

Viability of an Integrated Programme on Home-Grown School Feeding in BARMM

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OSMA advisory

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List of abbreviations

ARMM	Autonomous Region in Muslim Mindanao
BARMM	Bangsamoro Autonomous Region in Muslim Mindanao
BPDA	Bangsamoro Planning and Development Authority
DSWD	Department of Social Welfare and Development
FinCEED	Finnish Centre of Expertise in Education and Development
HGSF	Home-Grown School Feeding
ISHNP	Integrated School Health and Nutrition Program
LGU	Local Government Unit
MAFAR	Ministry of Agriculture Fisheries and Agrarian Reform – BARMM
MBHTE	Ministry for Basich, Higher and Technical Education – BARMM
MFBM	Ministry of Finance, and Budget and Management – BARMM
MHPSS	Mental Health and Psychosocial Support
MILG	Ministry of the Interior and Local Government
MIPA	Ministry of Indigenous Peoples' Affairs – BARMM
MOH	Ministry of Health – BARMM
MOST	Ministry of Science and Technology – BARMM
MSSD	Ministry of Social Services and Development - BARMM
RPAN	Regional Plan of Action for Nutrition
WASH	Water, Sanitation and Hygiene

Executive summary

Introduction

Provision of free school meals is a vital social protection program, and it provides important nutritional support in many countries. Studies indicate that one dollar invested in school meals can yield seven or more dollars back in social returns¹. In addition to nutritional benefits, school meals can also increase school attendance and learning outcomes and provide stable sources of income for farmers producing food for schools. In the longer term, healthy and educated children means more productive adults contributing to economic development.

In the Philippines, the provision of school meals to undernourished elementary school children is guaranteed by law. In the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), the government is interested to develop a more home-grown school feeding programme, and it aims to expand the school meals to all elementary school students.

Finland is a founding member of the Global School Meals Coalition, and the Philippines has joined the coalition, alongside with more than 70 other countries. Today, Finland wants to share its expertise in developing school meals systems to help other countries to establish sustainable and impactful school meal programmes to accelerate positive social and economic development, and to improve children's access to education and to support their learning. The Finnish Centre of Expertise in Education and Development (FinCEED) at the Finnish National Agency for Education has ordered this assessment to promote development of an integrated home-grown school meals program in BARMM. Finland hopes that BARMM and the Philippines would find Finnish expertise in school meals development useful also in the longer run.

Benefits of home-grown school meals in BARMM

In BARMM, home-grown school meals have potential to contribute to sustainable development in multiple ways. The region is suffering from the impacts of long-term conflict, including low productivity and tax generation, under-developed infrastructure and investments, and lack of trust on public authorities and government by citizens. Furthermore, climate change increases the frequency and impact of typhoons and heavy rains, further affecting the livelihoods, food security and well-being of communities. Added by high poverty and malnutrition rates and low education levels, the region is in desperate need of improved resilience and effective contributions to the well-being of its citizens.

¹ Sustainable Financing Initiative for School Health and Nutrition: School Meals Programmes and the Education Crisis – A Financial Landscape Analysis. <https://educationcommission.org/updates/school-meals-programmes-and-the-education-crisis/>

School meals have potential to directly contribute to the achievement of several of the BARMM government priority points, as listed in the Enhanced 12-Point Priority Agenda of the BARMM for 2023-2025, including

- **A stronger BARMM Bureaucracy** – Home-grown school meals can strengthen intersectoral collaboration at different government levels.
- **Digital Infrastructure and E-governance** – Monitoring systems for home-grown school meals can contribute to strengthening the digital capacity of local and regional level governments.
- **Revenue Generation and Economic Comparative Advantage** – Home-grown school meals can strengthen revenue base through improved productivity of small-scale agriculture and food value chains.
- **Agri-fishery Productivity and Food Security** – Home-grown school meals provide sustainable and predictable demand for agricultural and fishery products. School gardens can strengthen the skills of local farmers by introducing and educating on sustainable and productive farming methods.
- **Social Protection and Universal Health Care** – School meals program provides an effective social protection network and acts as an efficient platform to promote health care among school children.
- **Disaster Resilience and Climate Change Adaptation** – Home-grown school meals contribute to improved resilience at community level through improved food security and enhanced livelihoods.
- **Quality and Holistic Education** – School meals are studied to increased school attendance, reduce dropouts, and improve learning results.
- **Peace, Justice and Security** – Home-grown school meals can support trust building between government and communities through improved food security and livelihoods.
- **Bangsamoro Culture, Heritage, Identity and Diversity** – Home-grown school meals promote cultural knowledge and identities through education on food culture and cultural manners.

Efforts and resources required to build up a universal home grown school meals program in BARMM

Thanks to the multi-sectoral approach of home-grown school meal programs, there are many aspects that require careful consideration when planning and establishing the programs. To establish an effective integrated home-grown school meals program in BARMM, efforts are required in different governance sectors.

Efforts required in the education sector:

- **Report, monitor and evaluate the school meal program and its impacts** on enrolment and participation in education, as well as on learning to help further development of the program
- **Make use of school meals in education** by linking meals to curricula at different grades

- **Link local government units (LGUs) to school meals development**

Efforts required in the health sector:

- Further **strengthen collaboration across government sectors and levels** (e.g. education and health)
- **Strengthening the links between school meals and promoting healthy diets and behavioral change** in communities
- **Develop different menu options** that are nutritious, locally available and aligned with local customs in different districts
- Promote the **production of iron fortified rice** in BARMM
- Seek **alternatives to fresh milk** for including calcium in school meals.

Efforts required in the agricultural and fisheries sector:

- **Build the production capacity of farmers and fishers** to gain more sustainable production, better quality products and larger yields.
- **Ensure that procurement processes are accessible and feasible** to smallholders either individually or through cooperatives or associations.
- Using **school gardens as examples** of sustainable and productive farming methods.

An initial and rough estimation of the costs of implementing a home-grown school meal programme in all elementary schools in BARMM is presented in table a. The figures include estimated cost of food and facilities directly linked to its preparation but exclude costs related to health interventions, school gardens and other supporting measures.

Table a. Rough initial estimation of costs of school meal programmes with different coverages.

	Current school feeding programme targeting 160 000 learners/year (proposed budget for 2023)	Covering all schools using the estimated feasible budget	
		Universal school meal programme	School meals targeted to undernourished learners only
120 days per year	₱422 400 000	₱2 106 000 000	₱926 640 000
All school days	N/A	₱3 334 500 000	₱1 467 180 000
Average budget per school (120 days per year)	₱528 000	₱938 503	₱412 941
Average budget per school (all school days)	N/A	₱1 485 963	₱653 824

In the rough initial calculations cost of organizing the school meals are presented by meal, as is done in the current school feeding budget. It is worth noting, however, that not all the costs are aligned with the number of learners receiving food. For example, costs of kitchen facilities, WASH solutions and possible staff salaries

per meal often decrease as the number of learners increase, due to economy of scale. This is particularly important when comparing the costs of universal school meals vs. targeting only under-nourished learners, as the number of schools and therefore kitchen units would remain the same, even though number of meals would be less if a targeted programme was in place. The economic benefits of the school meal program can be expected to be drastically decreased if the program was targeted to undernourished learners only.

Roadmap for establishing an integrated home-grown school meals program in BARMM

An inter-sectoral task force or a working group for developing an integrated home-grown school meal program is suggested to be established, or the mandate of an existing working group to be adjusted to cover the development of a home-grown school meal program. The roles and responsibilities of existing working groups should be carefully assessed to identify to best way to coordinate the home-grown school meal program. Relevant existing working groups include but are not limited to **the School-Based Feeding Programme technical working group** chaired by MBHTE, **the Bangsamoro Food Sufficiency Task Force** overseeing the home-grown school feeding efforts and coordinated by the Ministry of Social Services and Development - BARMM (MSSD) and **the Bangsamoro Food Security Task Force**, chaired by MAFAR and coordinated by the Bangsamoro Planning and Development Authority (BPDA). The working group should also collaborate with the supplementary feeding programme of MSSD that targets younger children. Potential supporting activities to upscale home-grown school meals program in BARMM are listed in the table below.

