

Resource Framework on Home Grown School Meals

Synopsis - November 2016



**World Food
Programme**



**Centre of Excellence
against Hunger**



**Food and Agriculture
Organization of the
United Nations**



global child nutrition



**PCD | Imperial College
London**



**NEPAD
TRANSFORMING AFRICA**



The Resource Framework is the result of a collaboration of the World Food Programme (WFP), the WFP Centre Excellence in Brazil (WFP CoE), the Food and Agriculture Organization (FAO), the Global Child Nutrition Foundation (GCNF), the Partnership for Child Development (PCD) and the New Partnership for Africa's Development (NEPAD). The views expressed in the Resource Framework do not necessarily reflect the official position of the organizations involved in the collaboration but are those of the individual contributors to the Resource Framework. The Resource Framework is made possible thanks to the generous support of the Government of Canada.

Foreword

At least 368 million children in the world are fed daily at school, through **school meals programmes** that are run in varying degrees by national governments. These school meals not only nurture children and improve their health, they are also key in facilitating access to education as they increase school enrolment, attendance and completion. In addition, the health and educational benefits of school meals have a lifelong impact.

Many governments are increasingly sourcing food for school meals locally from smallholder farmers in a bid to boost local agriculture, strengthen local food systems, and move people out of poverty. As these so-called **home-grown school meals (HGSM)** effectively augment the impact of regular school meals programmes with economic benefits for local communities, governments have identified HGSM as a strategy to contribute to the achievement of the Sustainable Development Goals to end poverty (SDG1) and hunger (SDG2). HGSM also facilitate inclusive and equitable quality education (SDG4) and contribute to the empowerment of girls (SDG5), inclusive and sustainable economic growth (SDG8) and the reduction of inequality within and among countries (SDG10). Finally, they help forge partnerships for sustainable development (SDG17).

However, **designing and implementing a HGSM programme** is a complex task. As more national governments initiate and scale up investments in HGSM programmes, global partners are responding to the need to provide technical assistance for delivering effective, efficient and high-quality programmes. The World Food Programme (WFP), the WFP Centre of Excellence against Hunger (WFP CoE), the Food and Agriculture Organisation of the United Nations (FAO), the Global Child Nutrition Foundation (GCNF), the Partnership for Child Development (PCD) and the New Partnership for Africa's Development (NEPAD) have joined forces to create a **Resource Framework** for the design, implementation and scale up of government-led HGSM programmes.

The Resource Framework harmonizes the existing knowledge, tools and expertise of the partners. It is therefore a great example of a collaborative effort to help governments achieve their goals.

Introduction

This synopsis summarizes the Resource Framework on HGSM. The Resource Framework – and also the synopsis – is divided into three modules

MODULE 1 - Understanding HGSM – defines and explains the concepts, benefits, beneficiaries and pre-design requirements.

MODULE 2 - Planning HGSM Programmes – provides flexible guidance for the planning of HGSM programmes that are well-integrated in the national context and linked to local agriculture and nutrition.

MODULE 3 - Implementing HGSM Programmes – includes guidance on different implementation options, including models for linking HGSM to local agriculture and ways to ensure that programmes are delivered in a nutrition-sensitive manner.

The main goals of the Resource Framework on HGSM are to:

1. clarify the key concepts, scope and goals of HGSM programmes;
2. harmonize existing guidance materials;
3. provide technical reference to governments to design, implement and scale up effective, efficient, and sustainable HGSM programmes.



Resource Framework on Home Grown School Meals

MODULE 1 – Understanding HGSM

From School Meals to Home Grown School Meals

School meals programmes are generally considered education interventions that facilitate access to education, increase attendance and retention rates, and improve the nutrition of school children. Furthermore, there is evidence that school meals programmes contribute to children's learning and health, increasing their productive potential later in life. Especially when school meals are part of a larger package of investment in education, they help maximize the return on investment and contribute to reducing poverty in the long term.

These benefits can be further increased by building links between schools and local smallholders. HGSM programmes present an opportunity to improve the livelihoods of smallholder farmers and to strengthen the nexus between nutrition and agriculture. Linking schools to local production also increases the sustainability of school meals programmes and is critical in transitioning school meals programmes to sustainable national programmes.

HGSM programmes allow for a nutrition-sensitive and inclusive development of the value chain, which can play an important role in shaping sustainable local and national food systems, given the importance of the way food is produced, processed, distributed, marketed and consumed. It can help identify entry points for policy and investment to mainstream nutrition-sensitive interventions along the value chain, and identify the collective and individual roles and responsibilities of different stakeholders.

The emergence of the HGSM concept

2003: African governments decide to include school feeding programmes that source food locally from smallholders in the Comprehensive Africa Agriculture Development Programme (CAADP). NEPAD launches home-grown school feeding pilots in Cote d'Ivoire, Ghana, Kenya, Mali, Nigeria, Tanzania, Ethiopia, Malawi, Mozambique, Senegal, Uganda and Zambia. HGSM is recognized by CAADP and NEPAD as an initiative that promotes food security and rural development.

2003: The government of Brazil launches the Zero Hunger Strategy that includes the Food Acquisition Programme (PAA).

