



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



Food and Agriculture
Organization of the
United Nations

Presenters



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**SUSTAINABLE
DEVELOPMENT
GOALS**



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ON NUT



Global nutrition
challenges and FAO's
contribution



ICN2 recommendations



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



Outline



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

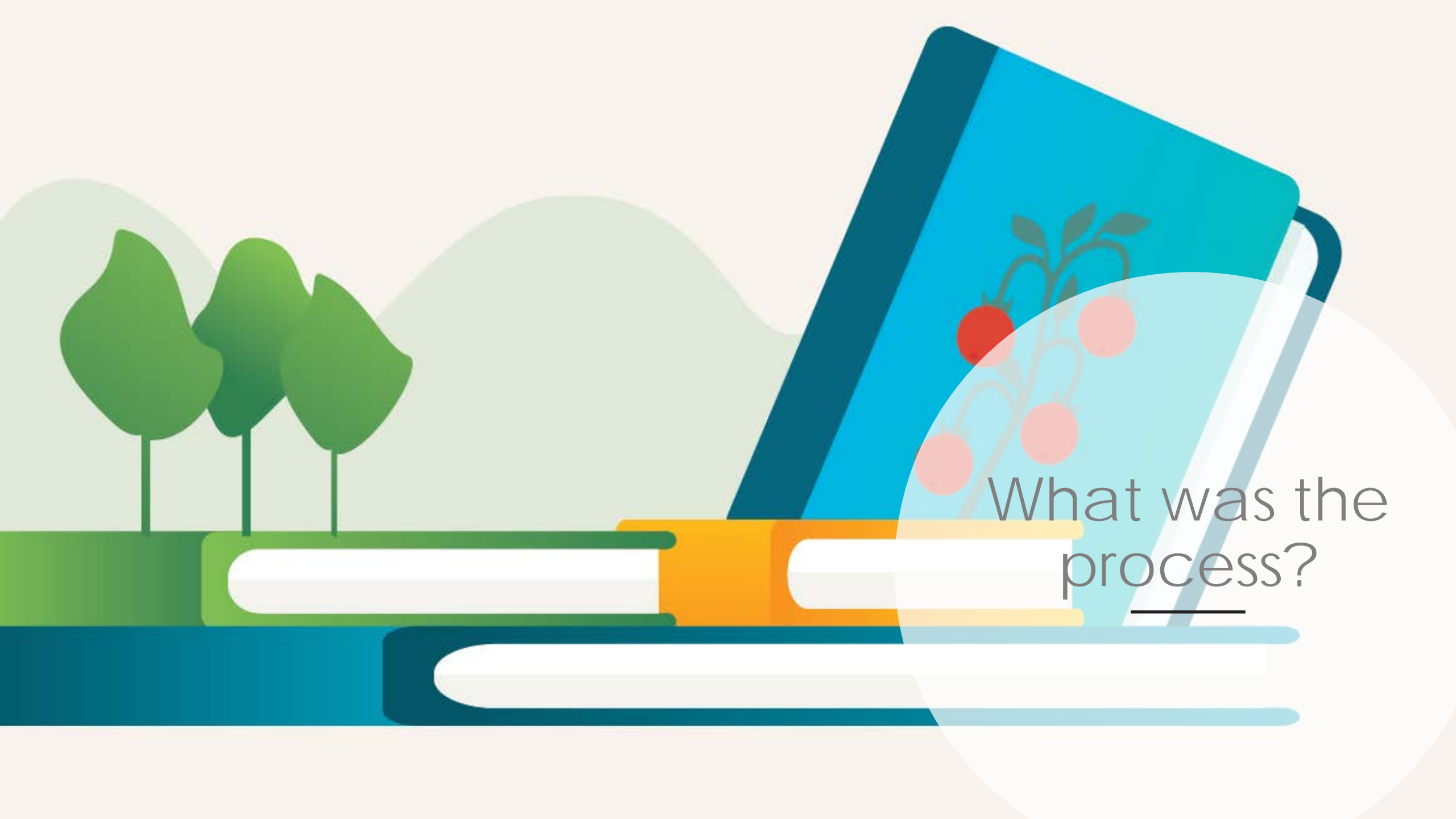
How can we create
healthy and sustainable
foodways for the next
generation through SFNE?