Task	Possible regional level organizations to participate
Developing local and community level operational models for implementing home-grown school feeding, covering e.g.: <ul style="list-style-type: none"> • Defining organizational set up options for organizing cooking home-grown meals in schools or in central kitchens (incl. e.g. staff, infrastructure, and facilities) • Designing feasible and transparent structures for channelling the funds to schools for procuring food • Designing collaboration models for integrating the expertise of agricultural, education and nutrition experts for developing and managing school meals at different levels (e.g., agriculture, nutrition and school committees could be involved, hiring district-level nutritionists could be promoted) • Defining solutions for providing fresh drinking water in schools in different environments • Promoting clean and energy efficient cooking solutions in schools • Integrating different groups to collaboration over school meals (e.g., women’s rural development clubs, farmers cooperatives etc) 	BPDA, MBHTE, WFP
Design of monitoring and evaluation system for school meals and their impacts	MBHTE, MOH, BPDA, FAO, UNICEF, WFP

Collecting lessons learned from on-going home-grown and other school feeding programs	BPDA, MBHTE, WFP
Assessing the impacts and benefits of school meals to the economy and development	MBHTE, MAFAR, BPDA, MFBM, MOH
Integrating home-grown school meals to existing programs and initiatives	MBHTE, MAFAR, MOH, other ministries, development partners
Integrating school meals to educational agenda (curricula in the longer term)	MBHT, UNICEF
Strengthen local agricultural and fisheries capacities and value chains to enable local production of ingredients for school meals	MAFAR, FAO
Develop procurement rules and processes to allow smallholders to access public procurements	Ministry of Finance, Budget and Management
Further develop options for cycle menus to fit with local customs and availability of food stuffs	BARMM Regional Nutrition Committee, The Food and Nutrition Research Institute
Integrate adolescent health aspects to school meals program	UNICEF, MOH
Mapping collaboration opportunities with IFIs (e.g. ADB, IFAD and WB) and other donors	MBHTE, BPDA, MAFAR, MFBM, FAO, WFP

1. Introduction and background

Provision of free school meals is a vital social protection program, and it provides important nutritional support in many countries. Studies indicate that one dollar invested in school meals can yield seven or more dollars back in social returns². In addition to nutritional benefits, school meals can also increase school attendance and learning outcomes, and provide stable sources of income for farmers producing food for schools. In the longer term, healthy and educated children means more productive adults contributing to economic development.

In the Philippines, the provision of school meals to undernourished elementary school children is guaranteed by law and delivered by a national programme. In the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), a regional school feeding programme currently targets all elementary school students regardless of their nutritional status, but the programme covers only selected, annually rotating target schools every year. The BARMM government is interested to make more use of locally grown ingredients for school meals, and it aims to expand the school meals to all students in all elementary schools³.

Institutionalized school meal system has potential to support the well-being of families with school children but also smallholders, and contribute therefore to the development of BARMM at large. School meals prepared from locally grown ingredients (home-grown school meals) can strengthen agriculture and fisheries by increasing demand and improving market access and therefore improve food security at local and regional levels. They can also raise awareness not only of learners but also their families on healthy diets, sustainable food production and cultural aspects on food traditions. School meals can and should be an active part of a school day and curricula, and they can be utilized to demonstrate topics discussed in classes.

Finland is a founding member of the Global School Meals Coalition, and the Philippines has joined the coalition, alongside with more than 70 other countries. Finland has nearly a century long experience in providing meals for school children. A law on free school meals was given already in 1943, during the second world war, and it has been in nation-wide implementation since 1948. School meals are considered to be one of the founding pillars of the wealth of the Finnish society as it stands now, as free school meals built the basis for universal access to education already in the late 1940s when Finland was recovering from war. Today, Finland wants to share its expertise in developing school meals systems to help other countries to establish sustainable and impactful school meal programmes to accelerate positive social and economic

² Sustainable Financing Initiative for School Health and Nutrition: School Meals Programmes and the Education Crisis – A Financial Landscape Analysis. <https://educationcommission.org/updates/school-meals-programmes-and-the-education-crisis/>

³ See definitions for school meals and school feeding in chapter 2 Methodology.

development and improve children's access to education and to support their learning. In 2021-2023, Finland is chairing the Global School Meals Coalition together with France, and it remains an active player in the coalition's international work.

This report assesses the viability of a potential integrated programme on Home-Grown School Feeding (HGSF) in BARMM. The main objective of the assessment is to provide a detailed analysis of the scope, gaps and enabling environments on the implementation of the existing school feeding programs in BARMM and provide recommendations on how interventions should be strengthened or put in place with regard to the concept of home-grown school meals. This assessment is meant to serve as a basis for the design of the proposed school meal program, and to offer practical information on the potential of home-grown school meals to BARMM government, development partners, donors and any other stakeholders interested in the development of BARMM.

The assessment is conducted by Osma Advisory Ltd, mandated by the Finnish Centre of Expertise in Education and Development (FinCEED) at the Finnish National Agency for Education. FAO has provided vital support for information gathering throughout the project, and UNICEF and WFP have also supported the assessment with their expertise.

2. Methodology

The assessment started in August 2022 with a desk review of key documentation related to existing and past school feeding programmes, activities, and legislation in the Philippines and in BARMM especially. The information gathering was supplemented with initial online interviews with FAO, UNICEF, and WFP experts. Based on the desk review and the initial interviews, a matrix of existing school feeding initiatives was prepared, supported by a list of relevant acts, policies and plans, and a list of key stakeholders. These documents are annexed to this report (Appendix 3-4). A draft logframe of an integrated home-grown school meal programme covering educational, nutritional and food production related aspects was also prepared based on the desk review (Appendix 5).

Stakeholder interviews took place in Manila and in Cotabato from the 14th to the 25th of November 2022. The interviews were led by Paula Tommila, and most interviews were also participated by FAO. Some final consultations were conducted online after the field mission. A list of stakeholders consulted is provided in Appendix 1.

The analysis was conducted, and the draft final report prepared in December 2022 and submitted for review to key stakeholders in January 2023. The final report was finalized at the end of January 2023, considering the comments received from the stakeholders.

Terminology

Traditionally, *school feeding* refers to nutrition-sensitive programs implemented in schools. *School meals* is becoming a more and more popular term, and it's considered to cover also other aspects but feeding, e.g., educational content as part of a school lunch. The Global School Meals coalition has chosen to use the term *school meals*, thus the same term is used in this report, unless existing school feeding programs are referred to.

Home-grown school meals refer to increasing the benefits of school meal programs by procuring the foods from local, often smallholder farmers instead of importing the food from elsewhere. Home-grown school meal programs are seen as an opportunity to improve the livelihoods of smallholder farmers and local communities, develop sustainable food systems and to strengthen the nexus between nutrition, agriculture, and social protection.

3. Current status of development and school meals in BARMM

Development status of BARMM

The Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) is an autonomous region in the Philippines formed in January 2019, as a result of the peace talks between the Philippine government, the Moro Islamic Liberation Front (MILF) and several autonomist groups. Bangsamoro area has a long history of unrest, and martial laws have been in place in the region since the 1970s. BARMM replaced the Autonomous Region in Muslim Mindanao (ARMM) established in 1996. Transition period for BARMM government is on-going until 2025, after which the current BARMM interim parliament is planned to be replaced by a regularly elected parliament.

BARMM covers 6 provinces (in full or partial), Cotabato City and special areas. It has a population of 5 million people, and its area covers 12700 km² in Mindanao and nearby islands.

Poverty rates in BARMM are higher than elsewhere in the Philippines, yet the gap has narrowed in the recent years. In 2018, poverty rate was 52.6% in BARMM and 16.7% nationally, and by 2021, it reached 29.9% in BARMM and 18.1% nationally.⁴

School enrolment rates in BARMM are low. Elementary school enrolment rate in 2017 was only 72.6% in BARMM and reaching almost all children nationally. Elementary school completion rate was 54% against a national average of 94% in 2017. The share of out-of-school-youth and adult among the 16-30 years-old population has been close to 45% in BARMM, which is twice compared to the national average. The Covid-19 pandemic closed schools in the Philippines for nearly two years, and it remains to be seen how the pandemic will affect school enrolment and completion rates in the longer run.⁵

Malnutrition figures in BARMM are higher than in the Philippines on average. In 2015, stunting rates of children of 5-10 years reached 44% in BARMM and 31.3% nationally.

The value of agricultural production and fisheries are growing faster in BARMM than elsewhere in the Philippines reaching 7.2% in 2021, mainly thanks to increasing catches in fishery. The volume, value and productivity of agricultural production is still low compared to other parts of the country.