2005: The Community of Latin America and Caribbean States (CELAC) recognizes HGSM as a key intervention in its plan for Food Security Nutrition and Hunger Eradication 2025.

2009: The government of Brazil reforms the National School Feeding Programme (PNAE), requiring that 30% of the food is purchased from smallholders.

January 2016: African heads of state declare that *"Home Grown School Feeding is a strategy to improve education, boost local economies and smallholder agriculture, and advance the Sustainable Development Goals"*.

1 March 2016: The first Africa Day of School Feeding is dedicated to home-grown school meals, to promote HGSM as a key strategy to achieve the Sustainable Development Goals.

9 September 2016: The declaration of the Global Child Nutrition Forum in Yerevan states that *"Home-Grown School Meals should be pursued as priority programmes by governments, ensuring adequate ring-fenced budget allocation as appropriate for the country context and based on studies and analyses"*.

Concept

Linking schools to local production is not necessarily a new concept. Many countries have developed different ways of making this link, depending on the context, the capacity of farmers to supply schools, and the different degree of community participation.

The distinctive and innovative element of HGSM programmes, compared to traditional school meals programmes, is the prioritization of smallholder farmers in a way that maximizes sustainable benefits on prices, opportunities for commercialization, market linkages and access to productive assets for them and other stakeholders along the value chain. HGSM is not strictly limited to the purchase of local products for schools from smallholders, but is usually designed to achieve nutrition-sensitive objectives and includes complementary interventions for farmers and communities.

HGSM is a multi-dimensional model that can be implemented in different ways. Design and scope differ in each country depending on the model used to link schools to local production, their context and the objectives they intend to achieve. In order to harmonize the different conceptualizations of HGSM and establish a common understanding of HGSM, the partners collaborating on the Resource Framework define HGSM as follows:

Home grown school meals (HGSM) constitute a school meals model that provides safe, diverse and nutritious food, sourced locally from smallholders, to children in schools.

The core ideas of this definition can be explained as follows:

“Sourced locally from smallholders” means that HGSM programmes:

- maximize benefits for smallholder farmers, by linking schools to local production;
- strengthen the capacities of smallholder farmers and communities;
- promote a sense of ownership among communities and farmers involved.

“Safe, diverse and nutritious food” means that HGSM programmes:

- promote quality and safety standards for fresh and local foods;
- support crop and dietary diversification and healthy eating habits;
- promote food and nutrition education including behavioural change.

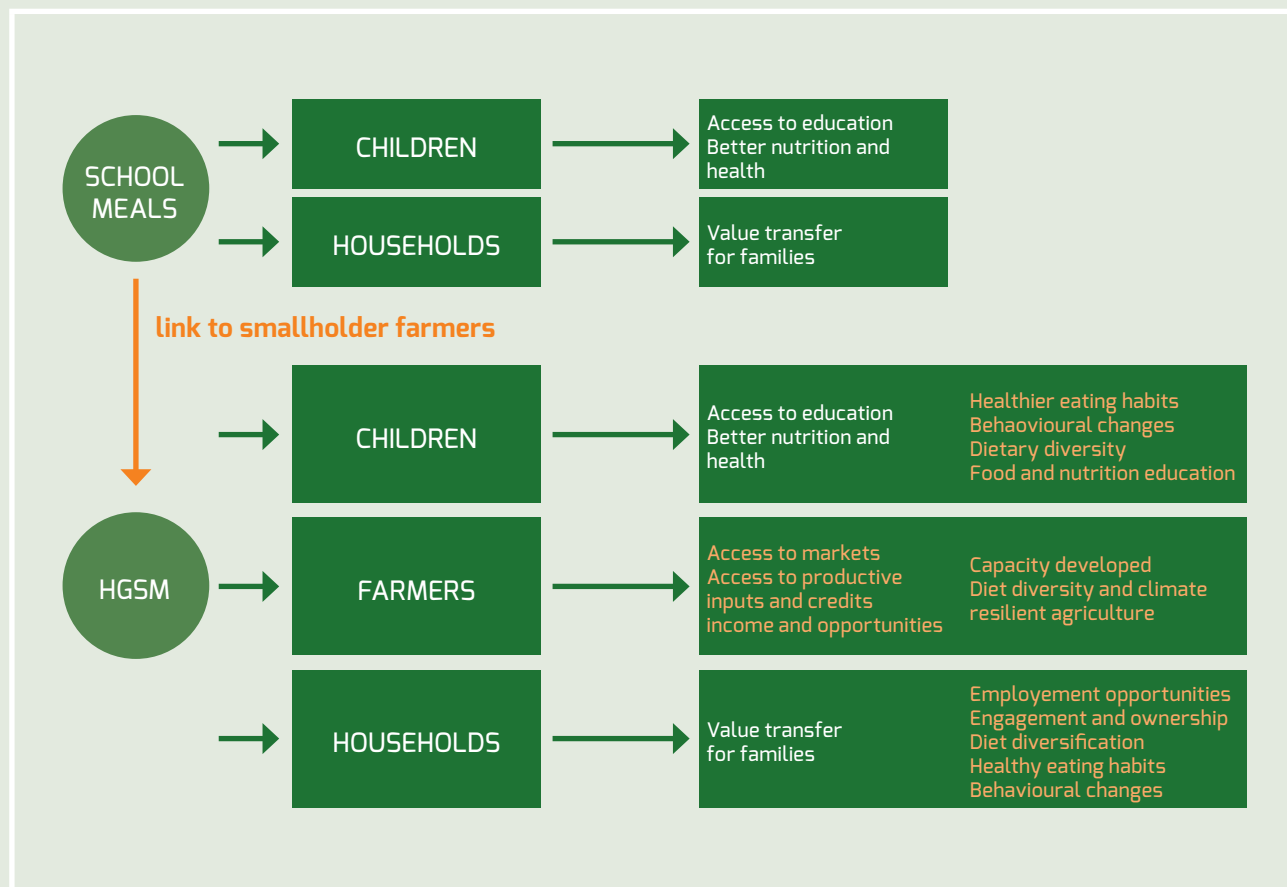
Even if only a percentage of food is purchased locally from smallholder farmers, a school meals programme can be considered as ‘home-grown,’ provided that the local purchases are designed to support and boost the local agricultural and food market and such objectives are taken into regard along the policy design and implementation.