Our SFNE vision

https://www.youtube.com/watch?v=XqgNXHI3Yhs&feature=emb_logo

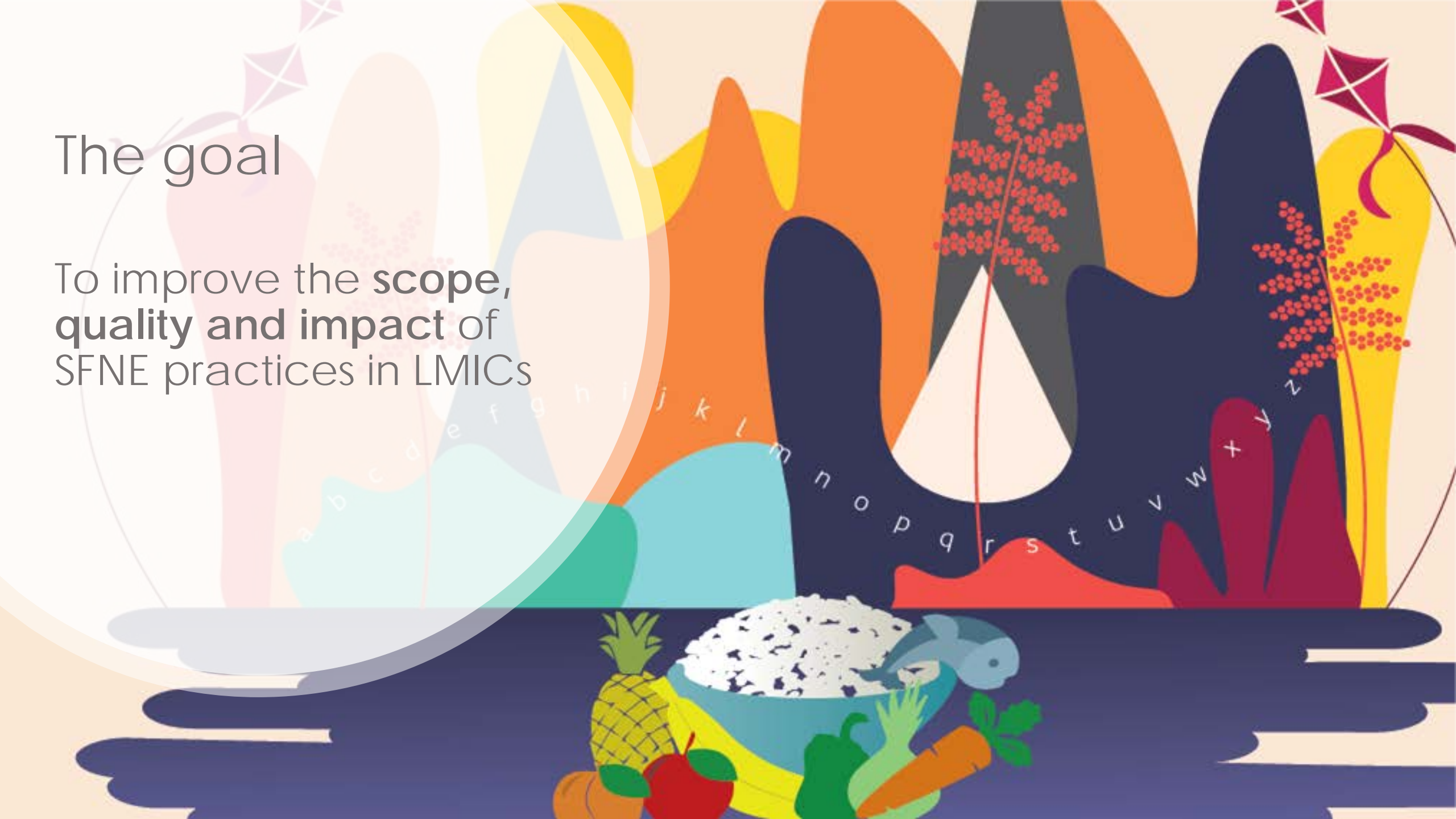




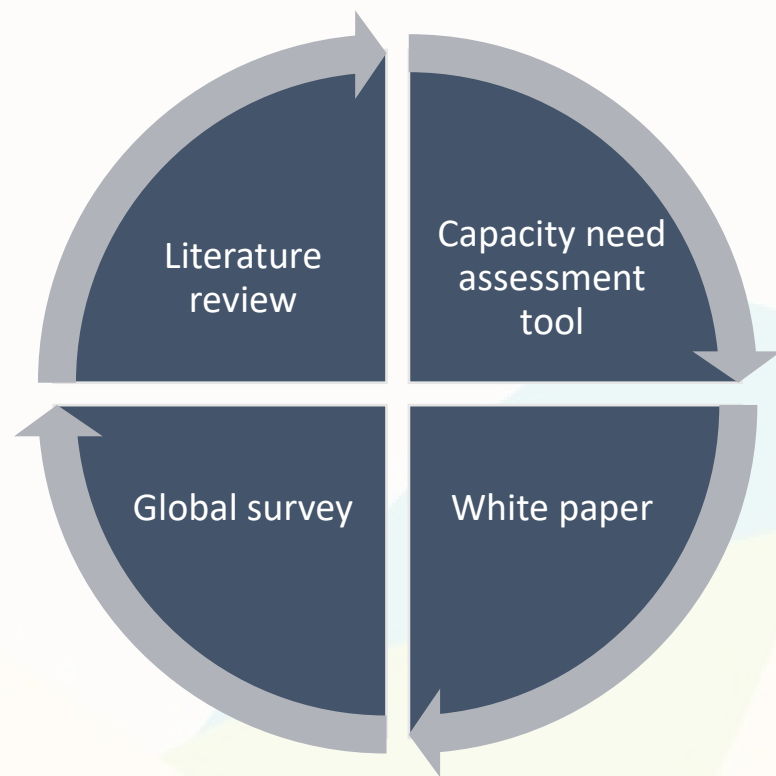
What was the
process?