⁴ Philippine Statistics Authority, BARMM Poverty Statistics. Accessible at

<http://rsoarimm.psa.gov.ph/statistics/poverty#:~:text=Releases&text=Poverty%20incidence%20among%20the%20population,food%20and%20non%2Dfood%20needs.&text=About%2044.9%20percent%20or%20a,BARMM%20are%20poor%20in%202018.>

⁵ WB (2019). Unlocking the Potential of the Bangsamoro People through the Alternative Learning System.

BARMM has emerged as the second fastest-growing economy among the regions in the Philippines reaching 7.5% in 2021. The government has high aspirations for future growth, and a lot of effort is being paid on stabilizing the economic and operational environment to attract investments in the region.

School feeding at the national level

In the Philippines, the National School Feeding program is defined by law under the national supplementary feeding program (Republic Act No. 11037⁶). The school feeding program targets undernourished public school children from kindergarten to grade six. The national program covers all regions in the country. However, funding for the program in BARMM is not channeled through the National Department for Education but organized at the regional level, unlike in other regions of the country.

According to the national law on school feeding, at least one fortified meal is provided for all undernourished elementary school children for a minimum of 120 school days a year. A milk feeding program has also been established to incorporate locally produced fresh milk and fresh milk-based products in the fortified meals for a shorter period each year. As part of the supplementary feeding program, micronutrient supplements, health examination, vaccinations and deworming, water and sanitation facilities, as well as health and nutrition education are provided to the program beneficiaries in schools. As part of the program, schools are encouraged to have school gardens and parents are advised to maintain similar program in their own backyards. A separate act limits provision of unhealthy foods in school canteens and nearby schools⁷.

Currently, the national programme covers approximately 1.7 million learners in 34 000 schools across the country. After the school closures caused by the pandemic, dry ratios are still provided in many schools for the children to take home while others are switching back to hot meals served at schools. Take-home dry ratios can include e.g. nutribuns, fresh and processed fruit and vegetables, iron fortified rice and eggs. The current budget for the national school feeding program is Php 20 per meal, including Php 18 for food and Php 2 for operational costs.

Teachers are no longer allowed to participate in cooking in schools, thus schools need to organize volunteers to prepare the hot meals. Lack of volunteers leads to continuation of dry ratios in many schools, and some schools offer hot meals on some days and dry ratios on others, depending on the availability of kitchen staff. Central kitchens are being developed to address the cooking needs of schools with better efficiency.

⁶ Republic Act 11037 otherwise known as “Masustansyang Pagkain Para sa Batang Pilipino Act” and its implementing rules and regulations

⁷ DepEd ORDER No. 13, s. 2017: Policy and guidelines on healthy food and beverage choices in schools and in DepEd offices.

As part of the national school feeding programme, procurement of food stuffs is centralized. Due to the documentation requirements and bureaucracy of the national procurement rules, it is challenging for small scale farmers to participate in the procurement processes.

School feeding in BARMM

The BARMM Regional Plan of Action for Nutrition (RPAN) 2020-2022 includes a plan for a School-Based Feeding Program that aims to provide all public elementary schools in the region the school-based feeding program in accordance with the BARMM Ministry for Basic, Higher and Technical Education (MBHTE) guidelines. The RPAN also includes a plan for School-Based Health Services (deworming, micronutrient supplementation, WASH) that aims to have 95% of all schools providing full package of complementary health services at satisfactory level in accordance with the MBHTE directive on WASH in schools⁸.

The MBHTE has an Integrated School Health and Nutrition Program (ISHNP) that deploys more than 400 nurses in schools. Each school nurse is typically responsible for 10-15 schools, and they also help to oversee the implementation of the regional school feeding program at school level.

MBHTE provides school feeding to 160 000 students annually in approximately 800 schools. In school year 2022-2023 dry rations are still provided after the Covid-19 closed schools for two years. Dry rations consist of anchovies, vegetables, and rice. Iron fortified rice is provided when available, yet its availability is limited due to lack of processing units and supply in BARMM. Hot meals are planned to be served in school year 2023-2024.

School feeding is provided to all learners in participating schools 120 days a year (6 months). So far, fresh milk has not been provided, mainly due to lack of availability.

BARMM follows the more and more popular international approach of universal school meals, where all learners in schools are targeted instead of providing meals only to undernourished learners. By following the universal approach, the cost per meal can be reduced compared to targeted school feeding, and all learners are placed in equal position when receiving the meals. The approach also allows nutrition, health, and other educational objectives to be included in the school meal program and to make them accessible to all learners, including learners with disabilities. With their universal approach, BARMM government signals that good nutrition and well-being is for everyone, and that school meals are not only about feeding the malnourished but also about making healthy food choices understandable and accessible to all.

⁸ BARMM Ministry of Basic, Higher and Technical Education, Order no. 192 in Series of 2020: Policy on WASH in School Standards and Implementing Guidelines in BARMM.

For fiscal year 2022, BARMM government budgeted 384,870,000 Php (equivalent to EUR 6,550,000) for school feeding, covering 160 000 learners (approx. 20 pesos/meal). The costs are covered from the Block Grant provided by the national government for BARMM to cover costs over the transition period⁹.

MBHTE, with support from the Bangsamoro Planning and Development Authority (BPDA) and National Nutrition Council in BARMM, is promoting home-grown school feeding (HGSF) with capacity development support from WFP. In November 2022, home-grown school feeding was piloted in the municipality of Datu Abdullah Sangki by using LGU's own budget for procurements. Three other municipalities are committed to start piloting HGSF in 2023. All four LGUs were able to integrate the HGSF framework and concept in their Comprehensive Development Plans. The regional government aims to expand the program to more municipalities in the near future. The BARMM Regional Nutrition Council is nominated as the inter-agency committee on HGSF in support to Republic Act No. 11037 for nutrition sensitive programming in BARMM. Stakeholders relevant to school meals development in BARMM are listed in Appendix 2. A list of relevant initiatives and programmes is provided in Appendix 3.

Role of UN organizations in promoting home-grown school meals in BARMM

Development partners contribute to school feeding and related fields in many ways in BARMM. Among the three UN organizations involved in this assessment, FAO supports the BARMM Ministry of Agriculture Fisheries and Agrarian Reform (MAFAR) in Nutrition-Sensitive Agriculture Strategy Development and strengthening capacity for implementing nutrition-sensitive food system programs. UNICEF promotes Water, Sanitation and Hygiene (WASH) in schools and menstrual hygiene and Mental Health and Psychosocial Support (MHPSS) among children and adolescents.

WFP has a long history in supporting and developing school meals initiatives. In the Philippines, they have provided technical support to the national government on the enactment and formulation of Republic Act 11037 otherwise known as “Masustansyang Pagkain Para sa Batang Pilipino Act” and its implementing rules and regulation. In BARMM, together with MBHTE, WFP has piloted the use of Iron Fortified Rice through School Feeding with support from different national and regional agencies in Maguindanao. Since 2019, they handed over the school-based feeding program using iron fortified rice to MBHTE and provided technical assistance in the development of School-Based Feeding Program (SBFP) guidelines and learning modules.

⁹ Republic Act 11054: Section 15. Annual Block Grant. *“The National Government shall provide an annual block grant which shall be the share of the Bangsamoro Government in the national internal revenue tax collections of the Bureau of Internal Revenue and collections of the Bureau of Customs. The amount shall be sufficient for the exercise of the powers and functions of the Bangsamoro Government under this Organic Law”*

Currently, WFP provides technical assistance to 4 municipalities in BARMM for the adoption of HGSE. The same was planned in other municipalities covered by the Food Security Convergence Model.

