen the governments’ capacity which will translate into sustainable funding and implementation strategies. Coordination remains a key challenge as components of school feeding programmes are implemented by various stakeholders. Frameworks to facilitate coordination have been evidenced in some countries as good practices and networks formed with various partners and stakeholders to achieve effective delivery. Workshop proceedings also highlighted initiatives to facilitate community participation and local ownership needed to strengthened school feeding programmes. In terms of funding, many countries are aiming to move from external support to national ownership and increasing linkages with local agriculture and based on country experiences technical assistance will be needed in the initial stages. Local products are increasingly used in school feeding programmes for various benefits including small farmers’ poverty reduction and governments. However, clearly defined procurement mechanism should be put in place governments need to include this aspect in their national agricultural investment and food security plans.

RECOMMENDATIONS
Recognising that countries are at different stages of development in their programmes, the workshop participants reached the following key recommendations for sustainable HGSF in the context of comprehensive SHN programme.

Technical
- Strengthen and / or create national frameworks for consultation/dialogue involving all stakeholders involved in school feeding as well as health and nutrition at school.
- Countries should include school feeding with local products in their national agricultural investment plans and food security.
- Strengthen collaboration between the Ministries of Education, Health and Agriculture as concerns school feeding, health and nutrition in school.
- The government (Ministry of Finance) should consider school feeding as an investment rather than being an expenditure.

Network
- Encourage countries to have a school health policy that includes school feeding program, emphasizing community participation and the promotion of local products.
- Assist countries to use SABER to determine the state of their school feeding and school health programmes and then use the transition strategic planning process to develop action plans to take forward their programmes.
- Ensure that documents of meetings are translated into the different languages of ECOWAS (English, French and Portuguese).
### AGENDA

**Gambia Workshop 4th – 6th June 2013**

Theme: HGSF within the context of comprehensive SHN

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITIES</th>
<th>PRESENTER/FACILITATOR</th>
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</thead>
<tbody>
<tr>
<td>4th June 2013</td>
<td><strong>DAY ONE</strong> Comprehensive SHN and linkages with local agriculture</td>
<td>Baboucarr Bouy Permanent Secretary, Ministry of Basic and Secondary Education (MOBSE)</td>
</tr>
<tr>
<td>8:30</td>
<td><strong>MASTER OF CEREMONY</strong></td>
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<tr>
<td>9:00</td>
<td>Participant Registration</td>
<td>Participants</td>
</tr>
<tr>
<td>9:00</td>
<td>Opening Ceremony</td>
<td>ALL</td>
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<tr>
<td>9:00</td>
<td>Welcome by the Chairman – Permanent Secretary</td>
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<tr>
<td>10:00</td>
<td>COFFEE BREAK</td>
<td>Organising committee</td>
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<tr>
<td>10:30</td>
<td><strong>Introduction to the workshop</strong></td>
<td>Andy Tembon (WB)</td>
</tr>
<tr>
<td>10:30</td>
<td>Introduction of organisers (5 min)</td>
<td></td>
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<tr>
<td>10:30</td>
<td>Introduction of participants (15 min)</td>
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<tr>
<td>10:30</td>
<td>Presentation of how workshop is organised</td>
<td></td>
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<tr>
<td>10:30</td>
<td>Presentation and adoption of agenda (5 min)</td>
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<tr>
<td>10:30</td>
<td>Workshop rules and administrative matters</td>
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<tr>
<td>10:30</td>
<td>Presentation of the objectives of meeting (5 min)</td>
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</tr>
<tr>
<td>11:00</td>
<td>A comprehensive approach to SHN, including increasing linkages with local agriculture in the West Africa sub-region: The case of the Gambia.</td>
<td>Amicoleh Mbaye, Ministry of Education, The Gambia and ECOWAS Network</td>
</tr>
<tr>
<td>11:30</td>
<td><strong>The global approach to comprehensive SHN including increasing linkages with local agriculture.</strong></td>
<td>Donald Bundy (WB)</td>
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<tr>
<td>11:30</td>
<td>Screening: EFA film</td>
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<tr>
<td>12:30</td>
<td>Country reports (4 countries): presenting current status on: SHN, including school feeding links with local agriculture – location in Ministry (Each country should have a written report of activities)</td>
<td>Country Representative 10 minutes presentation 5 minutes Q &amp; A</td>
</tr>
<tr>
<td>13:30</td>
<td>LUNCH</td>
<td>Organising committee</td>
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**ACTIVITIES**

