



Food and Agriculture Organization
of the United Nations

School Food and Nutrition in a context of increasing hunger and malnutrition

Dr Fatima Hachem

Senior Nutrition and Food Systems Officer

Leader of the Nutrition Education and Consumer Awareness Group

Food and Nutrition Division

Food and Agriculture Organization of the United Nations

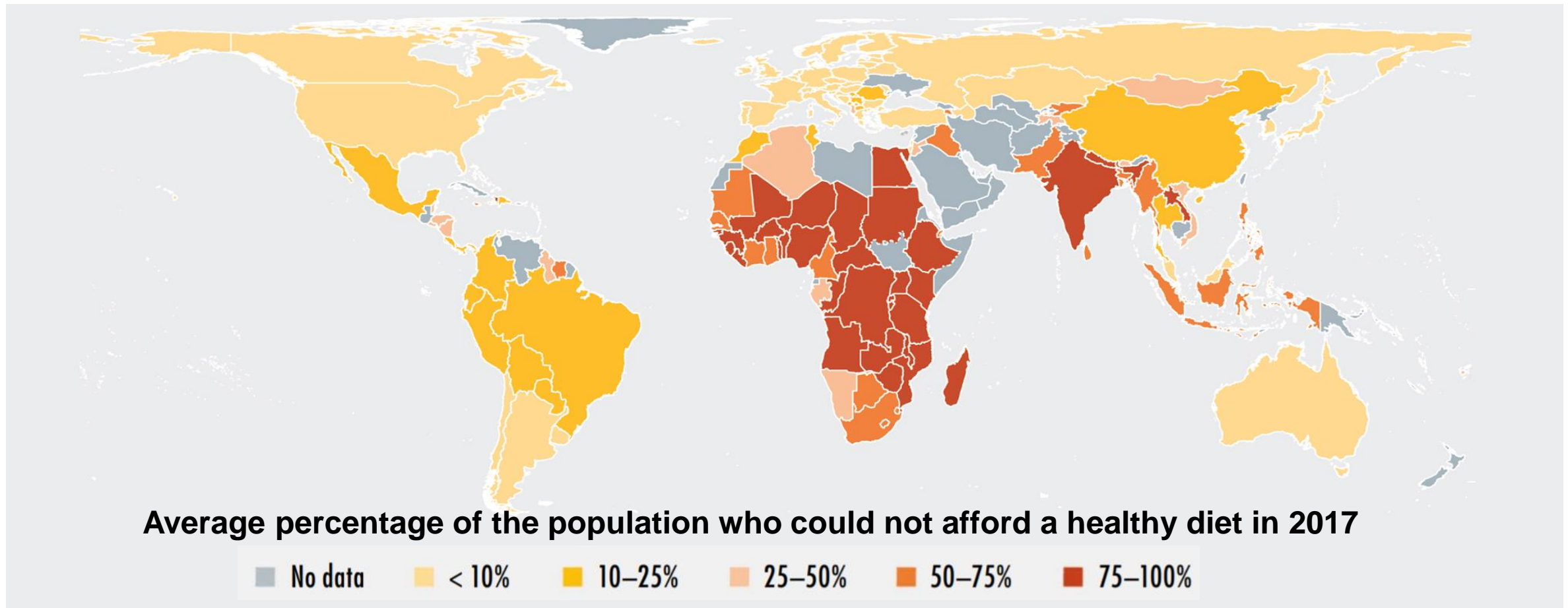
Rome, Italy

An Alarming Global Context

- **The world is not on track to eradicate hunger**
 - Numbers of hungry are up by 10 million people in one year and nearly 60 million in five years
 - If recent trends continue, the number of hungry people would surpass 840 million by 2030
- **Over 2 billion people do not have regular access to safe, nutritious and sufficient food**
- **Covid-19 poses a serious threat to food security**
 - The pandemic may add as many as 132 million people to the total number of hungry in 2020
- **The world is not on track to defeat malnutrition**
 - While there is some progress in child stunting and breastfeeding, child overweight is not improving and adult obesity is rising

An Alarming Global Context

More than 3 billion people in the world cannot afford a healthy diet



The Way Forward



Transformation of food systems to reduce the cost of nutritious food and increase affordability of healthy diets

- **Policies and incentives towards nutrition-sensitive investment**
- **Policies across food supply chains to enhance efficiencies**
- **Implement efficient international and internal trade and marketing mechanisms**
- **Nutrition-sensitive social protection**
- **Consumer oriented policies for behavioural change**
- **Promote dietary patterns with low impact on health and the environment**