The goal

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



Expected outputs



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

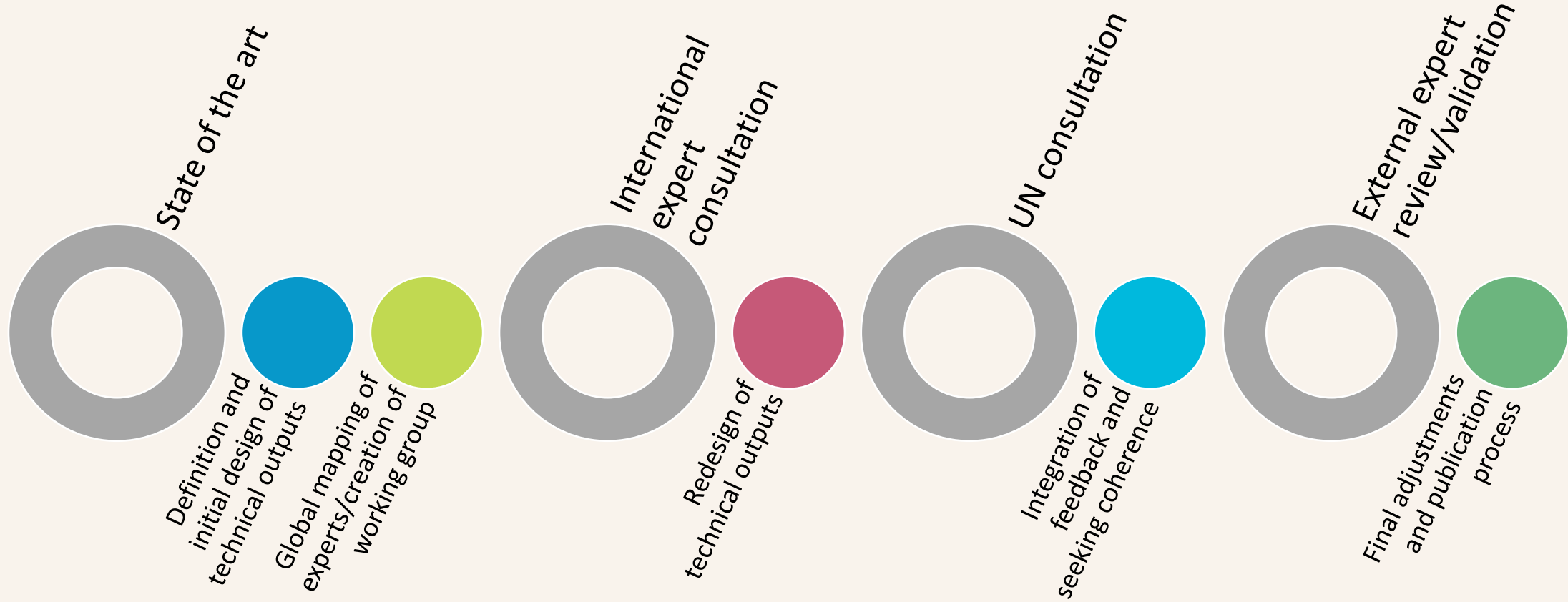
Develop a framework for collaboration to support SFNE CD initiatives and follow up actions

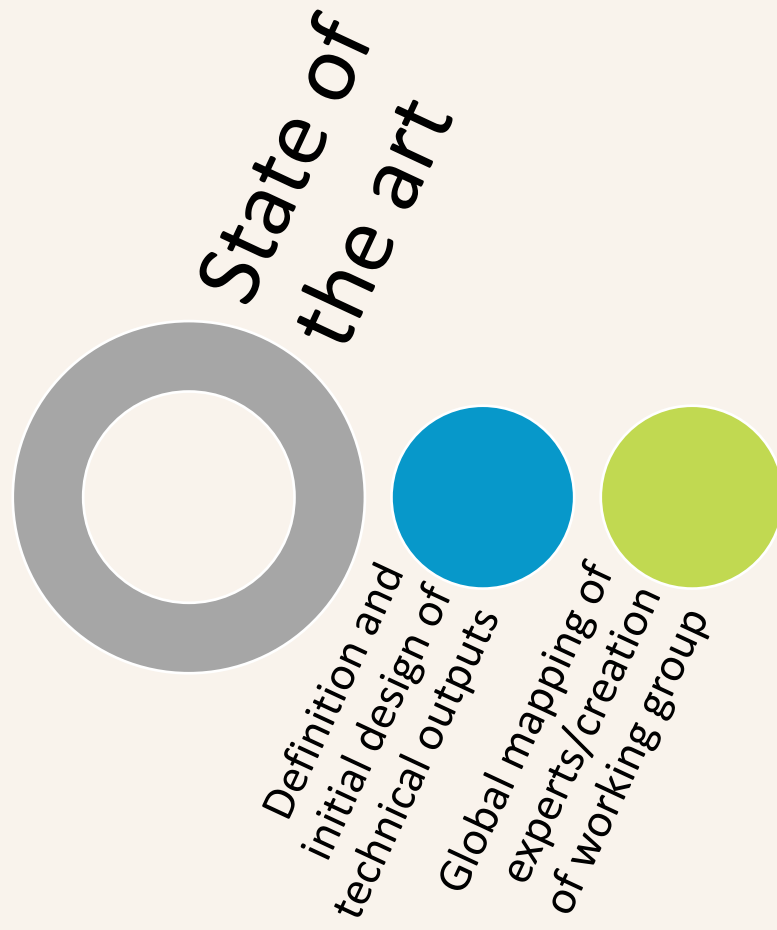
04

RAISING VISIBILITY

Define strategies for raising the visibility of and investment in SFNE

The 4-year iterative process







State of the Art of SFNE in LMICs



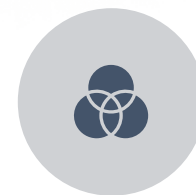
GLOBAL SCOPING
REVIEW
78 primary studies
related to SFNE
interventions from 24
LMICs