Example: the Programa Nacional de Alimentação Escolar (PNAE) in Brazil

Brazil’s *Programa Nacional de Alimentação Escolar* (PNAE) purchases 30% of the nutritious food for school meals locally from smallholders. The programme, reaching 41.5 million children in 2015, is part of the Zero Hunger Program and is included in the country’s constitution. Additional key success factors of the PNAE programme are the inclusive policy and smallholder-friendly procurement procedures that facilitate smallholders’ participation as well as the strong coordination among different ministries (Education, Agrarian Development, Social Development, Agriculture and Health).

Beneficiaries and Benefits

As well as the educational and nutritional benefits typical of school meals, home-grown school meals have additional benefits, not only for children, but also for smallholder farmers and households.



HGSM programmes are well poised to be part of a comprehensive package of interventions that address multiple needs, as identified by national governments. They can also be integrated into national strategies to fight hunger, poverty and malnutrition, and increase health and health-seeking behaviour. Therefore, governments are increasingly investing in HGSM programmes as a strategy to combine benefits in education, health, nutrition and agriculture, as well as economic and agricultural productivity and inter-generational well-being.

The potential benefits that HGSM programmes can generate are maximized, when HGSM programmes are designed as a multi-sectoral intervention and are integrated into broader national social protection systems.

MODULE 2 – Planning HGSM Programmes

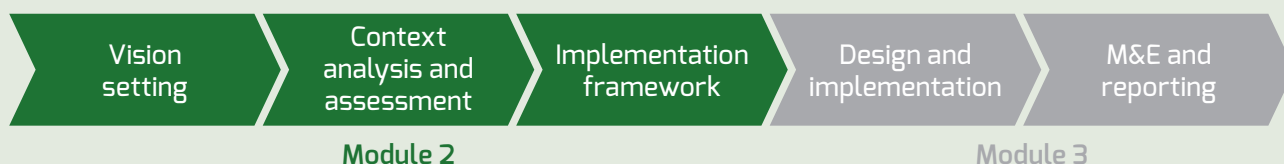
The effectiveness, efficiency and sustainability of a HGSM programme generally depend on the extent to which it is

- **aligned** to the context-specific needs and challenges, policy goals, legal frameworks, and other national programmes relevant to HGSM, for instance through the existing school feeding system;
- associated to adequate and robust operational **capacities**;
- implemented in a **cost-efficient and effective** way, based on sustainable financial resources.

In order to design, optimise and implement a national HGSM programme, governments need to engage in a **multi-stakeholder national dialogue**. The dialogue should start from a set of in-depth assessments of the existing national school feeding systems, including implementation and monitoring capacities, value chains and delivery systems, financial sustainability, efficiency and effectiveness. These assessments need to take into account other sectors relevant for HGSM, such as agriculture, commerce and trade, health and nutrition, and gender, by assessing existing policies, programmes and operational capacities.

Crucial elements for a successful national dialogue are:

- a long-term **vision and a political commitment** – defining the broad and long-term changes that the stakeholders, and in particular the government, want to achieve with HGSM;
- an adequate and precise **context analysis and assessments** - exploring the potential of HGSM in the country, understanding the different existing environment on education, agriculture, nutrition, social protection and school meals in the country and how it can support the vision;
- a consensual and **evidence-based implementation framework** - translating the vision into a plan with concrete set of actions coherent with national objectives and programme's goals.



Vision setting and political commitment

Vision and political commitment are essential to ensure that a HGSM programme can be developed and implemented to achieve the long-term change envisioned by the government.

Governments craft their vision and their political commitment for a certain programme on the basis of evidence of tangible, multiple benefits, and the assurance that “it can be done.” They obtain this evidence by collecting and exchanging information and experience, including best practices, through different means. One of the main mechanisms for this is **south-south and triangular cooperation**, which facilitates the sharing of knowledge and experience, contributes to the strengthening of country capacities, and opens a national dialogue at political and technical levels.