4. Targeting sustainable meals for all primary school students

Potential impacts of home-grown school meals program

School meals are proven to have multiple benefits on well-being, health and education. Cost-benefit analyses conducted in different countries indicate returns of 7 dollars, or in some cases even 35 dollars, per dollar invested. According to studies, school meals have strong positive effects on primary school enrolment, particularly in poor regions and of girls, but also of boys and in middle-income areas. Indications for improved learning outcomes are also presented by various studies. At community level, school meals are demonstrated to improve food security and resilience of families and communities in vulnerable contexts.¹⁰

Home-grown school meal programmes can maximise the benefits of school meals even further, as school meal procurements can substantially strengthen local food production and value chains, directly also benefitting farmers, communities and businesses participating in food processing and trade. Therefore, instead of being nutrition programs only, school meal programs can contribute to regional development at large (see Figure 1). Maximising the potential benefits, however, requires collaboration between agricultural, education and health sectors, as well as integration of the school meal programmes to regional or national development strategies and systems.¹¹

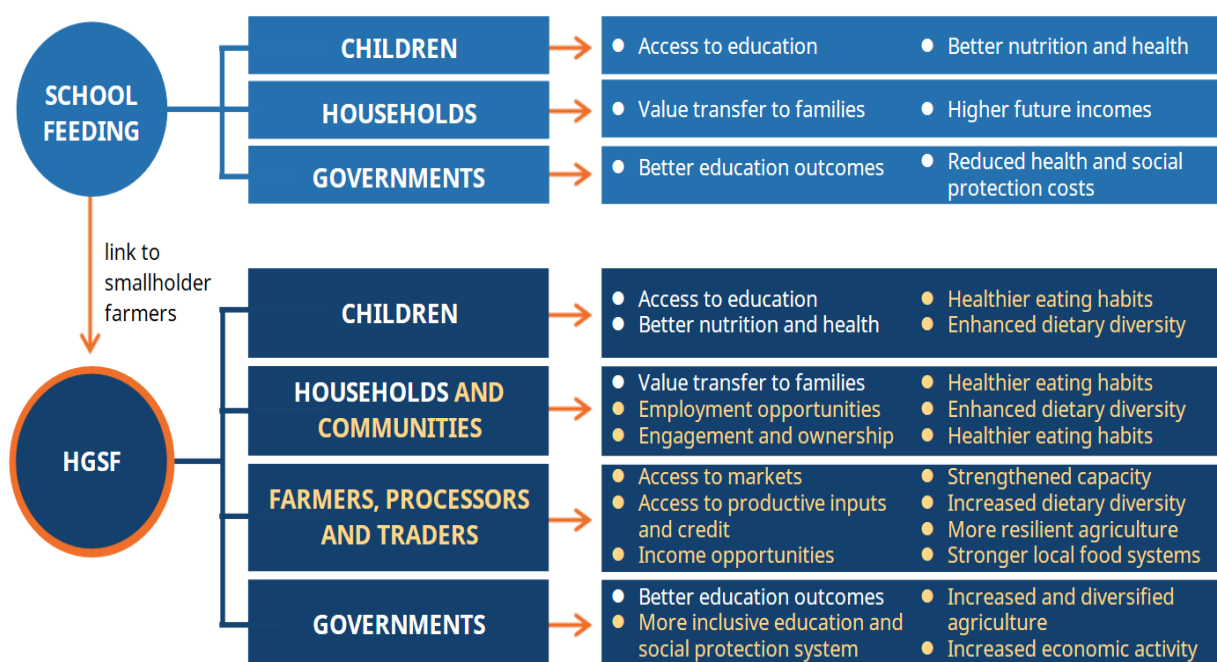


Figure 1. Home-grown school feeding benefits compared to traditional school feeding programmes. Picture produced by WFP.

¹⁰ Sustainable Financing Initiative for School Health and Nutrition: School Meals Programmes and the Education Crisis – A Financial Landscape Analysis. <https://educationcommission.org/updates/school-meals-programmes-and-the-education-crisis/>

¹¹ WFP: Home-Grown School Feeding Resource Framework

In addition to nutritional, educational and economic benefits, school meals can contribute to fulfilling curriculum of different subjects. In the Philippines, school meals have direct linkages to physical education curriculum through demonstrating the Philippine Food Pyramid and helping to maintain healthy diets and manage weight, something that is considered as a crucial theme across the nation. Meals are connected directly also to the health curriculum through e.g. helping to understand the importance and role of healthful foods and good eating habits (grade 1), choosing a balanced diet, and preparing and eating healthy foods together (grade 2), making good food choices (grade 3), understanding food labelling, and practicing food safety habits (grade 4), understanding consumer health (grade 6), and making right food choices during adolescence (grade 7). Furthermore, meals can be connected to cultural education, biology, and even mathematics, if teachers want to demonstrate their subjects in practice.

School meals have a fundamental role in the Finnish education system

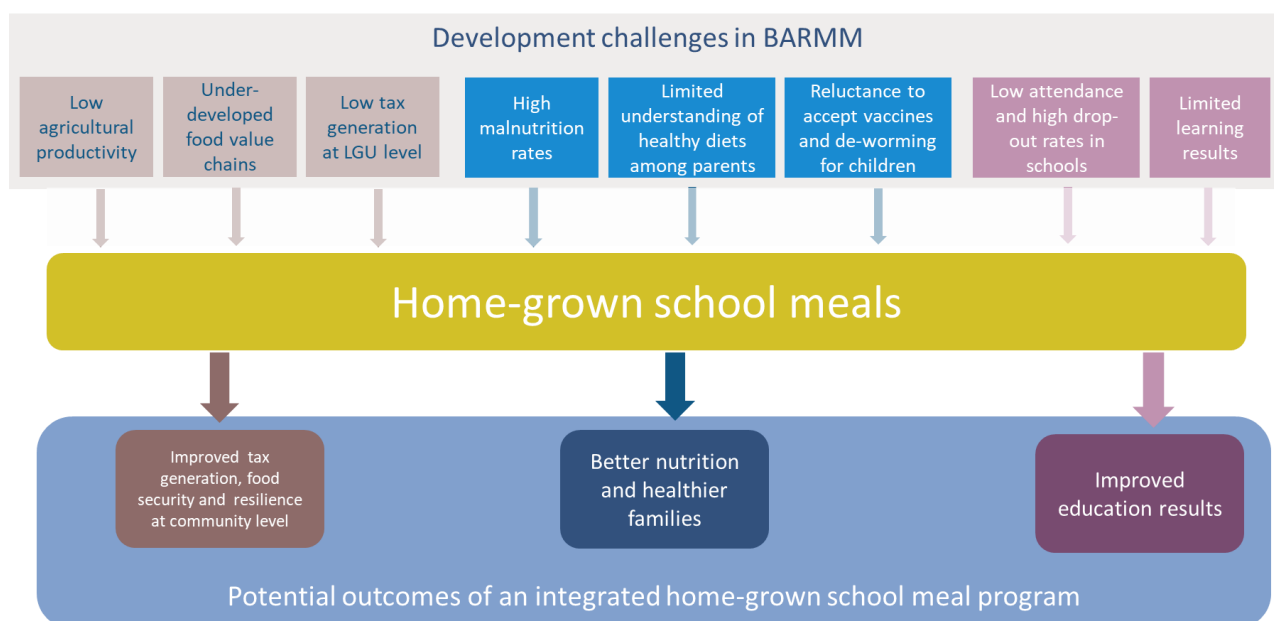
In Finland, free and balanced school meals are provided to all learners until grade 12 by law. In addition to full, nutritious meals, school meals provide pupils with food-related education. A meal can be used as a holistic pedagogical tool: to share information and learning-by-doing about national and international food cultures, proper nutrition, good manners, and a sustainable way of life. The mealtime can be a relaxing break from learning and a time to interact with peers in a calm and enjoyable environment.

Furthermore, one of the responsibilities of basic education in Finland is promoting democratic values, active citizenship, and participation in the community. School meals are used as a venue for the pupils to practice participation and democratic processes, by inviting them to participate in the implementation and evaluation of school meals.

Read more: School Meals for All, School feeding: investment in effective learning – Case Finland, accessible at www.educationfinland.fi/schoolmeals

Meeting the needs in BARMM

In BARMM, home-grown school meals have potential to contribute to sustainable development in multiple ways. The region is suffering from the impacts of the long-term conflict, including low productivity and tax generation, under-developed infrastructure and investments, security incidents, and lack of trust on public authorities and government by citizens. Furthermore, climate change increases the frequency and impact of typhoons and heavy rains, further affecting the livelihoods, food security and well-being of communities. Added by high poverty and malnutrition rates and low education levels, the region is in desperate need of improved resilience and effective contributions to the well-being of its citizens.



The Bangsamoro Development Plan Framework for 2020-2022 defines eight key objectives for development. Home-grown school meals are relevant to all these objectives, and it has potential to contribute to many of the practical development needs in the region.