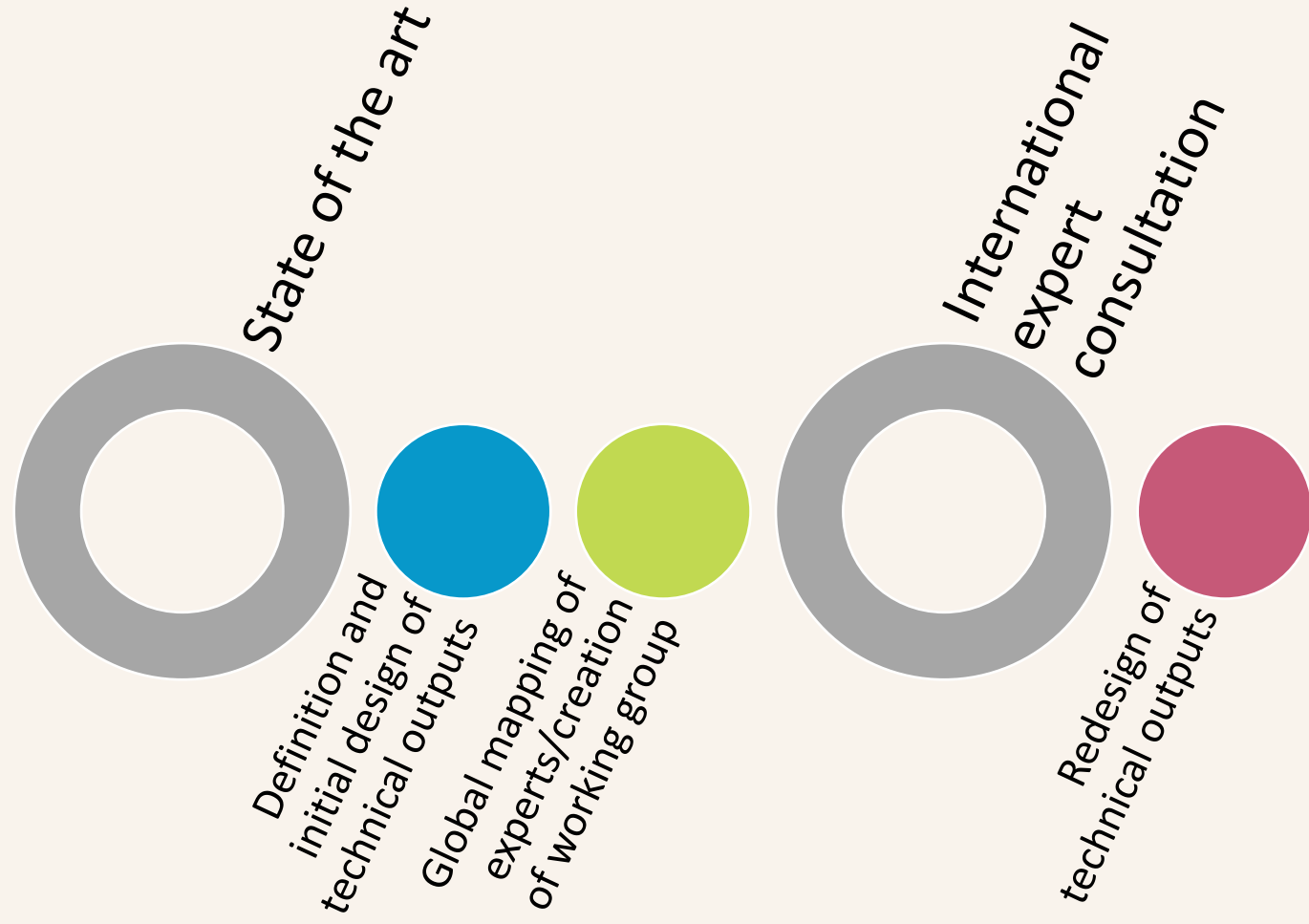
EXPLORATORY REVIEW
>40 systematic reviews/review
of reviews of school-based
interventions with a SFNE
component
Data primarily HICs***



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







Food and Agriculture
Organization of the
United Nations



جامعة الإمارات العربية المتحدة
United Arab Emirates University
UAEU College of Food
and Agriculture

Stepping up school-based food and nutrition education

Exploring challenges, finding solutions
and building partnerships



Main outcomes from the SFNE consultation



63 EXPERTS FROM 25
COUNTRIES



GLOBAL
RECOMMENDATIONS



NEW PARTNERSHIPS



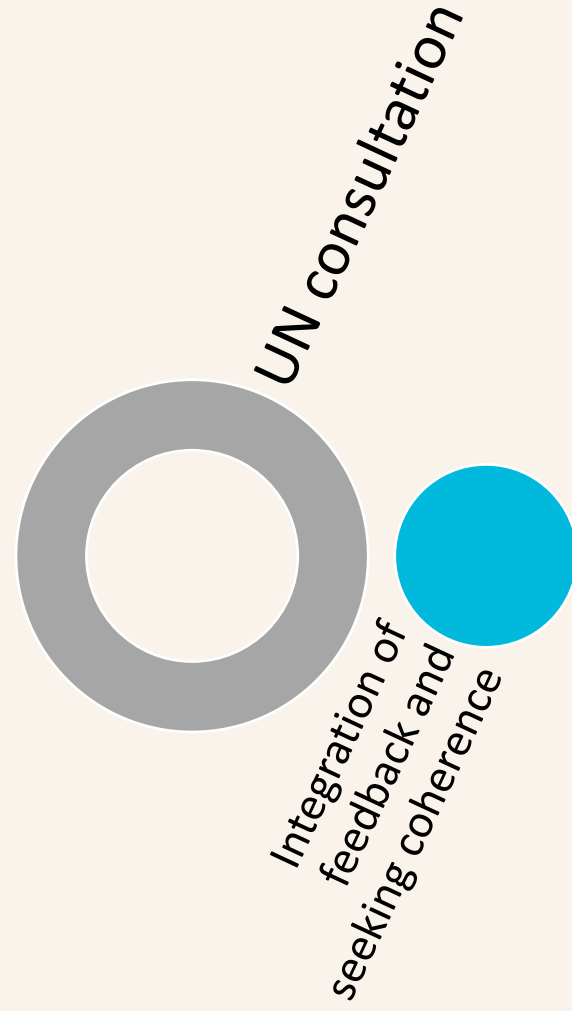
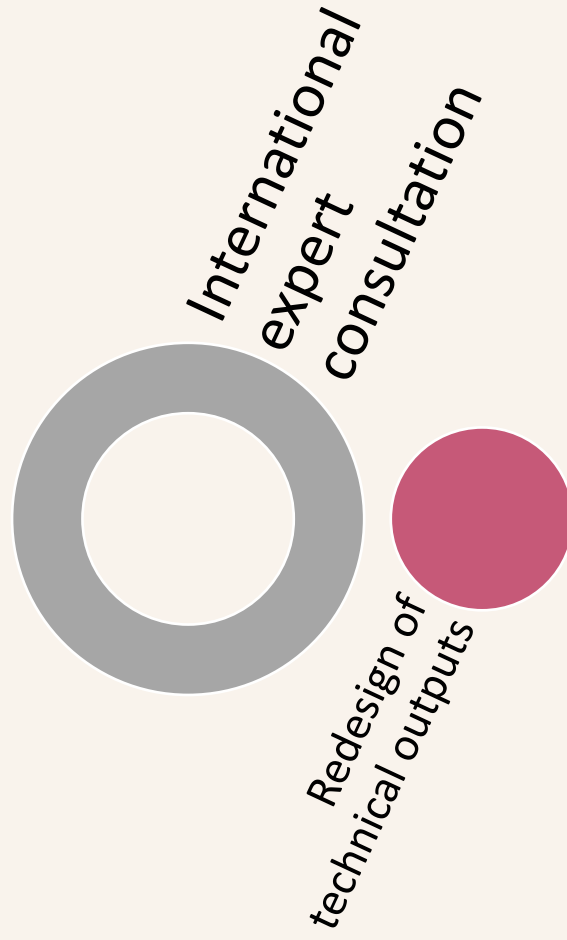
AGREEMENTS ON
VISION AND
DEFINITION