South-south and triangular cooperation happen through international fora such as the Global Child Nutrition Forum; international, regional and sub-regional communities of practice such as the African Network for School Meals and similar networks in Asia and Latin America and the Caribbean; meetings and workshops; or peer-to-peer study visits such as the ones organized by the WFP Centre of Excellence

or FAO. South-south cooperation also reinforces governments' leadership in and ownership of capacity building processes. The experience of the tangible benefits of HGSM can foster political commitment and form an entry point for assistance to enhanced and improved policies, where these are lacking.

Context Analysis and Assessments of the National Programme

A good understanding of the context is critical for the success and sustainability of any programme, but in particular for a HGSM programme, due to its cross-sectoral nature. It helps identify the existing potential to scale up a HGSM programme in reaching a higher number of vulnerable beneficiaries and to identify associated risks. For this reason, the design and implementation of a HGSM programme should be based on a comprehensive context analysis and in-depth assessments of national school meals programme.

Context Analysis

A comprehensive context analysis helps establish or review the objectives and targeting of the HGSM programme. It should be composed of:

- a needs assessment of the vulnerable population in terms of food security, education, nutrition, health, economic poverty, job creation, social cohesion and social protection;
- an identification of the extent to which existing programmes are addressing these needs;
- a review of the existing production potential of local agriculture and value chains involving smallholder farmers.

The context analysis phase can rely on primary and secondary data from different relevant ministries, UN agencies and other stakeholders as well as research institutes.

Assessments of the National Programme

The context analysis needs to be complemented with an assessment of the existing national school meals programme in order to understand the efficiency and operational capacity of the programme as well as its alignment with the national context and goals.

For the assessment of the existing national school meals programme, many countries use the Systems Approach for Better Education Results – School Feeding (SABER-SF) methodology. SABER-SF assesses five dimensions of the existing system and operational capacities, to identify opportunities and challenges for HGSM:

- national policy and legal framework;
- financial capacity and stable funding;
- institutional capacity for implementation and coordination;
- design and implementation;
- community participation.

This overall assessment should be complemented by additional in-depth assessments in specific domains, in order to better understand the challenges and explore options to address them.

Such additional assessments of the national programme could include:

- the extent to which national programme objectives are actually achieved;
- the cost efficiency and cost effectiveness, including the impacts on the local economy;
- the assessment of relevant supply chains and value chains;

- existing and potential synergies with social protection and development programmes;
- the assessment of the monitoring, reporting and evaluation system of the programme.

In order to continuously adjust and realign the different goals, objectives, actions and budget associated with the implementation of the national programme, the national dialogue should have an iterative character and be supported by a strong system for monitoring, reporting, evaluation and regular SABER SF diagnostics.