Objectives in the Bangsamoro Development Framework 2020-2022	Potential ways home grown school meals could contribute to the objectives
1. Establish the foundations for an inclusive, transparent, accountable, responsive, and efficient governance	<ul style="list-style-type: none"> • Strengthening cross-sectoral and cross-level collaboration among government units. • Strengthening revenue base through improved productivity of small-scale agriculture and food value chains.
2. Uphold peace, security, public order, and safety; and respect human rights	<ul style="list-style-type: none"> • Supporting trust building between government and communities through improved food security, nutrition and livelihoods.
3. Create a favourable enabling environment for inclusive and sustainable economic development	<ul style="list-style-type: none"> • Increasing economic opportunities in agriculture and fisheries through increased and sustainable demand for local products. • Better nutrition and health of children and families, less expenses caused by malnutrition.
4. Promote Bangsamoro identity, cultures, and diversity	<ul style="list-style-type: none"> • Strengthening cultural knowledge and identities through education on food culture and cultural manners.
5. Ensure access to and delivery of quality services for human capital development	<ul style="list-style-type: none"> • Increased school attendance, less dropouts and improving learning results. • Improved access to health and nutrition services to children.

	<ul style="list-style-type: none"> Improved awareness of health and nutrition among families.
6. Harness technology and innovations to increase socio-economic opportunities and improve government services	<ul style="list-style-type: none"> Accelerating technology transfer and commercialization through improved and sustainable demand for (halal) agricultural products.
7. Increase strategic and climate resilient infrastructure to support sustainable socio-economic development in the Bangsamoro region	<ul style="list-style-type: none"> Promoting energy efficient cooking solutions in schools and communities.
8. Improve ecological integrity and resilience of communities	<ul style="list-style-type: none"> Improved resilience at community level through improved food and nutrition security and enhanced livelihoods.

School meals can also directly contribute to the achievement of several of the priority points listed in the Enhanced 12-Point Priority Agenda of the BARMM for 2023-2025, including

- **A stronger BARMM Bureaucracy** – Home-grown school meals can strengthen intersectoral collaboration at different government levels.
- **Digital Infrastructure and E-governance** – Monitoring systems for home-grown school meals can contribute to strengthening the digital capacity of local and regional level governments.
- **Revenue Generation and Economic Comparative Advantage** – Home-grown school meals can strengthen revenue base through improved productivity of small-scale agriculture and food value chains.
- **Agri-fishery Productivity and Food Security** – Home-grown school meals provide sustainable and predictable demand for agricultural and fishery products. School gardens can strengthen the skills of local farmers by introducing and educating on sustainable and productive farming methods.
- **Social Protection and Universal Health Care** – School meals program provides an effective social protection network and acts as an efficient platform to promote health care among school children.
- **Disaster Resilience and Climate Change Adaptation** – Home-grown school meals contribute to improved resilience at community level through improved food security and enhanced livelihoods.
- **Quality and Holistic Education** – School meals are studied to increased school attendance, reduce dropouts, and improve learning results.
- **Peace, Justice and Security** – Home-grown school meals can support trust building between government and communities through improved food security and livelihoods.
- **Bangsamoro Culture, Heritage, Identity and Diversity** – Home-grown school meals promote cultural knowledge and identities through education on food culture and cultural manners.

Critical matters to consider when designing a home-grown school meal program

Thanks to the multi-sectoral approach of home-grown school meal programs, there are many aspects that require careful consideration when planning and establishing the programs. In this chapter, some of the key aspects that have been raised by stakeholders during the consultations for this assessment are raised. The aspects are grouped by BARMM governance sectors, yet many of them are relevant to more than one sector.

Education sector

Education sector, and its line ministry MBHTE has a significant role in implementing school meal programs. In BARMM, the schools are under direct supervision of the ministry, and provincial, district and local governments have little contributions to their operations. However, home-grown school meals require a lot of co-operation and coordination at local level, as procurement of food as well as organization of cooking facilities and food preparation is conducted locally in most cases. Local level school committees provide a good opportunity for facilitating multi-sectoral collaboration related to school meals, yet based on the interviews conducted, in some communities they are reported to be inactive.

School meals are an effective way to improve school attendance and to reduce drop-out rates. School meals are also reported to improve students' ability to learn, as learners don't have to attend classes with an empty stomach. School attendance and, if feasible, learning results should be monitored as part of the school meals program to understand the impacts of the program on education results.

School meals can be linked to curriculum in many ways, e.g., through promoting physical health, good nutrition, cultural knowledge, and practical skills. Food and nutrition are already mentioned in many Philippine curricula, for example in physical education and health curriculum. With further development of educational contents and practices, school meals and school gardens could provide a tangible way to demonstrate study topics also in the fields of science and mathematics, and even languages. In cultural education and indigenous studies, food and meals can have a distinctive role.

To maximise the benefits from school meals in the education sector, efforts will be required to

- **Report, monitor and evaluate the school meal program and its impacts** on enrolment and participation in education, as well as on learning to help further development of the program
- **Make use of school meals in education** by linking meals to curricula at different grades
- **Link local government units (LGUs) to school meals development**

Health and nutrition

In BARMM, school health is coordinated by the MBHTE, and the Ministry of Health has mainly an advisory role in health matters in schools. As part of the on-going school feeding programme, micronutrient supplementation and WASH are promoted in schools. As per regional policies, school children are provided de-worming and vaccination also outside the school feeding programme, but school nurses report that provision of school meals encourages parents to allow their children to be included in the de-worming and vaccination programs.

Adolescent health could also be considered as part of WASH and school meal programs. Depending on the age of children, menstrual hygiene, mental health and psychosocial support (especially in the light of food related problems) and nutrition matters relevant to adolescents (e.g. Iron Folic Acid for adolescent girls) would be beneficial to be included in the program.

Iron fortified rice is preferred in the Philippine school feeding programs, yet its availability in BARMM is limited. At the time of the assessment, only one facility produced iron fortified rice in BARMM. Fresh milk is not a traditional part of meals in BARMM, and its availability in the region is poor. For including calcium in school meals, alternatives to fresh milk could be identified (e.g., green leafy vegetables, soya, sardines).

School meals have direct impact on nutrition and health of learners, but especially home-grown school meals can also contribute to health and nutrition in communities in multiple ways. Promoting and providing de-worming, micronutrient supplementation and vaccination programs for children helps to raise awareness on these themes also among parents. Involving parents in cooking the meals leads to providing food, skills and knowledge in nutritious foods also to adults, as well as promoting good practices on food safety. It is, however, important to pay attention on not to reduce parents' opportunities to income generating activities if they are required to participate in cooking in schools.

By sourcing food for schools locally, local agricultural production and value chains can be strengthened, which has potential to improve food security in communities in general.

Food preferences vary between different areas in BARMM, and local customs should be taken into account also in school meals. Halal requirements are already considered in the 20-day cycle menus of the regional school feeding program, and meals can be modified according to the availability of different ingredients. Should the school meals program expand to the more remote areas, especially the island provinces, special attention needs to be paid on availability and feasibility of different options in the local setting. In some areas, for example, people are not used to eat fish whereas in other areas it's the main source of protein. In some mountainous and remote areas rice is replaced by cassava, as availability of rice is limited.

To maximise the benefits from school meals in the health sector, efforts will be required to

- Further **strengthen collaboration across government sectors and levels** (e.g. education and health)
- **Strengthening the links between school meals and promoting healthy diets and behavioral change** in communities
- **Develop different menu options** that are nutritious, locally available and aligned with local customs in different districts
- Promote the **production of iron fortified rice** in BARMM
- Seek **alternatives to fresh milk** for including calcium in school meals (e.g., green leafy vegetables, soya, sardines)
- **Promote practices** improving **food safety**.

Agriculture and fisheries

An institutionalized home-grown school meal program has great potential to support the development of small-scale agriculture and fisheries by providing a stable and predictable market for local producers. The Ministry of Agriculture, Fisheries and the Agrarian Reform (MAFAR) is already implementing and planning several programs and initiatives to increase the volume and to improve quality of agricultural production, and to strengthen the value chains for food production and processing. Procurements for school meals should be designed so that they support and supplement other development efforts in the food production sector.

School gardens could have a role in promoting sustainable and productive farming methods in communities. Collaboration with agricultural development efforts and trainings in school gardens could therefore benefit both schools and farmers.