Schools as an opportunity for transformation

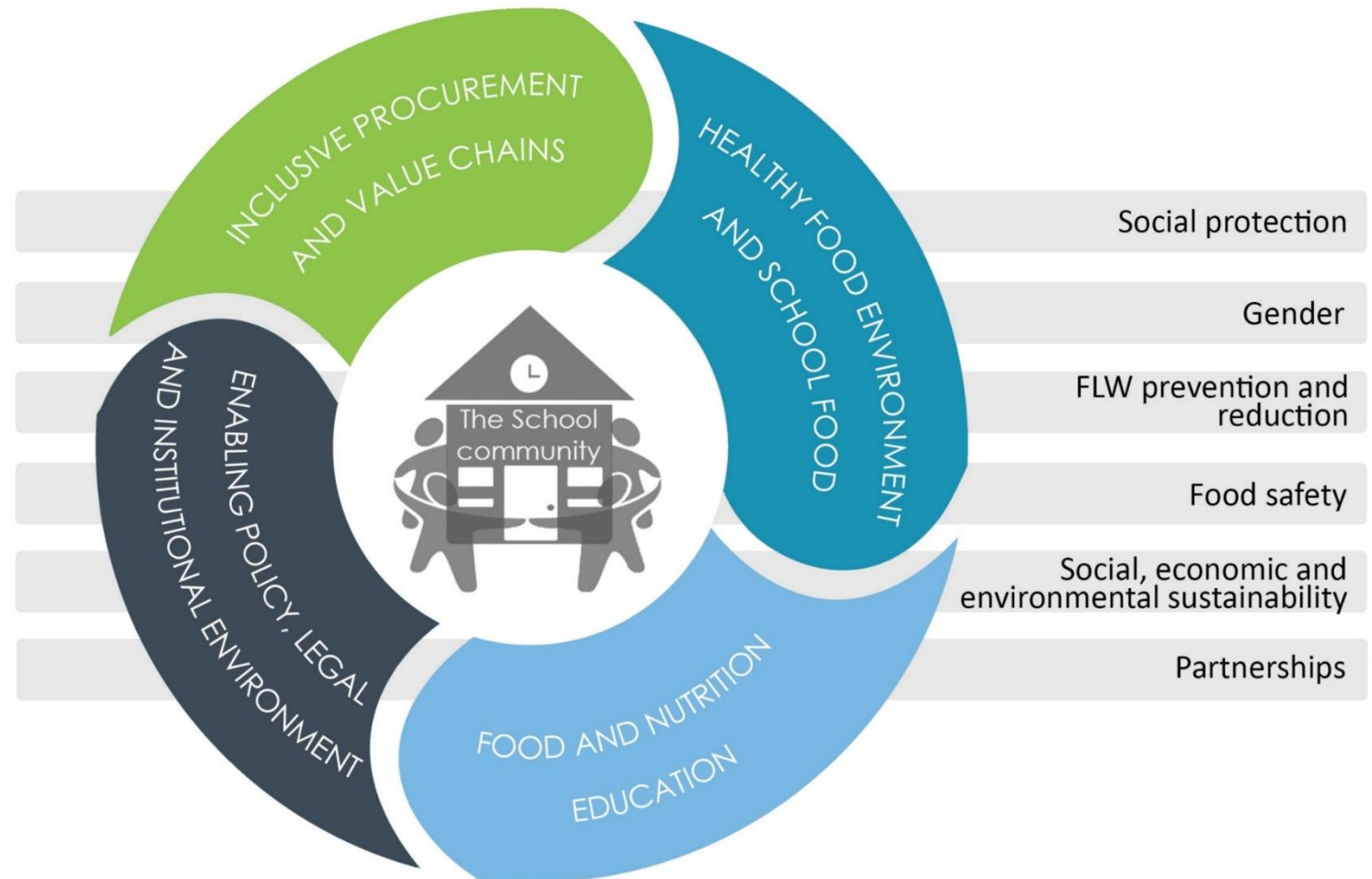


- Schools are perfect settings for advancing nutrition and development (ICN2, 2014, FAO & WHO, 2015, Decade on Nutrition, 2016, GLOPAN, 2016)
- Holistic school-based food and nutrition programmes are **identified as a “triple duty action,”**
 - tackle malnutrition and other development challenges, yielding multiple benefits across the Sustainable Development Goals (SDG).
 - SDGs 1 (No Poverty), 2 (Zero Hunger), 3 (Good Health and Well-being), 4 (Quality Education), 8 (Decent Work and Economic Growth) and 10 (Reduced Inequalities)
- School feeding is an opportunity not only to improve immediate nutrition situations but also to incorporate complementary actions and synergies that are conducive to multi-win outcomes (GLOPAN, 2016)