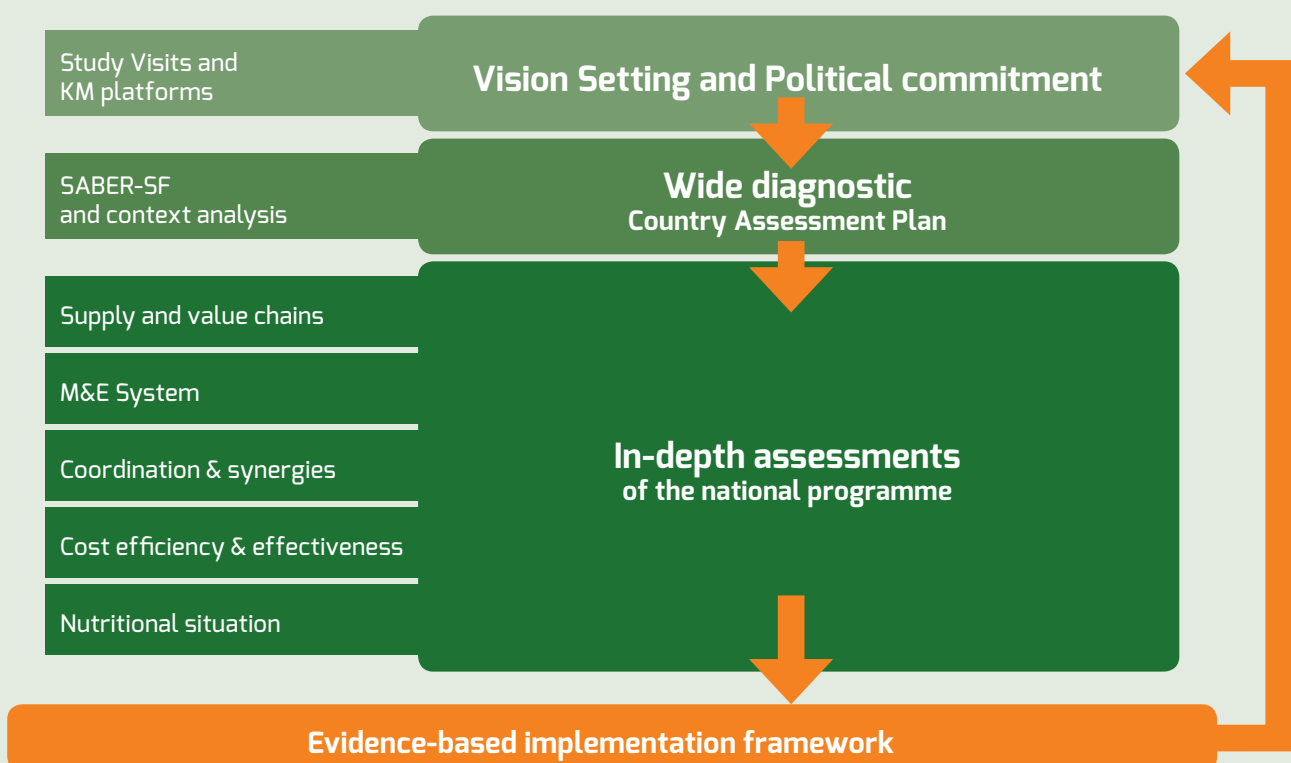
Evidence-Based Implementation Framework

A vision, political commitment and evidence gathered from the context analysis and different specific assessments should allow national authorities to produce a set of goals, objectives and costed actions for the implementation of the HGSM programme. This evidence-based plan lays the foundation for the operationalization of the programme.

In terms of quality standards, an evidence-based implementation plan should list a set of goals, objectives and costed actions that are:

- responsive to the needs of the population;
- feasible in terms of capacities and resources;
- aligned with the policy directions of the existing social protection scheme and other relevant sector plans, in particular agriculture;
- led from the start by one single task force or inter-ministerial committee representing the different ministries and other stakeholders involved in the programme, in order to warrant the continuity and the national ownership of this approach, and to mitigate risks related to staff turn-over.

To ensure full support from partners, this evidence-based implementation plan should be accompanied by a technical assistance plan that identifies key partners and their roles in the process.



MODULE 3 –Implementing HGSM Programmes

The national dialogue lays the basis for the next two steps:

Design and implementation – building the policy and legal frameworks, plan the composition of the food basket and school meals, designing the link between schools and smallholders, and identifying the models for the procurement and distribution of school meals.

M&E and reporting – identify which indicators to monitor and evaluate in the domains of education, health and nutrition, market access and agriculture production, benefits and capacity of farmers and community participation.



Building the framework

A clear **policy** for HGSM is critical, because it provides the framework for the design of HGSM programmes and ensures consistency with the goals identified in the national dialogue. Where this is still lacking, the national dialogue and south-south and triangular cooperation can provide the basis for formulating an enhanced, more adequate policy.

Given that HGSM programmes are multi-sector programmes, an adequate policy needs to cover programmatic elements related to education, nutrition and health, agriculture development, market access and public procurement. Governments can develop a dedicated HGSM policy, adapt existing school meals or social protection policies, or set up a system of interrelated policies and laws to cover the various programmatic aspects. In many countries, developing HGSM creates an opportunity to develop a more comprehensive school health and nutrition policy. However, regardless of the specific approach, any HGSM policy needs to be integrated with and linked to existing policies on agriculture, food systems, nutrition and health, among others.

It is also key to define an **institutional home for the coordination** of HGSM programmes and to regulate the roles of the different ministries (Education, Social Protection, Health, Agriculture, etc.) and stakeholders involved in HGSM. It is good practice to create a designated entity or unit within Ministry of Education, which is mandated and can be held accountable for the implementation and coordination of HGSM programmes. In fact, HGSM programmes require different levels of coordination with other ministries such as agriculture, health, commerce, and with local authorities, districts, municipalities, schools, communities and smallholders. They all play different roles in procurement, cash management, quality and food safety control, education, management of teachers, etc.

This requires sufficient capacities at different levels and the engagement of communities and all the actors along the value chain, both during planning and implementation, to ensure the success and sustainability of HGSM programmes. Depending on the context and governments' objectives, the required efforts differ and may evolve, as the focus on these activities may change. However, efforts to ensure

the adequate capacity of local authorities, communities, schools and farmers should always be included in the HGSM policy framework and programme design.

Experience from different countries shows that in order to achieve results and sustainability, the government should align and support the policy with a national **legal framework**. The legal framework for HGSM needs to build on and be integrated into the existing legal frameworks: the regulations for procurement from smallholders, whether public or not; the national or sectorial definitions of 'family farmers' or 'smallholder farmers' (if they exist) to inform the targeting; the regulation of producer organizations; health and safety regulations; contract law and enforcement; land tenure legislation; and tax legislation. These legal frameworks are not always in place or favourable to the HGSM vision. Reforms can be necessary to align it with the HGSM policy and legal framework.

Governments should make sure that **stable funding** is secured to guarantee reliable and effective programme implementation and sustainability in the long term. The HGSM policy or implementation framework should also regulate the flow and management of funds. The HGSM programmes should have a stable and dedicated budget line and the disbursements at different levels (national, district and/or school) should be timely. Not in the least, coordination on the use of the budget among the different relevant ministries (education, agriculture, health, trade, etc.) and actors involved is essential to guarantee the efficiency and effectiveness of the intervention.

Nutrition and Meal Planning

Since HGSM programmes use local and fresh products, they have extra nutritional benefits, promote diet diversification and healthy habits, strengthen the local food system, enhance the capacities of the actors involved, and can help put in place local infrastructure along the supply chain and in schools.