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<th>TIME</th>
<th>ACTIVITIES</th>
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<tr>
<td>14:30</td>
<td>Country reports cont’d (6 countries): presenting current status on: SHN, including school feeding links with local agriculture – Location in Ministry <strong>(Each country should have a written report of activities)</strong></td>
<td>Country Representative 10 minutes presentation 5 minutes Q &amp; A</td>
</tr>
<tr>
<td>16:00</td>
<td><strong>COFFEE BREAK</strong></td>
<td>Organising committee</td>
</tr>
<tr>
<td>16:30</td>
<td>Questions, answers and discussion Key themes arising from the country presentations</td>
<td>Andy Tembon (WB)/Bachir Sarr (PCD)</td>
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<tr>
<td>17:30</td>
<td>Wrap up and Closing for the day</td>
<td>Organising committee</td>
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**DAY TWO**

**Home Grown School Feeding (HGSF)**

**CHAIR:** Nigeria

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<tbody>
<tr>
<td>8:30</td>
<td><strong>Participant registration</strong></td>
<td>Organising committee</td>
</tr>
<tr>
<td>9:00</td>
<td>Recap of the day before</td>
<td>Participants</td>
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<tr>
<td>9:15</td>
<td>State of School Feeding World Wide</td>
<td>WFP</td>
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<tr>
<td>9:45</td>
<td><strong>An introduction to HGSF</strong> Screening of HGSF film</td>
<td>Daniel Mumuni (PCD)/NEPAD</td>
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</table>
| 10:00 | Cross-country panel discussion on the ‘Rethinking School Feeding’ five quality standards within the context of HGSF  
- Design and Implementation: redesign to ensure effective targeting and local agriculture linkages (Ghana)  
- Policy and Legal frameworks: developing an effective policy and legal framework for school feeding (Mali)  
- Institutional arrangements: cross-sectoral and stakeholder coordination (Nigeria)  
- Funding and Costs: combing national funding with local business partnerships (Cape Verde)  
- Community Participation: community ownership of the programme across the supply chain (Burkina Faso case study) (Cote d’Ivoire)  
Five presentations followed by a discussion across all five quality standards. | Donald Bundy (WB)                                                              |
| 11:30 | **COFFEE BREAK**                                                            | Organising committee                                                                  |
| 12:00 | Panel discussion on the transition towards sustainable school feeding programmes: moving from external support to national ownership and increasing linkages with local agriculture.  
- Global support to countries as they transition from external support to national ownership (WFP)  
- Realities of the transition process at the country level: How Governments Take Over (Cape Verde case) | Daniel Mumuni (PCD)                                                             |
study).
- Regional moves to increase linkages with local agriculture and improving nutrition (NEPAD/CAADP)
- Increasing sustainability through linkages with local agriculture (Burkina Faso case study) OR (Cote d'Ivoire case study)
- Enhancing the governance and transparency of school feeding procurement systems to the benefit of small holder farmers (SNV)

Six presentations followed by a discussion across all five quality standards.

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<th>Time</th>
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<tbody>
<tr>
<td>13:00</td>
<td>LUNCH</td>
<td>Organising committee</td>
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<tr>
<td>14:00</td>
<td>Good practice in school health and school feeding; a mechanism to benchmark programmes, SABER⁸</td>
<td>Andy Tembon</td>
</tr>
<tr>
<td>14:30</td>
<td>Introduction to transition strategic planning process</td>
<td>PCD</td>
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<tr>
<td>15:00</td>
<td>Country group work: action plan development</td>
<td>Country teams</td>
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<tr>
<td>17:30</td>
<td>Summary of the day</td>
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6th June 2013

