FAO's new approach to school-based food and nutrition education in LMICs
Presenters

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Global nutrition challenges and FAO’s contribution
Recommendation 19: Implement nutrition education interventions based on national dietary guidelines and coherent policies related to food and diets, through improved school curricula, nutrition education in the health, agriculture and social protection services, community interventions and point-of-sale.

Recommendation 20: Build nutrition skills and capacity to undertake nutrition education activities, particularly for front line workers, social workers, agricultural extension personnel, teachers and health professionals.

Recommendation 21: Conduct social marketing campaigns and lifestyle change communication programmes to promote physical activity, dietary diversification, consumption of micronutrient-rich foods... targeted and adapted for different audiences and stakeholders in the food system.
Why did FAO develop a new SFNE approach/guidance tools for LMICs?

What was the process?

What is FAO's new SFNE package?

What are the next steps and way forward?
Why did FAO develop a new SFNE approach for LMICs?
Types of SFNE demands/requests received by FAO from LMICs

“...After a regional expert consultation on school gardens, "Y" country is requesting technical support to design a school garden-enhanced nutrition education...”

“...The government is requesting guidance on how to integrate SFNE into the national curriculum...scope & sequence...learning materials...”

“...The Teacher Training Institute in the "W" country is engaging in a review of the pre-service teacher training curriculum and they would like support to know how to increase the capacities on SFNE...”

“..."X" country has been implementing a SFN program for over a year, they are now requesting support for the M&E of the SFNE component...”
What is the problem?

**Scope**: limited to individual diets, without considering the ecology of food and food practices

**Funding**: SFNE is largely underfunded

**Learning Model**: Based on needs to a limited extent, mostly theoretical, without optimal PSE linkages

**Coverage**: SFNE coverage in policies/curriculum is narrow and time allowed is limited

**Capacities**: shortages in competencies and CD opportunities **throughout the system**

**M&E and research**: SFNE is not usually evaluated and if it is, the results are not well used
How can we create healthy and sustainable foodways for the next generation through SFNE?
Our SFNE vision

https://www.youtube.com/watch?v=XqgNXHI3Yhs&feature=emb_logo
What was the process?
The goal

To improve the **scope, quality and impact** of SFNE practices in LMICs
Expected outputs

- Literature review
- Capacity need assessment tool
- Global survey
- White paper
01 SHARE EXPERIENCES
Share experiences and lessons learnt in integrating SFNE within and beyond school programmes

02 SHARED VISION
Develop a shared vision of effective, quality SFNE and its future in low and middle-income countries

03 COLLABORATION
Develop a framework for collaboration to support SFNE CD initiatives and follow up actions

04 RAISING VISIBILITY
Define strategies for raising the visibility of and investment in SFNE
The 4-year iterative process
State of the art

Definition and initial design of technical outputs

Global mapping of experts/creation of working group
State of the Art of SFNE in LMICs

- **GLOBAL SCOPING REVIEW**: 78 primary studies related to SFNE interventions from 24 LMICs
- **EXPLORATORY REVIEW**: >40 systematic reviews/reviews of reviews of school-based interventions with a SFNE component. Data primarily HICs***
- **GLOBAL SURVEY**: 30 LMICs with government-run SFNE interventions
- **TRIANGULATION OF DATA**: With FAO regional SFNE assessment studies in Africa, Latin America and the Caribbean and Pacific Islands
Main outcomes from the SFNE consultation

Stepping up school-based food and nutrition education
Exploring challenges, finding solutions and building partnerships

- 63 experts from 25 countries
- Global recommendations
- New partnerships
- Agreements on vision and definition
- Presence at Fresh sessions GCNF 2018-2019
Main outcomes from UN consultation

- FIVE UN AGENCIES REPRESENTED
- EXPANDED WORKING GROUP
- VALUE ADDED TO UN PROGRAMMING
- GLOBAL MAPPING
- PAVE WAY FOR NEW SCHOOL NUTRITION COP
Extemal expert review and validation

13 external reviewers

Scoring and qualitative input across 10 domains

5 rounds of revision

Review of CNA
What is FAO’s SFNE package?
The SFNE package
SFNE’s potential and aims can only be fulfilled with well-designed, cost-effective efforts that are implemented with fidelity and closely monitored. This depends on capacities of actors, institutions and organizations as well as on an enabling environment.

Capacity needs assessment tool

Target: national and local groups

Multilevel capacity

Overall picture of the existing capacities, strengths and capacity gaps

Good basis for designing effective, coordinated and feasible SFNE CD
Capacity needs assessment tool

Enabling environment

- National information systems relevant to SFNE
- Policy and legal frameworks
- Sources of funding for SFNE
- Signs of political commitment

Organizational level

- Roles, priorities and processes
- Programme-related capacities
- School system

Individual level

- SFNE competences
- Learning opportunities and training schemes

Expected publication date: December 2020
White Paper

Target: technical audience working in governmental organizations that deal with schoolchildren and adolescents

Sets principles of effective SFNE, main challenges to its application and effectiveness and proposes recommendations

FAO: foundation for guidance resources and capacity development to support member countries

Countries: a basis for developing their own guidelines and contextualized approaches for the adequate integration and scale-up of SFNE
White paper

• Principles
• Misconceptions, innovative practices and insights
• Real-life examples
• Supplements
• Remaining challenges

• Expected publication date: September 2020
What are the next steps and way forward?
Next steps

- Practical tools to help operationalize the WP principles and recommendations
- Policy note and advocacy efforts
- Workshops and trainings for programme planners
- Learning modules for front-line educators
- Set of practical videos
- M&E framework
Examples of identified research gaps in LMICs

• Relative effect of SFNE when integrated into school meal programmes
• Emerging environmental influences on children’s and adolescents’ food behaviour
• Impact of school food environment interventions with and without associated SFNE
• Children’s and families’ existing knowledge and skills in the food system
• Comparative research on the inputs, steps and activities that best facilitate progress towards food competence
• Action research by teacher–parent–child groups
Now we want to hear from you...

• Do you identify with these research gaps?
• Are there any opportunities for SNEB or your institution to help fill these research gaps in LMICs?
• Do you see any use for these outputs in your current areas of work (e.g. teaching, projects, extension, etc.)?
• Do you see any opportunities to support capacity development in LMICs through these outputs in your areas of work?
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What food future?