School meals programmes can have **nutritional benefits** for children, with positive impacts on their growth and cognitive development. To achieve these nutritional benefits, HGSM menus need to be designed so that they take into account (a) the national nutrition standards for adequate dietary intake based on dietary guidelines, (b) the nutritional needs of school children, specific to their age, gender and location, (c) the availability of local food and (d) cultural and social habits. Many governments have identified the nutritional and dietary gaps in their countries and have set national nutrition priorities.

HGSM can be complemented by **health interventions** that aim at water safety, sanitation and hygiene (WaSH) and deworming. These complementary interventions are not only of direct relevance in the school environment, but also offer an opportunity to raise awareness amongst families and in the communities. Therefore, although not specifically a nutrition intervention, an HGSM programme should be designed in strong coordination with the national health sector in order to fully capitalise on nutritional opportunities of a favourable food environment at schools.

Meal planning is an integral part of the implementation of any HGSM programme. It is critical to design a food basket that not only meets the nutritional requirements of children in school, but also takes into account availability, seasonality, quantity, quality and cost-

Example: Nutritious Menus in Côte d'Ivoire

Côte d'Ivoire has developed a compilation of menus based on home-grown commodities. It proposes 29 nutritious menus that respect food habits of the communities and provide at least 40 percent of proteins, energy and other nutritional needs of school-aged children. The compilation also serves as a guide, aimed at informing and training school canteen stakeholders on nutrition and food hygiene.

effectiveness of the local products. There are various tools, such as *NutVal* or the *School Meals Planner* that governments can use to design rations according to nutritional requirements. These tools can also help ensure that nutritional objectives are met when menus change depending on the availability of local food. When properly designed, meal planning processes can enhance programme outcomes across various levels.

HGSM programmes can also improve the **food and nutrition security** of communities. The structural demand from schools for a diversified food basket, complemented with adequate support to smallholder farmers and local value chains, can stimulate a diversification of agricultural production, increase biodiversity, improve the income and resilience of farmers, and ultimately strengthen the food system at local levels, contributing to increased food and nutrition security.

School meals programmes can include a component on **food and nutrition education** to promote healthy eating habits. It has been demonstrated that food and nutrition education has a positive impact on the micronutrient status of children and can prevent obesity. In many communities, schools are the only place where children can learn about food and healthy eating habits. In these cases, adequate eating habits and a positive attitude towards a diverse food basket can be obtained through the school menus, classroom learning, practical activities in school gardens or food preparation, and the active participation of families and the community.

The use of fresh and local products also requires interventions to **build the capacities** of schools, farmers and other stakeholders in the supply chains to properly and safely manage, use and handle the fresh products to guarantee safe and nutritious food to children.

Link to Local Production and Smallholders

When designing and implementing a HGSM programme, the most significant considerations to be made are: how to link local production to schools, how to select the most appropriate procurement modalities, and whether the programme can or should be linked to existing agricultural development initiatives or whether there is a need or capacity to design new ones.

Many governments have started HGSM programmes through **pilots** that allow them to collect information from all stakeholders in the supply chain. Based on the outcome of the pilot, the full programme can be tailored to the needs of the farmers, schools and communities. Synergies with existing agriculture programmes enhance the benefits of the intervention and make it more efficient. This gradual approach reduces implementation challenges, minimizes costs and risks, generates insights as the programme scales up, and maximizes potential benefits for all actors along the value chain.

Targeting smallholders is never an easy process as there is no single or generally used definition of smallholder or family farmers and these categories are highly heterogeneous and change from country to country. However, criteria commonly used to define family farmers are: (ii) area of cultivation; (ii) household management and (iii) income. Targeting needs to be informed by the context analysis and assessments to make sure that all dimensions are covered and that the programme achieves its intended objectives. A HGSM programme should target smallholders already capable of supplying schools, but should also determine which farmers have the potential to produce marketable surplus and should therefore be supported with capacity building activities.

As HGSM programmes aim at developing local markets and economies in the long term, it is critical not to rely exclusively on farmers with surplus, but to also include those with production potential. Farmers who presently have limited capacity should be supported with targeted interventions that address their weaknesses and unlock their potentials. For this reason HGSM programmes usually include **complementary interventions** or are linked to **agricultural and rural development interventions** that contribute to address gaps and weaknesses in the food system and that support smallholder farmers.

These interventions could be designed to:

- build links with sectorial interventions to address structural weaknesses in the food system, by facilitating the farmers' access to inputs, credit, land and the formal market;
- share knowledge and innovations, for instance on agriculture, post-harvest handling and storage as well as processing techniques and technologies;
- increase the infrastructural and managerial capacity of the farmers and their organizations to produce, store, manage, and supply food;
- generate social and behavioural change, to increase social equity, including gender equity, or to adopt climate-smart or nutrition-sensitive production practices.

A key objective of any HGSM programme is to facilitate and increase smallholders' **access to a stable market**. Due to the sizable and stable nature of the demand that HGSM-programmes provide, this demand can stimulate smallholder farmers to invest in increasing, improving and diversifying their agricultural production, which brings about improved livelihoods and higher, steadier incomes. The stable demand from schools, especially when HGSM become part of the national school meals programme, can create a pathway to increased productivity and income security.