**DAY THREE**

**Development of action plans and SABER**

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<thead>
<tr>
<th>Time</th>
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<th>Organiser</th>
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<tbody>
<tr>
<td>8:30</td>
<td>Registration of all the participants</td>
<td>Participants</td>
</tr>
<tr>
<td>9:00</td>
<td>Recap of the day before</td>
<td>Participants</td>
</tr>
<tr>
<td>9:15</td>
<td>Presentation of country plans</td>
<td>Participants</td>
</tr>
<tr>
<td>10:30</td>
<td>COFFEE BREAK</td>
<td>Organising committee</td>
</tr>
<tr>
<td>11:00</td>
<td>Completing SABER Questionnaires</td>
<td>Andy Tembon (WB)</td>
</tr>
<tr>
<td>12:00</td>
<td>Declaration, recommendations and next steps</td>
<td>Declaration team</td>
</tr>
<tr>
<td>13:00</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>14:00</td>
<td>Closing ceremony</td>
<td>Country teams</td>
</tr>
<tr>
<td>15:00</td>
<td>Participants leave</td>
<td>All</td>
</tr>
</tbody>
</table>

⁸ System Assessment and Benchmarking for Education Results
APPENDIX 2

OPENING CEREMONY

The welcome address was given by the chair of the ECOWAS network who is also the director of MOBSE and the SHN Focal Point in the Gambia. Partner organisations – PCD’s Executive Director-Dr Lesley Drake, WB’s Lead Specialist, SHN – Professor Donald Bundy, FAO and WFP in country representatives made statements in which they reiterated their support and commitment to school feeding, SHN, and local agricultural development.

The workshop was officially opened by the Honourable Minister of Basic and Secondary Education of the Gambia, Ms Fatou L. Faye. In her address she outlined strong political commitment towards comprehensive SHN, particularly HGSF \(\Rightarrow\) “Eat what we grow, and grow what we eat”.

Opening speech by the Honourable Minister of Basic and Secondary Education

STATEMENT BY THE HONOURABLE MINISTER OF BASIC & SECONDARY EDUCATION AT THE OPENING CEREMONY OF THE REGIONAL HGSF WORKSHOP WITHIN THE CONTEXT OF NATIONAL SHN PROGRAMMES, 4TH– 6TH JUNE 2013

- Mr Chairman,
- My Colleague Ministers here present,
- Member of the Diplomatic and Consular Corps,
- Prof Donald Bundy from WB,
- Dr Lesley Drake of PCD,
- WFP Country Director,
- EU Charge d’Affaires,
- Representatives of United Nationals agencies,
- Senior Government Officials,
- Distinguished Delegates from the Region,
- Ladies and gentlemen,

All protocols duly and respectfully observed.

I am delighted to be with you this morning to preside over the official opening of the Regional HGSF workshop within the context of national SHN programme.

This forum presents an exciting opportunity that brings together a diverse range of expertise in the areas of education, agriculture and health to explore further the barriers and actions required to achieve a nationally owned sustainable HGSF programme and linking this to the broader SHN package.

Having all these personalities from twelve different countries coming together is a clear manifestation of the required commitment of our various governments to take ownership using the multi-sectoral approach.
It is also an event which demonstrates the unwavering resolution and commitment of both governments and the WFP to successfully transit from a project-based model of school feeding programme that relies on external support to a nationally-owned programme which aim to be totally and locally funded, managed and monitored.

When school feeding programmes are linked to local agricultural production, and integrated into health and nutrition programmes they benefit all clients by generating a stable structured and predictable demand for their products. It further recognizes the role the school can play in enhancing the health of our children. As governments, we see these policy guidelines as necessary in promoting partnerships, cooperation, collaboration and commitment among government ministries and stakeholders thus creating value for health and education in line with the Millennium Development Goals (MDGs).

A comprehensive SHN programme addresses challenges such as HIV and AIDS prevention, malaria and parasitic worm treatment, control and prevention and nutritional deficiencies such as iron-deficient anaemia and short-term hunger through school feeding. If these conditions are not addressed through timely and effective interventions, evidence clearly demonstrates the negative impact they may have on school-aged children’s health and educational achievement.

Furthermore a growing body of evidence highlights the long-term and far-reaching negative consequences of poor health outcomes for school-aged children on the broader education system, late achievements in life as well as national and regional economies.