One major barrier for implementing home-grown school meal programs in BARMM and elsewhere in the Philippines is the complicated documentation requirements for participating in public procurements. For most smallholder farmers and fishers, it's impossible to obtain all required certificates and documents to participate in public procurement processes. Farmers associations and cooperatives have been established to overcome these problems, and adjustments to legislation have been made but solid solutions are still to be developed¹². Thanks to the note of preferring local producers in the national school feeding act, school meal

¹² The Government Procurement Policy (GPPB) issued Resolution No. 18-2021 "APPROVING THE AMENDMENT TO SECTION 53.12 OF THE 2016 REVISED IMPLEMENTING RULES AND REGULATIONS OF REPUBLIC ACT NO. 9184 AND THE GUIDELINES FOR THE CONDUCT OF COMMUNITY PARTICIPATION IN

programs could have a path opening role for encouraging local sourcing in public procurements in BARMM and even at national level, but practices are still needed to facilitate smooth procurements from local producers.

To maximise the benefits from school meals in the agricultural and fisheries sector, efforts will be required to

- **Build the production capacity of farmers and fishers** to gain more sustainable production, better quality products and larger yields.
- **Ensure that procurement processes are accessible and feasible** to smallholders either individually or through cooperatives or associations.
- Using **school gardens as examples** of nutrition-sensitive, sustainable and productive farming methods.

Estimating resource needs for an integrated home-grown school meals programme

A school meal program requires different types of inputs. Before full-scale implementation, a large-scale home-grown school meal programme requires careful planning, testing, and strengthening of processes, which also requires inputs. During implementation, food is a major cost but also infrastructure, facilities, and staffing require inputs. While the costs of such a programme are high, the benefits can be expected to be higher if planning is done carefully and different sectors manage to collaborate.

In BARMM, there are approximately 600 000 learners in about 3000 elementary schools, each school having on average 200 learners. In those 800 schools that are covered by the existing school feeding program, food is served 120 days a year. For year 2023, Php 22 was proposed to be budgeted per meal, including 21 pesos for food and 1 peso for facilities.

Due to high inflation rates, feasible budget per meal would likely be higher than currently budgeted, but exact costs of home-grown school meals are not yet known. The cost of meals is likely to vary depending on the location, due to e.g., logistical matters and differences in availability of food stuffs.

An initial and rough estimation of the costs of implementing a home-grown school meal programme in all elementary schools in BARMM is presented in table 1. The costs are presented for different options, including providing food to all learners vs. undernourished learner, and providing food 120 days per school year vs. serving meals every school day (190 days per year). For the share of undernourished learners, the

PROCUREMENT". This resolution should enhance the participation of small scale farmers and fisherfolks associations/cooperatives for the implementation of HGSE.

figure is from 2015, and the current share for malnourished children is expected to be lower. The figures include estimated cost of food and facilities directly linked to its preparation but exclude costs related to health interventions, school gardens and other supporting measures. The calculation tool is also available in Excel format to allow adjustments to the key variables. Resource needs for building up a large-scale, multi-benefit home-grown school meal program are estimated in chapter 5.

Table 1. Rough initial estimation of costs of school meal programmes with different coverages.

	Current school feeding programme targeting 160 000 learners/year (proposed budget for 2023)	Covering all schools using the estimated feasible budget	
		Universal school meal programme	School meals targeted to undernourished learners only
120 days per year	₱422 400 000	₱2 106 000 000	₱926 640 000
All school days	N/A	₱3 334 500 000	₱1 467 180 000
Average budget per school (120 days per year)	₱528 000	₱938 503	₱412 941
Average budget per school (all school days)	N/A	₱1 485 963	₱653 824

Parameters utilised in the calculations

No. of learners in elementary schools in BARMM	650000
Share of undernourished (stunted) learners in elementary schools in BARMM (in 2015)*	44 %
No. of elementary schools in BARMM	2244
Number of learners in current school feeding programme	160000
Number of schools in current school feeding programme (approx)	800
Number of school days per year	190
Number of days food is served	120
2023 budget for food per meal (Php)	21
2023 budget for facilities per meal (Php)	1
Estimated feasible budget for food per meal	24
Estimated feasible budget for facilities per meal	3

* WB (2019). *Unlocking the Potential of the Bangsamoro People through the Alternative Learning System*.

In the rough initial calculations cost of organizing the school meals are presented by meal, as is done in the current school feeding budget. It is worth noting, however, that not all the costs are aligned with the number of learners receiving food. For example, costs of kitchen facilities, WASH solutions and possible staff salaries per meal often decrease as the number of learners increase, due to economy of scale. This is particularly important when comparing the costs of universal school meals vs. targeting only under-nourished learners, as the number of schools and therefore kitchen units would remain the same, even though number of meals would be less if a targeted programme was in place. The economic benefits of the school meal program can be expected to be drastically decreased if the program was targeted to undernourished learners only.

5. Road map to school meals for all primary students in BARMM

Suggestions for building up efficient and integrated home-grown school meal program in BARMM

Establishing a sustainable and efficient school meal programme requires careful planning and cross-sectoral collaboration. School meal programs should be government lead and aligned with relevant policies. Especially in home-grown school meal approaches, the role of local level government, farmers and individual schools is essential, as most of the procurement, preparation and use of school meals takes place at local level. However, regional level guidelines and support should be in place to strengthen the efficiency and quality of operations across the region.

In BARMM, the starting point can be considered good, as the government has a clear objective to provide school meals to all learners in elementary schools, and home-grown school feeding has already been initiated in some communities with technical support from WFP. The needs for strengthening agricultural production, increasing school attendance, and improving the nutritional status of children, adolescents and communities is widely recognized, and efforts are already made to tackle these problems.

An inter-sectoral task force or a working group for developing an integrated home-grown school meal program is suggested to be established, or the mandate of an existing working group to be adjusted to cover the development of a home-grown school meal program. The roles and responsibilities of existing working groups should be carefully assessed to identify to best way to coordinate the home-grown school meal program. Relevant existing working groups include but are not limited to **the School-Based Feeding Programme technical working group** chaired by MBHTE, **the Bangsamoro Food Sufficiency Task Force** overseeing the home-grown school feeding efforts and coordinated by the Ministry of Social Services and Development - BARMM (MSSD) and **the Bangsamoro Food Security Task Force**, chaired by MAFAR and coordinated by the Bangsamoro Planning and Development Authority (BPDA). The working group should also collaborate with the supplementary feeding programme of MSSD that targets younger children.

Relevant ministries, institutions and development partners that could be invited to participate in the working group include but are not limited to the following organizations:

- **Bangsamoro Ministry of Basic, Higher and Technical Education (MBHTE)**, currently implementing the school feeding program in BARMM
- **Ministry of Agriculture, Fisheries and Agrarian Reform – BARMM (MAFAR)**, responsible for agricultural and fisheries development and chairing the Bangsamoro Food Security Task Force

- **Bangsamoro Planning and Development Authority (BPDA)**, coordinating food security efforts in BARMM, including the Bangsamoro Food Sufficiency Task Force (BFSTF) and overseeing the current home-grown school feeding efforts as part of the BFSTF.
- **Ministry of Finance, and Budget and Management – BARMM (MFBM)**, responsible for budgeting
- **Ministry of Science and Technology – BARMM (MOST)**, responsible for technology development (e.g. promotion of iron fortified rice blending sites)
- **Local Government Units (LGUs)**, responsible for local level development efforts
- **Ministry of the Interior and Local Government (MILG), Ministry of Indigenous Peoples' Affairs (MIPA), Ministry of Health (MOH), Ministry of Social Services and Development (MSSD)**, and other ministries
- **Regional Nutrition Council**, inter-agency committee on nutritional development, including home-grown school feeding
- **FAO** (technical support for agriculture and food production), **Unicef** (technical support for WASH in schools and nutrition education) and **WFP** (technical support on home-grown school feeding models)
- Regional representatives of farmers' associations and cooperatives, women's associations, or other relevant associations

The role of the regional level working group should cover to coordinate the collection of information on the needs and potential benefits of an integrated home-grown school meal program in BARMM, and to set objectives and a timeframe and defining roles and responsibilities for building up the program.

Some information gathering needs and activities for developing the program are listed in Table 2. Many of these activities could be linked to BARMM's existing development objectives, and funding for implementing those activities could be sought from donors.