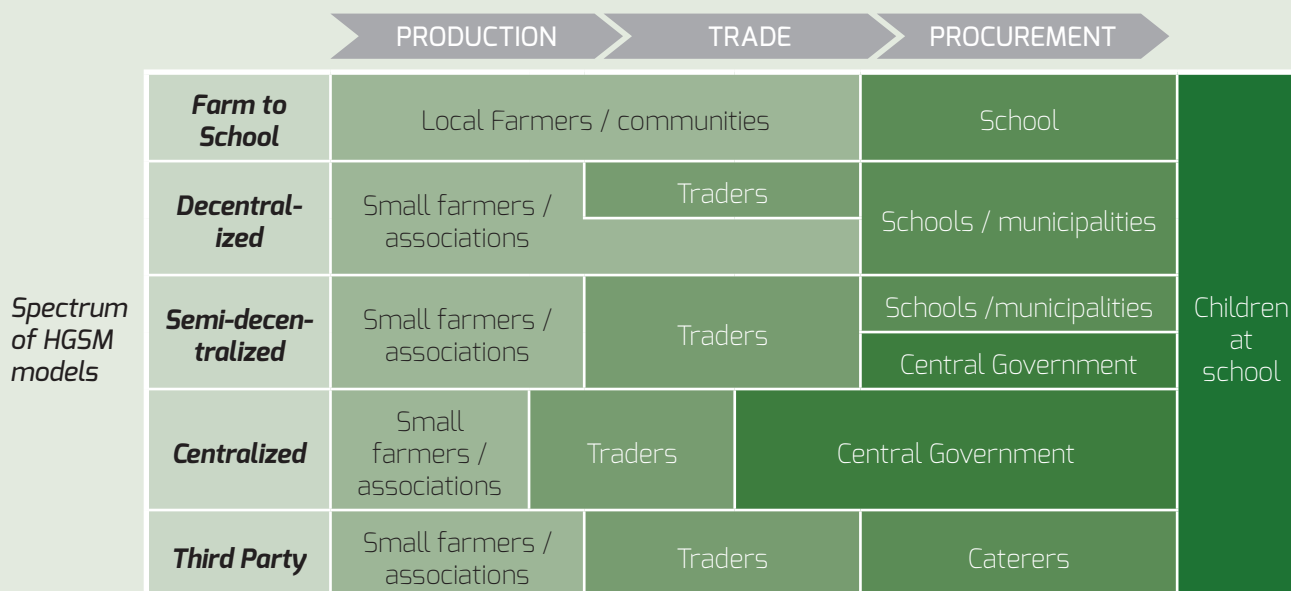
When smallholder farmers are enabled to fulfil the demand for food from HGSM programmes, the HGSM programmes can help reduce poverty and fight hunger. However, in order to achieve this, the **procurement procedures** need to be inclusive and use contractual and tendering modalities that facilitate the procurement of food from smallholders. In HGSM programmes, the procurement modality should be devised to fulfil two objectives:

- guarantee programme efficiency: ensure a stable, affordable and timely supply of diverse, safe and quality food to schools;
- facilitate the participation of smallholders: reduce the barriers for smallholder farmers and smallholders' associations to participate in the procurement process.

Not only the transparency, accountability and efficiency of the procurement process needs to be guaranteed, but also the **quality and the safety** of the food to be distributed in schools. Countries have their own procurement rules and procedures that should follow international standards. These procedures shall apply when purchasing from smallholders, but should take the characteristics of smallholder supply into account. Farmers, aggregators and other actors along the supply chain should be trained on best practices for safe post-harvest handling, storage and food management. HGSM programmes, as any school meals programme, also require adequate **infrastructure** to transport and store the food and prepare the meals to guarantee food quality and safety and timely distribution to schools.

HGSM Models

HGSM programmes can be implemented in many different ways. There is no model that is fit for all contexts. Countries have developed their own models, based on their specific context and objectives. Even within one country different models may coexist. For the identification of the most appropriate model, it is important to consider that each model has its advantages and trade-offs in terms of benefits for farmers, schools, children, quality of food, and cost efficiency. Generally speaking, there are two main options – **centralized and decentralized models** – but many variations are possible.



Depending on the context and objectives of the HGSM programme, governments can provide **cash-based transfers** to households of targeted school children or to institutions that are responsible for procuring and preparing food, as cash-based transfers can expand options for beneficiaries and can make the programmes more flexible and cost-effective. Cash-based transfers require reliable financial service providers that can guarantee efficient transfers, adequate control and accountability, and feedback mechanisms for transparency and accountability.

Monitoring, Evaluating and Reporting

Reliable and timely monitoring and reporting are crucial to ensure the efficiency, effectiveness and sustainability of a programme. Specifically, good monitoring and reporting serve to ensure:

- accountability on the use of resources;
- learning to allow informed and targeted management decisions and continuous improvements in efficiency and effectiveness of the programme;
- evidence of achievements, which forms the basis for successful sustainable resource mobilization.

Not in the least, consistent monitoring of and reporting on relevant indicators forms the basis for regular in-depth evaluations.