Within a comprehensive SHN framework, school feeding programmes have demonstrated clear health and nutritional benefits in primary school-aged children for over 30 years in low and middle income countries. However, interventions have heavily depended on external funding and implementation support, the experience of which reveals huge challenges in sustaining this effort. The sustainability of the school feeding programme coupled with its integration into the SHN framework continues to pose a significant challenge resulting in many countries treating school feeding as an entirely separate entity. A paradigm shift is absolutely necessary to ensure that a cumulative yield from both programmes can be beneficial to our target.

Mr Chairman, distinguished ladies and gentlemen, on the home front, the government of the Gambia, in close partnership with the WFP and other partners is committed to implementing a transitional programme leading to a nationally owned school feeding programme under the guidance of the theme: **EVERY CHILD MUST EAT A NUTRITION SCHOOL MEAL**. This theme is deemed appropriate to ensure that no child is denied a nutritious school meal on the basis of his or her inability to contribute in kind or cash.

As part of this transitional programme, the government of the Gambia commits a financial responsibility of 25 percent of WFP’s school feeding assistance by 2016, to cover 20,100 beneficiaries. This equates to a total financial commitment of US$1.39 million. This is indeed indicative of the political will and commitment necessary to champion this cause.
Linked to the intervention in HGSF is the SHN programme which provides value-added outcomes within the overall framework of SHN. It is therefore hoped that such a meaningful linkage will engender improved nutrition and health of children that leads to cognitive development and improved learning outcomes.

Since this transition will require a strong foundation with the right institutional framework for its successful implementation, an inter-ministerial coordinating arrangement with clear roles and responsibilities of key government ministries such as MoA, MoH, MoE and MoRG supported by the participation of development partners is being put in place, the operational details of which will be shared with colleagues from the sub-region during the course of the deliberations.

Finally, ladies and Gentlemen, allow me to thank PCD and the WB, for their invaluable support. I also wish to thank all stakeholders including WFP, FAO, EU and all our government counterparts from across the sub-region, who are gathered here today to participate in this important and life-changing endeavour. We indeed value their participation.

Mr Chairman, ladies and gentlemen, it is now my pleasure, honour and delight to officially declare the Regional HGSF Workshop open.

I thank you all for your kind attention.
APPENDIX 3

DAY ONE: Comprehensive SHN and linkages with local agriculture

PRESENTATIONS

1. Introduction to global SHN

Professor Donald Bundy of the WB presented the Global Approach to Comprehensive SHN, EFA, and FRESH, focussing on the following:

- The global approach to comprehensive SHN including increasing linkages with local agriculture highlighting:
  That one of the reasons for SHN is levelling the Playing Field - Helping Sick and Hungry Children Catch Up.

- The process involved: Regional analytical work, sub regional workshop, establishment of national development partners groups and national follow up workshops
  • Accelerating the Education Sector Response to HIV and AIDS Sub-Regional Workshops were convened in East Africa, Nigeria, Central Africa, Anglophone West Africa, Francophone West Africa and Madagascar as observers, Lusophone countries from 2002 - 2006.
  Countries that participated in sub regional workshops then organized national level workshops as follow-ups.

- Comprehensive SHN and EFA
  In his presentation, Professor Bundy explained that the 9th Meeting of the High Level Group on EFA which was held in Addis Ababa on February 24th 2010 and led to the Addis Ababa Declaration with the following action points:

  - All EFA partners are called upon to intensify efforts to support initiatives targeted at the most marginalized, such as cash transfers, school feeding, scholarships and gender-specific-interventions.

  - Countries in Sub-Saharan Africa Increase their Efforts to Level the Playing Field (since 2000)
  - The Quality of Evidence for an Impact of SHN on EFA
  - How important are Hunger and Ill Health as Barriers to Achieving EFA?