PRESENCE AT FRESH



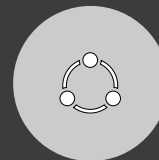
7 SESSIONS GCNF
2018-2019



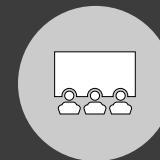
First International Working Group Meeting
“School-Based Food and Nutrition Education for the 2030
Sustainable Development Agenda”

FAO Headquarters, Rome, 11-12 December 2018

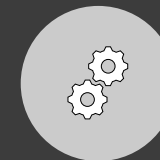
Main outcomes from UN consultation



FIVE UN AGENCIES
REPRESENTED



EXPANDED
WORKING GROUP



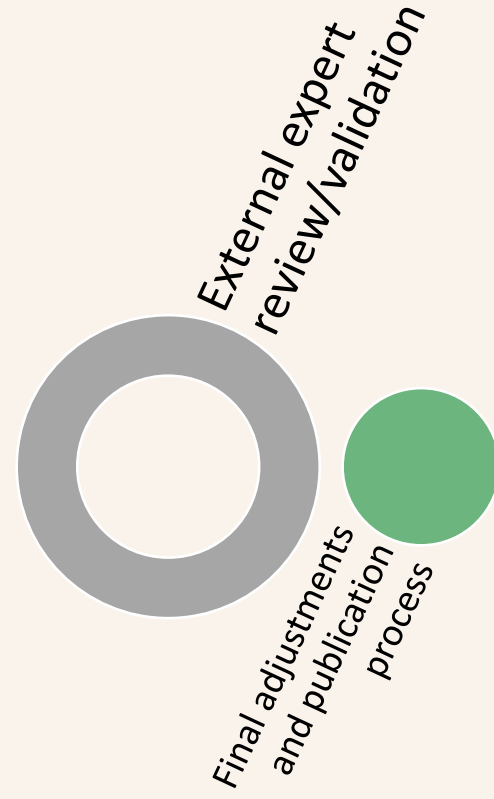
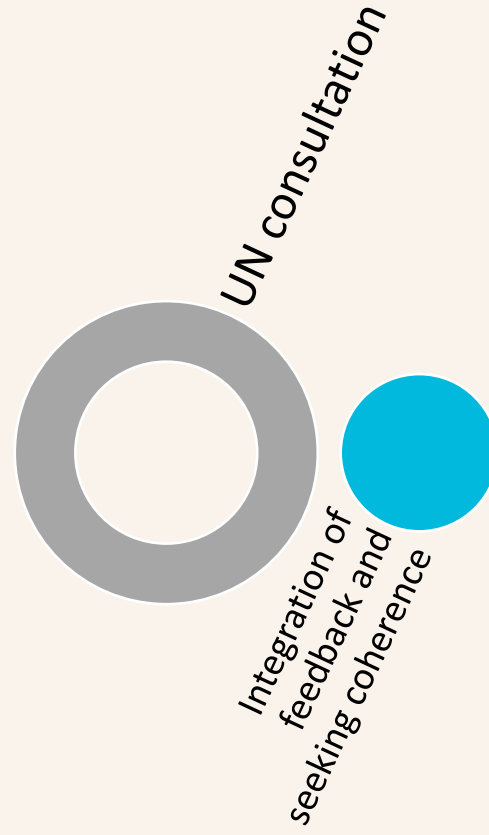
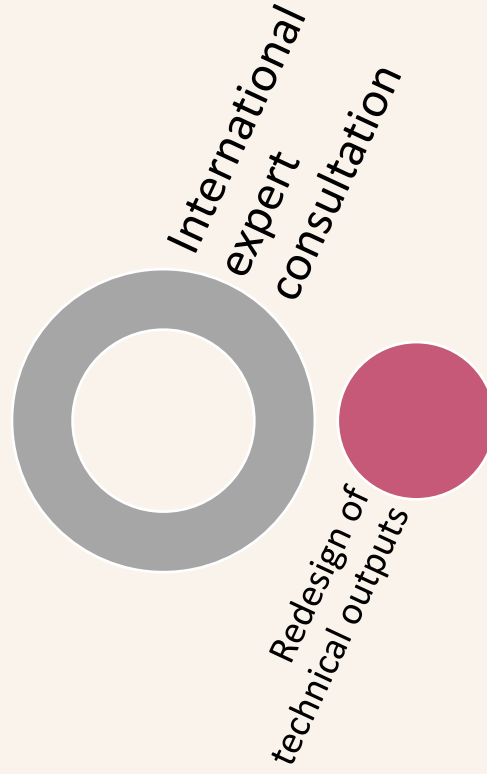
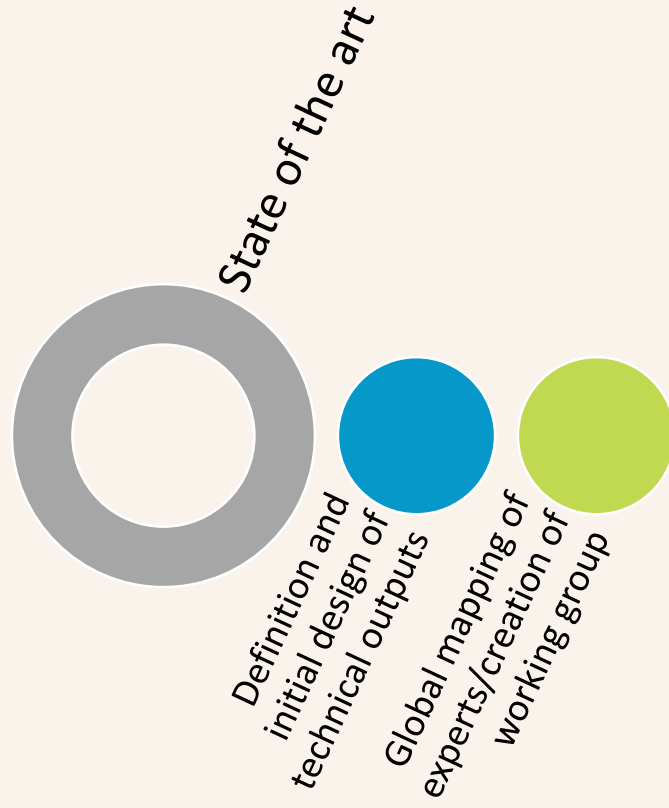
VALUE ADDED TO
UN PROGRAMMING