Table 2. Potential support components and activities to upscale home-grown school meals program in BARMM

Task	Possible regional level organizations to participate
Developing local and community level operational models for implementing home-grown school feeding, covering e.g.:	BPDA, MBHTE, WFP

<ul style="list-style-type: none"> • Defining organizational set up options for organizing cooking home-grown meals in schools or in central kitchens (incl. e.g., staff, infrastructure, and facilities) • Designing feasible and transparent structures for channelling the funds to schools for procuring food • Designing collaboration models for integrating the expertise of agricultural, education and nutrition experts for developing and managing school meals at different levels (e.g., agriculture, nutrition and school committees could be involved, hiring district-level nutritionists could be promoted) • Defining solutions for providing safe drinking water in schools in different environments • Promoting clean and energy efficient cooking solutions in schools • Integrating different groups to collaboration over school meals (e.g., women’s rural development clubs, farmers cooperatives etc) 	
Design of monitoring and evaluation system for school meals and their impacts	MBHTE, MOH, BPDA, FAO, UNICEF, WFP
Collecting lessons learned from on-going home-grown and other school feeding programs	BPDA, MBHTE, WFP
Assessing the impacts and benefits of school meals to the economy and development	MBHTE, MAFAR, BPDA, MFBM, MOH, academe
Integrating home-grown school meals to existing programs and initiatives	MBHTE, MAFAR, MOH, other ministries, development partners
Integrating school meals to educational agenda (curricula in the longer term)	MBHT, UNICEF
Strengthen local agricultural and fisheries capacities and value chains to enable local production of ingredients for school meals	MAFAR, FAO
Develop procurement rules and processes to allow smallholders to access public procurements	Ministry of Finance, Budget and Management
Further develop options for cycle menus to fit with local customs and availability of food stuffs	BARMM Regional Nutrition Committee, the Food and Nutrition Research Institute
Integrate adolescent health aspects to school meals program	UNICEF, MOH
Mapping collaboration opportunities with IFIs (e.g. ADB, IFAD and WB) and other donors	MBHTE, BPDA, MAFAR, MFBM, FAO, WFP

Examples of Finnish expertise to support the development of home-grown school meal programs

Finnish government institutions, universities, and private sector partners have expertise that could be useful for the home-grown school meal program development in BARMM and at national level. Examples of expertise and collaboration opportunities with Finnish school meal experts include but are not limited to:

- Expertise for creating a comprehensive approach to school meals in schools, covering education, health, and nutrition
- Expertise for designing a monitoring and evaluation system to assess the implementation and impacts of school meals on education, health and nutrition, agricultural development and economy
- Expertise for incorporating school meals into curricula and educational activities
- Expertise for school meals quality development and mainstreaming of good practices (e.g., hygiene passport, integrating students in menu development etc.)
- Expertise for developing a school meals handbook for the BARMM / Philippine context
- Research collaboration on e.g., sustainability and behavioral change related to school meals
- Participating in development missions and consultations
- Raising IFIs' awareness and interest towards school meals

For further information on Finnish school meals expertise, visit www.educationfinland.fi/schoolmeals or contact Education Finland at enquiries.educationfinland@oph.fi.

6. Conclusions

An integrated home-grown school meal program can be a fruitful investment. At best, it can catalyse many of BARMM's developmental objectives, improve productivity and increase tax revenues, eventually paying back the investment multi-fold. Many of BARMM's current development initiatives could contribute to a school meal program and home-grown school meals could contribute many of the existing development objectives. It does, however, require significant efforts from all stakeholders. Cross-sectoral collaboration is a key to

establishing a successful home-grown school meals program. Inputs are required especially from education, agricultural and development sectors but also health and budgeting institutions.

School meals present a model of healthy eating to all children and their families, regardless of their nutritional status. Healthy choices can help combat malnutrition, fight obesity and encourage both children and adults to follow good nutritional practices.

School meals are not only about nutrition, but they can have significant impact on school attendance, educational outcomes and promoting health and hygiene among children and their families. School meals can also be integrated to be part of educational agenda in many subjects, and they can be included also in cultural education.

Home-grown school meals provide additional benefits to local farmers and the economy at large by strengthening agricultural value chains and establishing predictable and stable demand for locally produced goods.

In the longer term, universal home-grown school meals can contribute to building up a stable and peaceful society by promoting equal access to education and income-generating opportunities for local farmers and fishers, leading to better opportunities for people and more productive societies.

Appendix 1: List of stakeholders consulted*

Organization	Persons consulted
Asian Development Bank	1. Jukka T. Tulivuori, Social Sector Specialist
Bangsamoro Planning and Development Authority	2. Ms Rohanisa
BARMM Ministry of Health (MOH)	3. Celia Sagara, chief of the Nutrition Division 4. Jamaica Dumacil
Community and Family Services International (CFSI)	5. Noraida D. Abdullah Karim, Head of Cotabato Office
Consortium of Bangsamoro Civil Society, Inc. (CBCS)	6. Danilo Mocsin, CBCS Administrative Staff 7. Marivic Calubia, CBCS Staff 8. Guiamel Alim, Chairperson
Datu Abdullah Sanki municipality, Maguidanao	9. Tatabai Dagedeban Sangki, Municipal Nutrition Action Officer 10. Municipal administrator
Department of Education (DepED)	11. Magdalene Cariaga 12. Christine
Department of Social Welfare and Development (DSWD)	13. Ma. Carina H Regalado 14. Miramel Garcia-Laxa 15. Rasul Tino, MSSD-BARMM , SFP Regional Program Focal
Embassy of Finland in Manila	16. Juha Pyykkö, Ambassador 17. Laura Hassinen, Deputy Head of Mission
FAO	18. Dante Eleuterio, Head of FAO office in Cotabato 19. Tamara Palis-Duran, Assistant FAO Representative for Programme 20. Maria Cecilia Pastores, Food Security and Nutrition Specialist 21. Jasmine Magtibay, Programme Assistant 22. Emma Gorre Purog, Accountability to Affected Population (AAP)/Gender Specialist
Finnish Institute for Health and Welfare	23. Heli Kuusipalo, Senior Adviser

Finnish National Agency for Education	24. Marjaana Manninen, Counsellor of Education
Food and Nutrition Research Institute (FNRI)	25. Dr. Imelda Agdeppa- Director IV and Scientist IV 26. Dr. Eva A. Goyena- Component Leader, Food Consumption Survey 27. Ms. Glenda P. Azaña- Component Leader, Biochemical Survey 28. Ms. Josie P. Desnacido- Co-Component Leader, Food Consumption Survey 29. Ms. Rowena V. Viajau- involved in Intervention, Evaluation and Policy 30. Mr. Marwin B. Toledo- Statistician 31. Ms. Janine Dariagar- Nutritionist-Dietitian 32. Ms. Jezreel Ann Zamora- Nutritionist-Dietitian
HAUS Finnish Institute of Public Management Ltd	33. Kati Tanninen, Chief Specialist (former FAO Representative for Programme in the Philippines)
Helen Keller International (HKI)	34. Maria Fatima Dolly R. Reario - Country Representative
International Institute of Rural Reconstruction (IIRR)	35. Ms. Emily Oro, Country Director 36. Susan San del Rio
Ministry for Foreign Affairs of Finland	37. Sanna-Liisa Taivalmaa, Senior Adviser, Development Policy, Rural Development
Ministry of Agriculture, Fisheries and Agrarian Reform (MAFAR) – BARMM	38. Mohammad S. Yacob, PhD, Minister 39. Arphia T. Ebus, Chief of Staff 40. Pendatun S. Patarasa, Director General for Fisheries 41. Daud K. Lagasi, Director General for Agriculture
Ministry of Basic, Higher and Technical Education (MBHTE)	42. Gizeel Amara I. Ali, Head, Health and Nutrition Unit 43. Noraida D. Pabillan, Regional Office School-Based Feeding Program Focal/Nurse II 44. Vainessa D. Bade, School Nurse - Sultan Mastura District 45. Saheda A. Baraguir, School Nurse - Sultan Mastura District

	46. Khaeria S. Bagundang, School Nurse - Sultan Kudarat
Ministry of Indigenous Peoples' Affairs (MIPA)	47. Minister Melanio Ulama, Minister 48. Rosanne Imperial, Personnel 49. Rodolyn P. Andres, Finance Consultant 50. Felino V. Salvator, Executive Assistant
Ministry of Social Services and Development (MSSD)	51. Muntazar Mukkaram, 4Ps Regional Coordinator
National Nutrition Council (NNC)	52. Ms. Rita Papey, Deputy Executive Director III 53. Hannah Lidasan, Nutrition Officer 3- NNC BARMM 54. Retsebeth Laquihon, Regional Nutrition Program Coordinator, NNC-BARMM
Nutrition Center of the Philippines (NCP)	55. Mary Christine R. Castro, Executive Director
Save the Children Philippines	56. Dr. Amado R. Parawan, Health and Nutrition Advisor 57. Dr. Cecilia Francisco- Director of Programs
UN	58. Stean Tshiband, UN country coordinator representative in BARMM
UNICEF	59. Ms. Alice Nkoroi - Nutrition Manager, UNICEF Philippines 60. Rene Gerard Galera, Nutrition Specialist, UNICEF Philippines 61. Martin Parreño, Health and Nutrition Specialist, FAO office in Cotabato
WFP	62. Ms. Brenda Barton- WFP Representative & Country Director 63. Giorgi Dolidze - Head of Programme (WFP) 64. Fahima Abdulaziz, Staff in Monitoring Assistant, WFP Cotabato Suboffice 65. Mishael Argonza, Head of Field Office, Cotabato 66. Neth San Valentin, Programme Policy Officer WFP 67. Ryan

	68. Hasna Adam, Monitoring Assistant WFP Cotabato Suboffice
World Bank	69. Sachiko Kataoka, Senior Economist, World Bank Philippines

* Some of the names and titles are missing and can be inserted later.