- What Works to Level the Playing Field? Examples of Effective, Evidence-Based Programmes include:
  • Early Childhood Development
  • Targeted SHN Services, including:
    – School based deworming
    – School based malaria control
    – Targeted school feeding
  • Health, Hygiene & HIV Education
  • Healthy School Environment
Regional Leadership in Africa Links Agriculture, Education, Health and Nutrition (Targeted school feeding)

HGSF
- Emphasis on national ownership
- Three target groups:
  - school children
  - small scale farmers (food production)
  - community stakeholders (food preparation)
- Cross-cutting gender dimension

HGSF policy objectives include:
- For children: improved access to education, cognition and learning and nutrition.
- For farmers and community stakeholders: stable/timely income & predictable demand, opportunity for farm investment, improved food security.

Country examples:
- China: Increasing Education Equity & Targeting ‘Left-behind Children’

Conclusions Based on Operational Experience to Level the Playing Field for EFA
- We know what works
- Poor, sick and hungry children benefit the most
- Well-designed programmes are those that:
  - complement traditional education investments,
  - make a large contribution to EFA,
  - are not a tax on teachers,
  - are multi-sectoral
- Most countries are implementing these programmes
- More development partners are providing support

What Still Needs to Be Done to Level the Playing Field for EFA
- Make leveling the playing field an objective of all education sector plans
- Begin leveling the playing field before school starts, with early nutrition and early childhood development (ECD)
- Target the poor, sick and hungry to maximise impact and cost-effectiveness
- Start with simple programmes that can reach the sick and hungry, wherever they are
- Use evidence-based designs to enhance cost-effectiveness and minimise a tax on teachers

2. A comprehensive approach to SHN, including increasing linkages with local agriculture in the West Africa Sub-region: The case of the Gambia: In the presentation, the mandates of Basic and Secondary Education (BSED) as the coordinating body for
programmes within BSED nationwide was highlighted. Life Skills Education, SHN was further discussed and especially its link to school feeding and school agriculture. The Gambian context regarding HGSF and the current situation in the transition to national ownership was discussed.

A question and answer session followed the presentations.

3. Country reports on current status on SHN, including school feeding links with local agriculture-Location in Ministry

The following countries Burkina Faso, Cape Verde, Côte d'Ivoire, the Gambia, Ghana, Guinea, Liberia, Mali, Nigeria, Senegal, Sierra Leone and Togo presented reports on current status of SHN, including school feeding links with local agriculture.

From the different country presentations it was evident that countries are at different levels of implementation of school feeding. However there was clear manifestation of governments' commitment to support this initiative. The country presentations highlighted programmes, institutional organisation, achievements, challenges and next steps and main challenges with regards to policy and legal framework (lack of SHN policy), collaboration between stakeholders, funding, community participation and linking with agriculture.

During the questions and answer sessions that followed presentations by representatives from the above listed countries, discussions were centred on the following:

- Sustainability
- Multi-sectoral collaboration
- Global partnership
- School gardens
- Agricultural linkages

CHALLENGES

Despite the fact that most countries are in one way or the other committed to taking over school feeding programmes, they are faced with many challenges. Most of the challenges presented are common in many countries as indicated below:

- Institutional coordination among stakeholders needs to be strengthened especially at both central and decentralised levels.
- Institutional and operational capacity of government.
- The adoption of the National Health Policy in schools and implementation of all its components.
- Need for capacity building of teachers throughout the country.
- Coordination, technical oversight and monitoring of regional teams.
➢ Getting the capacity of various committees strengthened and more committed for effective programme implementation.
➢ Getting corporate bodies and individuals to support school feeding programmes.
➢ Delay in the release of funds.
➢ Mobilising local resources
➢ Inadequate funding support from governments and partners to scale-up intervention.
   Getting the state governments to have a specific percentage of their budget dedicated to school feeding programmes
➢ The sustainability of the programme at community level.
➢ Ownership of the programme at different country levels yet to be fully accepted.
➢ Commitment of local farmers and parents not assured.
➢ Weak connection with the production and local development.
➢ Weak public and private (including the parents) partnership.
➢ Coverage of children with special needs has been inadequate.
➢ Ineffective monitoring and evaluation (M&E) systems.

To cope with these challenges in the Gambia, the government has implemented a programme to facilitate the gradual appropriation of the management and financing of school canteens by the national government through the cooperative groups
APPENDIX 4

DAY TWO: Home Grown School Feeding (HGSF)

After the recap, the second day’s deliberations started with discussions of the common country challenges.