As HGSM programmes are **cross-cutting programmes with multiple goals** in the short, medium and long term, it is important to develop a monitoring system that can capture and measure the various objectives of the programmes. A HGSM programme normally combines the objectives of a traditional school meals programme (e.g. educational or safety nets outcomes) with the additional goals of home-grown aspects (e.g. smallholder farmers' access to and participation in a stable market, nutrition). However, each country can decide whether to revise the existing monitoring and reporting system to integrate all these elements, or if it wants to design a new, separate system to capture only the new HGSM aspects. In HGSM programmes, community participation creates additional opportunities and challenges. There is a need for proper control and monitoring of the community participation in order to ensure that standards and regulations are respected and that the central level can keep track of what is happening country wide. The following table proposes a list of potential outcomes and related indicators to monitor and report on HGSM.

At regular intervals, an in-depth programme evaluation should analyse the relevance, coherence, efficiency, effectiveness and sustainability of the programme. Such evaluations should use existing monitoring reports produced by the programme and triangulate their findings with additional information obtained through site visits, interviews with key informants at school, community and administration levels, as well as consultations with relevant partners. Any evaluation should aim to analyse observed developments with the goal of formulating concrete and constructive recommendations for the future design, integration and implementation of the programme.

Any HGSM programme should secure adequate resources to ensure reliable, quality and timely monitoring, reporting and evaluation.

To increase the reliability and timeliness of monitoring and reporting, governments should consider the use of modern data and information management systems that avoid inefficient reporting chains of repeated manual data entry and aggregation. Such systems are becoming increasingly affordable and technically feasible, and will allow for timely information collection, analysis and reporting.

The following table provides a list of **suggested outcomes, outputs and indicators** for HGSM programmes. The list is not exhaustive and any programme can have its own elements. However, some of the elements proposed below constitute a minimum standard for any HGSM programme. These elements are in **bold**.

Outcomes and outcome indicators	Outputs	Output indicators
Outcome: Increased market participation of smallholder farmers with quality and diversified products		
<ul style="list-style-type: none"> ▪ Volume and value of sales from smallholder farmers to formal buyers ▪ Number of farmers (disaggregate by sex of head of household) who sold food to formal buyers ▪ Volume and value of food purchases by HGSM programme, by commodity ▪ Diversity of crops and livestock produced ▪ Share of expenditure on food by households of smallholder farmers ▪ Number of farmers (disaggregate by sex of head of household) who reduce post-harvest losses through improved techniques or participation in post-harvest handling and storage services ▪ Number of farmers (disaggregate by sex of head of household) who have accessed credit to increase their production and/or productivity ▪ Number of farmers (disaggregate by sex of head of household) who have increased their agricultural output, by commodity ▪ Number of farmers (disaggregate by sex of head of household) who have diversified their agricultural production ▪ Number of farmers (disaggregate by sex of head of household) who have increased their agricultural productivity (yield/ha), by commodity 	<p>Schools include food from SHF in their menus</p>	<p>Number of schools that include food from SHF in their menus</p> <p>Number of boys and girls that consume food from SHF through the programme</p> <p>Quantity of food from SHF provided through school meals</p> <p>Share of total food provided through the programme in the participating schools</p>
	<p>Smallholder farmers, including women, are supported to produce quality food surplus that can be purchased for school feeding programmes</p>	<p>Number of farmers (disaggregate by sex of head of household) that have received support to increase and diversify their production and improve their productivity</p> <p>Number and value of inputs provided to farmers, by type</p> <p>Number and kind of training provided to farmers in different areas, including</p> <ul style="list-style-type: none"> ▪ diversified crops ▪ agricultural practices ▪ post-harvest handling and storage ▪ marketing ▪ etc.
Outcome: Access of school children to fresh and diverse food		
<ul style="list-style-type: none"> ▪ Dietary diversity score for children receiving school meals ▪ Food consumption score for children receiving school meals ▪ Absenteeism of boys and girls due to sickness 	<p>School age children receive school meals</p>	<p>Number of girls and boys in relevant age groups who received school meals</p> <p>Amount of food provide by an average school meal, by food group (actual vs. planned)</p> <p>Macro- and micronutrients provided by an average school meal, as percent of daily requirements of children in the respective age groups (actual vs. planned)</p> <p>Access to improved drinking water source</p> <p>Minimum dietary diversity – young children</p>
	<p>School age children receive deworming</p>	<p>Number and percent of girls and boys receiving deworming tablets</p>
	<p>School children, households and school staff are sensitized on healthy nutrition and hygiene</p>	<p>Number and kind of messages provided or campaigns implemented</p>
	<p>Material investments are made to avoid sources of disease and infection</p>	<p>Number of children, households and school staff covered by each message / campaign</p>
		<p>Quantity and kind of NFI provided or facilities built/improved</p>

Way Forward

The goal of the Resource Framework is to provide concrete technical guidance to national governments to design, implement and scale up HGSM programmes. Therefore, the Resource Framework should be tailored to their needs. The Global Child Nutrition Forum (GCNF) in Armenia was an opportunity to receive feedback from a wide range of government representatives and experts on the first draft of the Resource Framework. The consultative process is ongoing.





Resource Framework on Home Grown School Meals

Synopsis - November 2016

For more information and comments:

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