GLOBAL MAPPING



PAVE WAY FOR NEW
SCHOOL NUTRITION
COP



External expert review and validation



13 external reviewers



Scoring and qualitative input across 10 domains



5 rounds of revision



Review of CNA

FINAL EXPERT REVIEW PROCESS:

A White Paper on the current state, principles of effectiveness and challenges of SFNE for low and middle-income countries, with recommendations for action

Part 1. Overall description of the white paper

Aim

The White Paper aims to set out the principles of effective and innovative school-based food and nutrition education (SFNE), identify the main challenges in LMICs that impair its application and effectiveness, and propose recommendations for overcoming these challenges.

Target audience

The document is directed firstly to a technical audience working in governmental organizations (policy advisors, ministry staff, program planners, school level planners, curriculum developers, teacher educators and school staff), and secondly to researchers, decision makers, donors and investors, as well as NGO, FAO and other international organizations staff.

Proposed use:

- The white paper is meant to be used by countries, especially LMICs, and other organizations as a basis to develop their own guidelines and approaches to support the adequate integration and scale up of SFNE, as part of the sustainable development agenda.
- FAO intends to use the white paper as the foundation for developing, in collaboration with potential partners, comprehensive guidance resources and a capacity development package to support Member States in strengthening, designing, implementing and evaluating their SFNE-related policies and programs

Structure:

The White Paper contains a section of introductory documents and eight thematic themes titled as follows:

Theme 1. SFNE for sustainable development: Developing a transformative vision for SFNE in LMICs