The challenges outlined were on design and implementation, policy and legal framework, institutional arrangements, collaboration between stakeholders, funding and community participation.

Challenges on design and implementation outlined were targeting of programme (e.g. Ghana had to re-target), absence or inadequate monitoring and evaluation (Indicators, funding of missions), the use of school gardens, tax on teachers/pupils and linking school feeding programmes to local agriculture.

For links between agricultural and school feeding programmes for HGSF programmes, the challenges discussed were inadequate production by the farmers to meet the demand, to provide adequate income to farmers, seasonal production of some local food, pre-financing of local purchase and control of the quality of local products (local purchase).

POLICY AND LEGAL FRAMEWORK challenges included the lack of a SHN (school feeding) policy.

For Institutional arrangements, issues discussed were collaboration between stakeholders, coordination of key ministries at the national, state & local (district) levels, clear cut roles and responsibilities of key ministries and partners at the national, state & local levels. For example, Ministry of Local Government and Rural Development (MLGRD) vs. Ministry of Education (MoE) in Ghana and lack of a permanent consultation framework with all the partners involved in school feeding at all levels.

FUNDING challenges highlighted were. funding constraints at the national, state & local levels, delay in receipt of funding, predictable funding for proper planning, local contribution, e.g. payments by children at local level and budget line for school feeding and for support of local production, like the women groups in Côte d’Ivoire.

Community participation centred on empowerment of local government and meaningful involvement of parent-teacher-association (PTA).
A. World Food Programme Presentation: State of School Feeding Worldwide 2013

The WFP Regional Bureau presented a new publication – ‘State of school feeding worldwide, 2013’ - which presented 8 key messages. The presentation started with a discussion of the existing publication on school feeding and their audiences as indicated below.

**Partnership Research Agenda**
**Key Message #1**: School feeding is present in almost all countries

- About 368 million children get a meal at school every day around the world
**Key Message #2:** Coverage is lowest where the needs are the greatest

- On average, 49% of primary school children in lower-middle-income countries and only 18% in low-income countries have access to school feeding.

**Key Message #3:** School feeding has emerged as a key safety net

On average, programmes doubled in size in 42 low-income countries (LICs) and low middle-income countries (LMICs):
In the past 5 years, 38 countries have scaled up school feeding in response to crises:

Key Message #4: The multiple benefits of school feeding make it a good safety net
• “Investment Case” modelling tool developed by WFP and Boston Consulting Group

• Evaluates benefits of school feeding (improved health, education, productivity over children’s lifetimes) vs. costs

• Applied in nine countries

• Cost/benefit ratio ranging from 1:3 to 1:8

• For every US$1 spent by governments and donors on school feeding, at least US$3 is gained in economic returns

**Key Message #5: LICs have started national school feeding programmes**

Since 2000, at least eight out of ten LICs in sample have started national school feeding programmes:
**Key Message #6**: School feeding could be more efficient

Analysis reveals opportunities for cost containment, particularly in LICs:

Cost per child of school feeding as a share of the cost of basic education

Policy and legal frameworks are less common in LICs:
**Key Message #7:** Donors are crucial for school feeding in LICs

Programmes in LICs rely on donor support (83%) more than in high- and middle-income countries.

![Donor expenditure and National budget expenditure chart](chart.png)

**Key Message #8:** There are many partners “at work” in school feeding, but there is a need to improve coordination

In summary the eight messages presented are indicated below:

1. School feeding is present in 169 countries (368 million children, a global investment of US $ 75 billion each day);
2. Coverage is lowest where needs are greatest;
3. School feeding has emerged as a response to crisis;
4. The multiple benefits of school feeding made it a good safety net;
5. LICs have started national school feeding programmes;
6. School feeding could be more efficient;
7. Donors are crucial for school feeding in LICs;
8. There are many partners at work.