FAO's School Food and Nutrition Framework – a holistic and synergetic approach

In support of

- Improved food outlooks, practices and capacities
- Improved nutrition and well-being
- Community socioeconomic development
- Local food systems conducive to better diets



Inclusive procurement and value chains

OBJECTIVES

- Provide school meals with safe, nutritious, diverse, acceptable and locally produced foods, prioritizing available supply from smallholder farmers and small and medium enterprises
- Create market and financial opportunities for local smallholder producers contributing to community economic development

FAO SUPPORT

- Technical support on production, post-harvest, storage, processing, organizational and marketing skills
- Technical support for market diversification/nutrition sensitive value chain development
- Technical support for the development of an enabling food safety control environment and capacity to enhance compliance (of stakeholders) along the value chain
- Guidance on the design and implementation of smallholder-friendly procurement mechanisms
- Capacity development and training materials (for FOs, procurement authorities; schools, local and national governments)
- Monitoring, evaluation and evidence generation



Healthy food environment and school food

OBJECTIVES

- Ensure that food available in the school is safe and aligned with the nutritional priorities of schoolchildren and adolescents.
- Foster a healthy food environment within the school premises and beyond.

FAO SUPPORT

- Promotion of healthy food environments, through specific food policies
- Promotion of coherence between school food environment policies, food provided (e.g. school meals) and sold in the school and national food-based dietary guidelines (where relevant)
- Technical support for developing, implementing and monitoring nutrition standards and guidelines for school food and meals
- Technical support and capacity development for menu planning and recipe development (translating guidelines)
- Capacity development and development of training materials
- Monitoring, evaluation and evidence generation



Food and nutrition education

OBJECTIVES

- Foster lasting, food-related outlooks, skills and practices for better health and wellbeing in schoolchildren and families.
- Empower school actors to be agents of change in their local food systems

FAO SUPPORT

- Awareness raising and advocacy at different levels
- Support for integrating food and nutrition education in relevant policies (including the national school curriculum)
- Guidance for the effective design, implementation and monitoring of quality school-based food and nutrition education and other behaviour change interventions
- Promotion of active involvement of families, community and school staff
- Promotion of explicit linkages between policy, procurement, school food and the food environment
- Capacity development and development of training and learning materials
- Monitoring, evaluation and evidence generation



Enabling policy, legal and institutional environment

OBJECTIVES

- Improve accountability across sectors and institutions for SFN
- Support countries to adopt evidence based policies, legal and institutional frameworks to effectively implement comprehensive school-based programmes dealing with food and nutrition
- Advocate for enhanced awareness and knowledge to strengthen political and financial commitment

FAO SUPPORT

- Provide advice on the development, revision and adoption of national, regional, or global policies, and legal and regulatory frameworks on SFN (considering agriculture, food system policies and programmes and all components of the SFN approach)
- Promote improved coordination mechanisms for delivery
- Develop/review policies and legal frameworks and build capacity for effective evidence-based implementation
- Advocate for appropriate allocation of financial, human and material resources for desired impact
- Monitoring, evaluation and evidence generation



Factors of success

Community participation

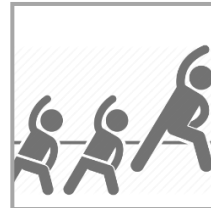
- Key to sustainability and upscaling of programmes
- Essential for expanding some benefits of the programme to the household (e.g. healthy food and food safety practices, homestead production and consumption of nutritious crops, attitudes towards diversified diets)
- Potential to change, update and improve local and school policies
- Active involvement versus passive involvement

Linkages and partnerships



Health interventions (including deworming, supplementation)

Water, sanitation and hygiene (WASH) interventions



Lifestyle interventions

Infrastructure development



Thank you

Email: Fatima.hachem@fao.org

Website: <http://www.fao.org/school-food/en/>

FAO School Food and Nutrition Framework :

<http://www.fao.org/3/ca4091en/ca4091en.pdf>