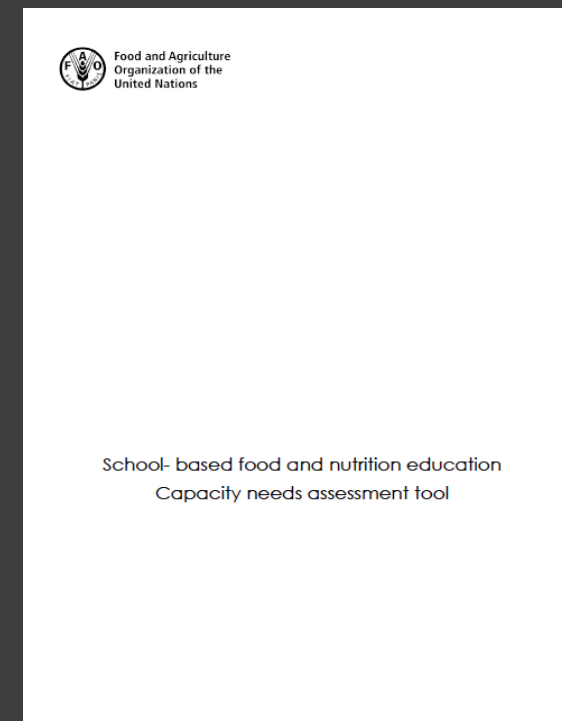
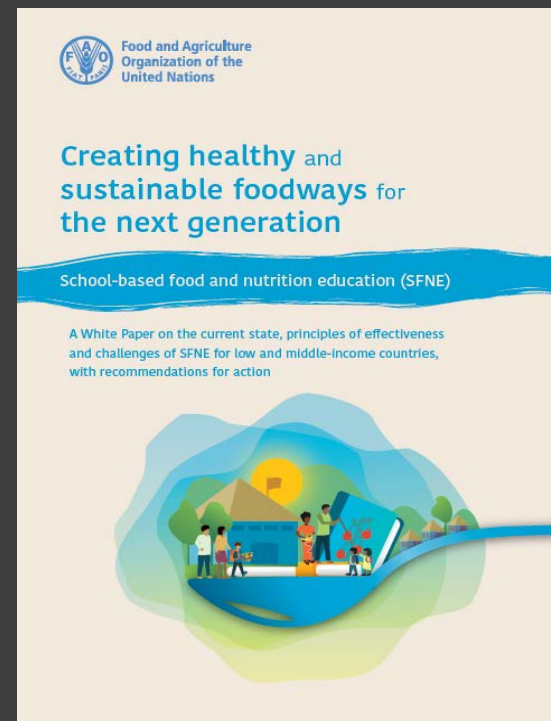
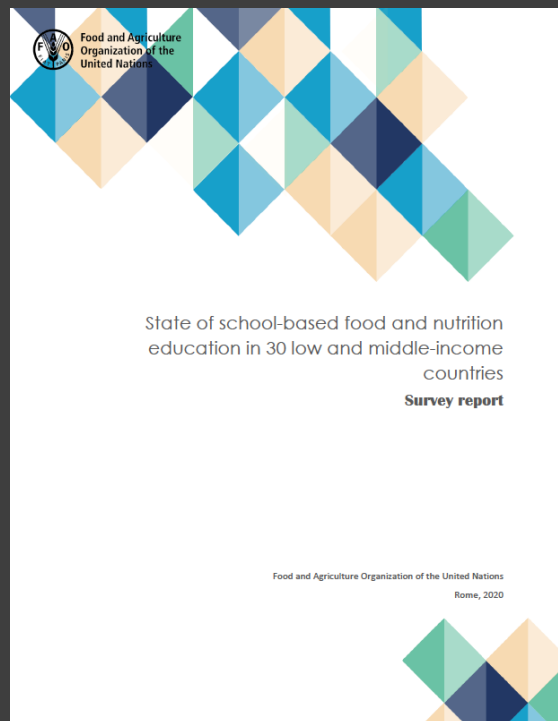
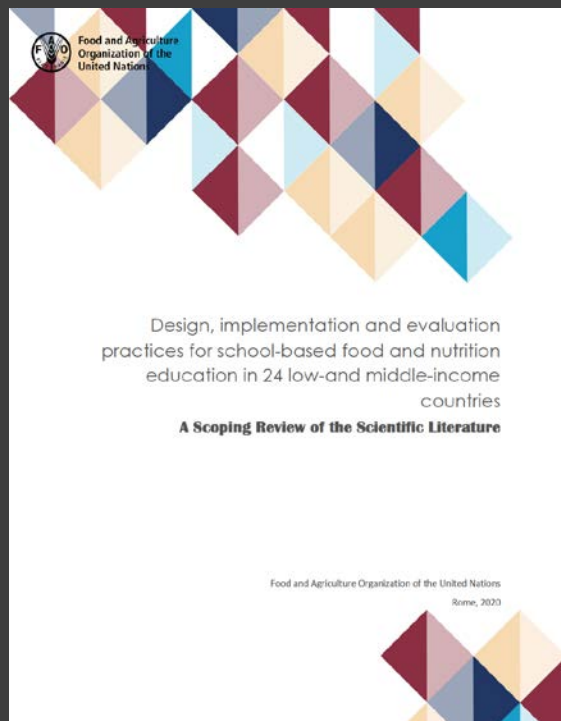
Theme 2. Education-environmental linkages: Strengthening the synergies between food environments and SFNE

Theme 3. Competences in context: A new educational paradigm for effective SFNE in LMICs

Theme 4. SFNE curriculum: Competences in context



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

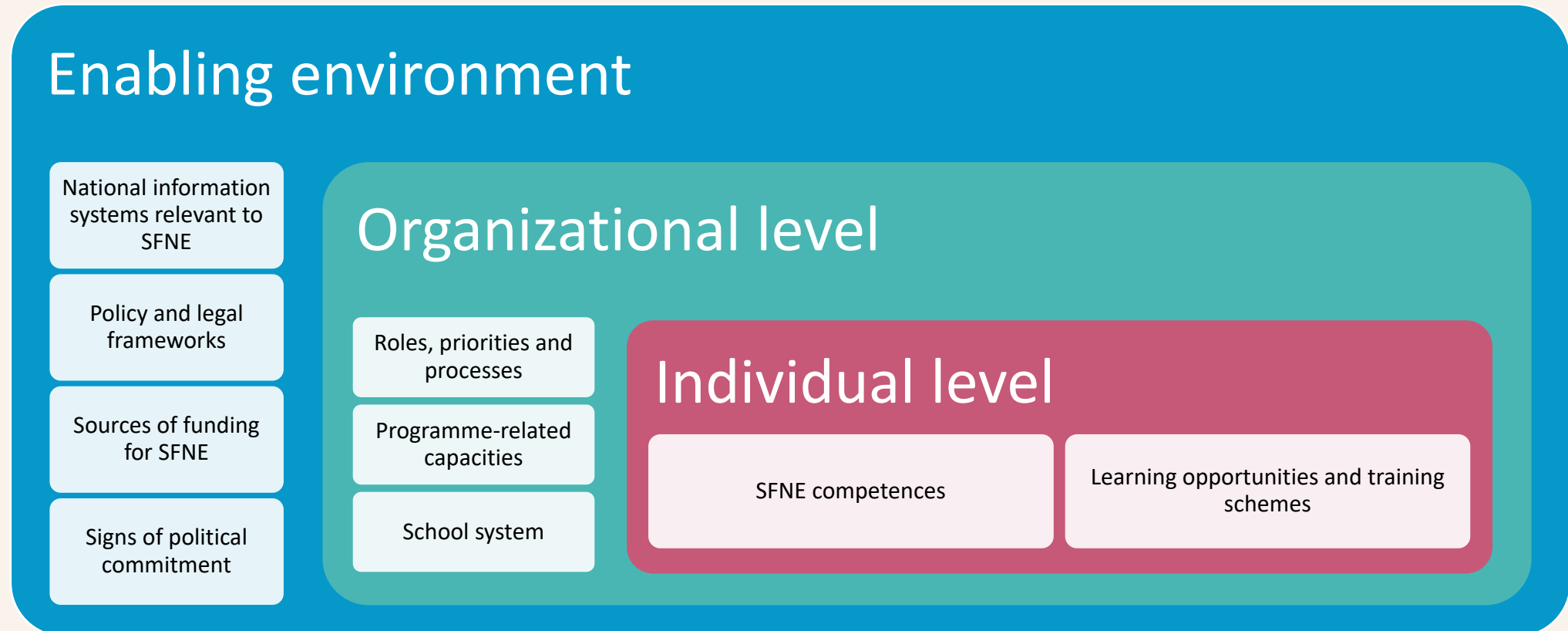


Overall picture of the existing capacities, strengths and capacity gaps



Good basis for designing effective, coordinated and feasible SFNE CD

Capacity needs assessment tool



Expected publication date: December 2020

GOAL

Contribute to a population with health-promoting and sustainable food practices and outlooks