**B. An introduction to HGSF**

Introduction to HGSF was presented by Daniel Mumuni of PCD. This presentation centred on linkage of school feeding to local agriculture, same concept, different approaches and models (de-centralized, semi de-centralized, integrated) in different countries.
Home Grown School Feeding Theory

**Farmer Needs**
- Accessible and stable market
- Agricultural support services

**Expected benefits from Exchange**
- Stable/Timely income
- Predictable demand
- Credit worthiness
- Opportunity for farm investment

**The Child's Needs**
- Daily nutritious meal, education

**Expected benefits Exchange**
- Increased enrolment/Attendance
- Reduced drop-out/Absenteeism
- Increased attention/performance
- Improved nutritional status

PCD
The Partnership for Child Development
Emerging cross-country policy consensus

- Emphasis has been on *national ownership*
  - Home-Grown not limited to “local”

- HGSF can have three target groups:
  - School children
  - Small scale farmers (food production)
  - Community stakeholders (food preparation)

- HGSF policy objectives should include:
  - For children: improved access to education, cognition and learning (and nutrition?)
  - For farmers and community stakeholders: improved food security

GSFP = Ghana School Feeding Programme
3. **Cross-country panel discussion on the ‘Rethinking School Feeding’ five quality standards within the context of HGSF**

Panel discussion on the five standards followed and the following countries participated making reference to their country situations:

- **Ghana** - Design and implement: Re-design to ensure effective targeting and local agriculture linkages using the case of Ghana with emphasis on improving the supply chain.
- **Mali** - Policy and legal frameworks: developing an effective policy and legal framework for school feeding stressing on the need for strong political commitment.
- **Nigeria** - Institutional arrangements: cross-sectoral and stakeholder coordination.
- **Senegal** - Funding and costs: combining national funding with local business partnerships with focus on sustainability and a gradual ownership by the government.
- **Burkina Faso** - Community Participation: community ownership of the programme across the supply chain dwelling on key roles and organisation of communities.

4. **Panel discussion on the transition towards sustainability**

WFP, Cape Verde, the New Partnership for Africa’s Development (NEPAD)/ the Comprehensive Africa Agriculture Development Programme (CAADP), Côte d’Ivoire, Ghana discussed
challenges with regards to agricultural linkages, government leadership and community participation as highlighted below

- **WFP** - Global support to countries as they transition from external support to national ownership. Panelist Constance Kobalar of (WFP).
- **Cape Verde** - Realities of the transition process at the country level: How Governments take over.
- **NEPAD/CAADP** - Regional moves to increase linkages with local agriculture and improving nutrition.
- **Cote d'Ivoire** - Increasing sustainability through linkages with local agriculture.
- **Ghana** - Strengthening linkage between school feeding and small holder farmer.

Potential solutions highlighted include increased production, nutrition sensitive agriculture and diversification of production and nutrition/agriculture linkages in countries’ agricultural investment plans.

Question and answers from all the participants followed the presentations.

The first item on the afternoon agenda was the presentation on the summary of good practices and challenges from the panel discussions.

- Local agriculture linkages
- Use of local cereals, Local soybean, Local milk
- Valuation local food
- Linkage with schools of agriculture
- School Garden curriculum
- Organisation Fair
- Government commitment (80% of GSFP should be spent on local foods)
- Use of Buffer stock Company
- Presidential incentive for local production

**Policy / Policy Document**

- Often as part of a national programme
- Development of National Health Policy at the School
- Development of Strategic Plan for Education in Health, Water and Sanitation in schools.
- Establishment and operation of a framework for consultation;
- Validation of a Sustainability Strategy and a National Strategy for Monitoring
- Evaluation of school feeding
- Validation of a draft text of the law regulating school feeding

**Coordination / Collaboration**

- Sometimes lead is Education, other times other ministries
- Committees (National Steering committee, Regional Coordination Council, District level, Community level implementation committees)
Memorandum of Understanding signed between ministries (Education, Agriculture, Health)
- Partners (PCD, WB, WFP, Luxembourg etc)
- Local producers
- Local transporters
- Local suppliers
- Private rental stores
- Animal proteins Food Vendors in collection centres
- Society of telecommunications, COMPAL (fruit juice), Airline

Community Participation

- Women’s groups producing
- Support canteen
- Experimental fields
- Construction of warehouses and refectory
- Supplies of equipment, condiments, utensils

C. SABER

The session continued with a presentation about SABER (Systems Approach for Better Education Results) with respect to school health and school feeding. An approach to develop road maps of policy development, helping countries considers how to improve their policies and identifies why some countries perform more than others. It also monitors progress in a country over time.