Food competent, reactive and proactive children, adolescents and families

Children and adolescents' food and nutrition learning

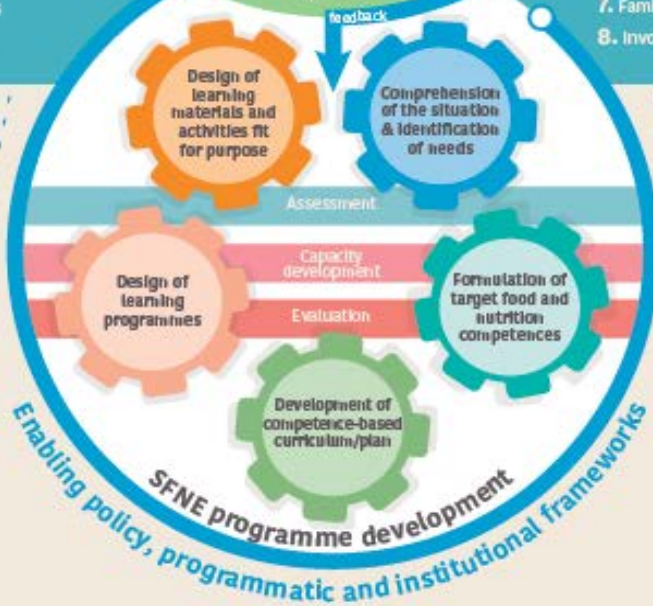


Looking back & forward
The action end
The motivation end

CORE PRINCIPLES

1. Need-based learning
2. Action aims
3. Ownership of the process
4. Experience-based and real-life practice

5. Observation and discussion
6. Purposeful interactions with food environments
7. Family and community support
8. Involvement of all influential actors



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



1. SFNE FOR SUSTAINABLE
DEVELOPMENT:
DEVELOPING A
TRANSFORMATIVE VISION
FOR SFNE IN LMICS



2. EDUCATION–
ENVIRONMENT LINKAGES:
STRENGTHENING THE
SYNERGIES BETWEEN
FOOD ENVIRONMENTS
AND SFNE



3. COMPETENCES IN
CONTEXT: A NEW
EDUCATIONAL PARADIGM
FOR EFFECTIVE SFNE IN
LMICS



4. THE SFNE
CURRICULUM:
DEVELOPING
COMPETENCE-BASED
INTEGRATED CURRICULA



5. LEARNING PATHWAYS
AND APPROACHES:
FILLING THE
METHODOLOGY GAP



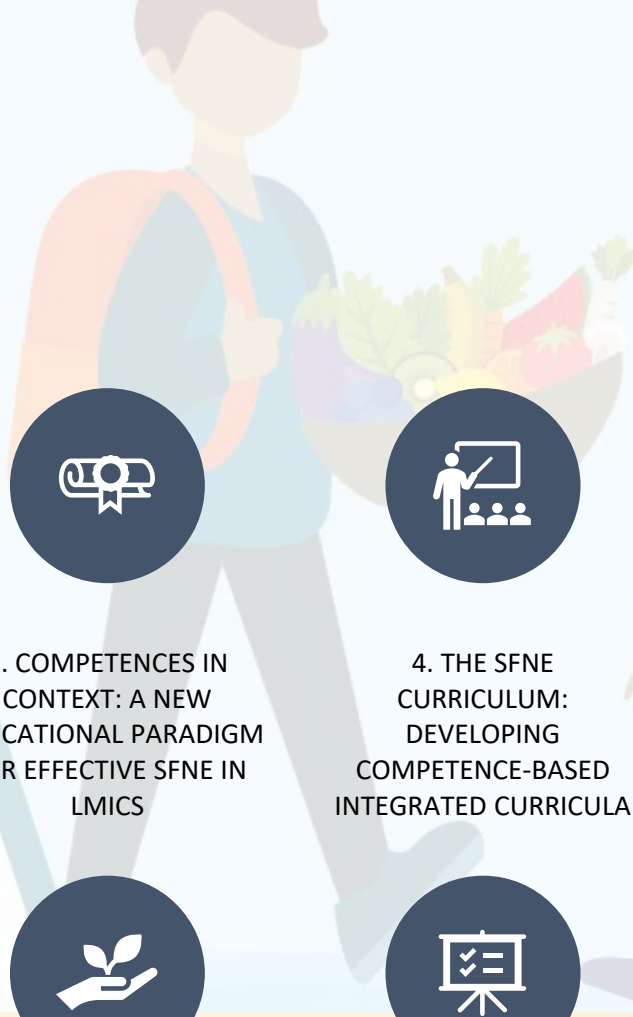
6. EFFECTIVE SFNE
ACTIVITIES: ACTION,
REACTION AND
INTERACTION



7. SYSTEMIC CAPACITY:
DEVELOPING CAPACITIES
THROUGHOUT THE
SYSTEM FOR MANAGING
SUSTAINABLE SFNE



8. EVALUATION FOR SFNE
PRACTICE: CAPTURING
EFFECTIVENESS AND
IMPLEMENTATION, AND
MAKING REFINEMENTS



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?



Acknowledgements

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What food future?