CONCEPTUAL FRAMEWORK

SABER
- Benchmark program, determine status of SF/SH programs. Identify areas of weakness (Group Work)

Considering the areas of weakness, how do we move towards the acceptable norms?

TSP
- Use of the Transition strategic planning process (TSP) to elaborate/refine our plans of action (Group Work).

SABER → A mechanism to benchmark programmes indicators of good practice in SH and school feeding
• Benchmarking school feeding and school health
• What is benchmarking school health and school feeding?
• Why benchmark?
• Steps in implementing school health and school feeding benchmarking

The framework was given to all the countries for their respective inputs in preparation for their group work. This was closely followed by a presentation on transition strategic planning process (Presentation and group work)

Technical Assistance

Mr Mumuni presented on a technical assistance or strategic planning process that guides Government and stakeholders in transitioning to sustainable school feeding programmes through the five standards.

• Provision of capacity building required to further programme impact and efficiency (Training and Expertise)
• Focused resources on improving programme design and the Enabling Environment for implementation
• Short-term intervention geared to sustainability through design and skills transfer
• Different to implementation shortfalls

Strategic Development Plan ‘Partner Harmonisation’
• Shared process and framework for a common tool
The steps to follow when outlining the transition strategic plan were presented thus:

- **Introduction** –
- **Country Overview** –
  - Overview of the country – education, food security, agriculture
  - On-going processes in the country – such as formulation of poverty reduction strategy papers (PRSP), education plan, decentralisation process, partners’ strategies.
- **Overview** of school feeding programmes in the country. This section includes the vision for and objectives of school feeding in the country.
- **Assessment** of current school feeding programmes –
  - Assessment of each standard (five Standards) using SABER
  - Summary of findings and priority capacity gaps
- **Stakeholder** analysis and current capacity development efforts (including on-going support activities)
- **Road Map** with key objectives by policy goals and strategies/activities to meet the objectives.
- **Implementation**

After the presentations the participants broke into their respective country groups for their group work and this wrapped up the day’s programme.
APPENDIX 5

DAY THREE: Development of action plans and SABER

The day started with a recap of day two followed by a presentation on action planning (plans for action) for the groups to continue their group work. The presentation of country plans started and three countries, namely Mali, Ghana and the Gambia, volunteered to present their country plans.

Mr Amadou Sékou Diallo, PCD Mali presented on sustainability strategy of school feeding in Mali.

The next country to present was Ghana by Ms Margaret Kaba who gave a summary of technical assistance plan activities based on the ‘Rethinking School Feeding’ Standards and the country plan of the Gambia was presented as well as the use of SABER.

After the presentations the participants continued with the group work on the completion of the SABER questionnaires.

This was followed by recommendations and next steps. A final document was adopted by all the participants.
APPENDIX 6

CLOSING CEREMONY

The closing ceremony started in earnest with the vote of thanks on behalf of the participants from Ms Margaret Kaba from Ghana. She thanked the government of the Gambia, the organisers (WB and PCD), and wished everyone safe return journey home.

Other speakers included Lesley Drake (PCD) and Donald Bundy (WB) whom both made remarks about the organisation, thanking the Gambian government, other development partners and the ECOWAS network chair Mrs Amicoleh Mbaye for a successful workshop. Both handed gifts to her as a sign of appreciation.

Mr Sheriff Yunus Hydra made a statement on behalf of the Minister and Permanent Secretary of the MBSE. He extended their apologies as they were engage in other official duties and thanked all the development partners for hosting the workshop in the Gambia. He also extended his gratitude to participants from the countries present for their fruitful deliberations and wish everyone safe journey home.
APPENDIX 7

REGIONAL HGSF WORKSHOP WITHIN THE CONTEXT OF NATIONAL SCHOOL HEALTH AND NUTRITION PROGRAMMES BANJUL, THE GAMBIA 4TH – 6TH JUNE 2013

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