Appendix 2: List of key stakeholders

Key stakeholders in BARMM

- **Bangsamoro Ministry of Basic, Higher and Technical Education (MBHTE)**, currently implementing the school feeding program in BARMM
- **Ministry of Agriculture, Fisheries and Agrarian Reform – BARMM (MAFAR)**, responsible for agricultural and fisheries development
- **Ministry of Finance, and Budget and Management – BARMM (MFBM)**, responsible for budgeting
- **Bangsamoro Planning and Development Authority (BPDA)**, coordinating food security efforts in BARMM
- **Ministry of Science and Technology – BARMM (MOST)**, responsible for technology development
- **Local Government Units (LGUs)**, responsible for local level development efforts
- **Ministry of the Interior and Local Government (MILG), Ministry of Indigenous Peoples' Affairs (MIPA), Ministry of Health (MOH), Ministry of Social Services and Development (MSSD)**, and other ministries
- **Regional Nutrition Council**, inter-agency committee on nutritional development, including home-grown school feeding
- Farmers' associations and cooperatives, women's associations, other associations
- **FAO** (agriculture and food production)
- **WFP** (school feeding models)
- **Unicef** (WASH, nutrition education)
- **Consortium of Bangsamoro Civil Society (CBCS)**, starting a WB funded school feeding program No Bangsamoro Child Left Behind, addressing 100 schools in 3 years
- Other CSOs (e.g. CFSI, Philippines Red Cross, ICRC)

Key stakeholders at national level

- **Department of Education (DepEd)**, responsible for national school feeding program

- **Department of Social Welfare and Development (DSWD)**, responsible for supplementary feeding program (focus on smaller children)
- **National Nutrition Council (NNC)**, coordinates the National Plan of Action for Nutrition
- **Food and Nutrition Research Institute (FNRI)**, develops menus and receipts for school meals
- **Other potential stakeholders**
 - **International Institute of Rural Reconstruction**
 - **Potential donors (e.g. WB, ADB)**
 - **Nutrition Center of the Philippines (NCP)**
 - **CSOs (e.g. Helen Keller International (HKI))**

Appendix 3: Relevant development initiatives

Initiative	Lead organization	Period	Focus area	Description	Focus areas (estimated based on the information available)				
					School meals	Nutrition	Local food production	WASH	Education
School-Based Feeding Program in Bangsamoro Autonomous Region in Muslim Mindanao (SBFP-BARMM)	MBHTE	on-going	BARMM	School-Based Feeding Program (SBFP) is a mechanism to ensure healthy learners in schools across the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM).	xxx	xxx	x	xx	xx
DepED's School-based Feeding program	DepED	1997 - ongoing	National level		xxx	xxx	x	xx	xx
Enhanced Partnership Against Hunger and Poverty	DSWD	2021-on-going	National level	The collaborative efforts of the EPAHP partners aim to create greater synergy and convergence in engaging the urban and rural communities to enhance social capital and optimize economic resource base through supplementary feeding and other government feeding programs, food production and livelihood programs and essential support services, including the participation of Community-Based organizations (CBOs) in government procurement as partners and/or service providers.	x	xx	xxx		
Nutrition-Sensitive Agriculture Strategy Development for Two Pilot Municipalities in Maguindanao, Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) / Technical support in strengthening capacity for implementing nutrition-sensitive food system programs	FAO		BARMM	To capacitate local officials of the region, province and municipalities on the concepts of nutrition-sensitive agricultural interventions	x	xxx	xxx		
Home Grown School Feeding programme	WFP		BARMM	Initiative works with local governments, farmers and schools to provide nutritious, diverse daily meals for students and boost local economies.	xxx	xxx	xxx		

Enhanced School Feeding with Iron Fortified Rice in Maguindanao, Philippines	WFP	2019-2021?	BARMM	Pilot study to determine the feasibility and provide a basis for the expanded implementation on the use of IFR for the school feeding program (SFP) in Maguindanao and at the same time to improve nutritional status particularly anaemia among school children and support local food production.	xxx	xxx			
School Based Feeding Programme	WFP	2019-2020	National level	The project was intended to reinforce WFP support to the government by documenting the school feeding program's processes: <ul style="list-style-type: none"> • to identify challenging areas • prioritize process areas for action, as aligned to the goals of the school feeding program 					
Integrated Nutrition Agenda project (BAMBINA)	WFP	2020-on-going?	National level	BAMBINA deeply examines the knowledge, attitudes, and practices of pregnant and lactating women, mothers of children under 5, their families, including spouses and grandparents, women of reproductive age, adolescents. It also encompasses other stakeholders such as local decision-makers, health workers, nutrition volunteers, and religious leaders. Collectively, this vital information helps inform the government, system-wide, on ways to enhance or redesign its nutrition-related strategies and action plans. In addition, BAMBINA complements the broader priorities of the Inter-Agency Task Force on Zero Hunger on hunger-related issues.		xxx			
Understanding the drivers of dietary choices and snack food environment of primary school children in Lao PDR and the Philippines	WFP	2022	National level	Study on snack food environment in the Philippines and Lao PDR	x	xxx			x
Unlocking the Potential of the Bangsamoro People through the Alternative Learning System	IBRD/WB	2019	BARMM	The report aims to provide the new BARMM government with essential evidence for designing and undertaking reform interventions to improve the program delivery for its beneficiaries.					
No Bangsamoro Child Left Behind	WB/CBCS/WFP	starting in 2023	BARMM						
WASH in Schools (WINS)	Unicef								
Mental Health and Psychosocial Support (MHPSS)	Unicef								

Appendix 4: Relevant policies and resolutions

Name	Published	type	publisher	level
Bangsamoro Development Plan 2020-2022		Regional plan	BARMM government	BARMM
Food Security and Nutrition Roadmap for BARMM	2020	Regional plan of action	BARMM government	BARMM
Guidelines for the implementation of BARMM school-based feeding programme for fiscal year 2022	July 11 2022	Regional guidelines	MBHTE	BARMM
Policy on WASH in school standards and implementing guidelines in BARMM	April 22, 2020	national policy	MBHTE	BARMM
Regional Plan of Action for Nutrition 2020-2022	2021	Regional plan of action	BARMM government	BARMM
Resolution approving regional nutrition committee to serve as the home-grown school feeding (HGSF) inter-agency committee in support of republic act no. 11037 (National feeding program for undernourished children in Public Day Care, Kinderkarten and Elementary Schools to combat hunger and undernutrition among Filipino children	2021	Regional resolution	BARMM Regional Nutrition Committee	BARMM
A resolution adopting the home-grown school feeding (HGSF) program convergence concept in the municipality of Datu Abdullah Sangki	2021	Municipal resolution	Municipality of Datu Abdullah Sangki, Municipal Nutrition Council	municipal
Guidelines on the weekly iron folic acid supplementation for female adolescent learners in public high schools	27 Nov 2017	DepEd Order	DepED	national
Implementing Rules and Regulations of Republic Act No. 11037	26 March 2021	National regulation	DepED	national
K to 12 Curriculum Guide HEALTH	August 2016	DepED Curriculum	DepED	national
K to 12 Curriculum Guide PHYSICAL EDUCATION	May 2016	DepED Curriculum	DepED	national
National feeding program for undernourished children in Public Day Care, Kinderkarten and Elementary Schools to combat hunger and undernutrition among Filipino children (Republic Act No. 11037)	24 July 2017	National Act	Congress of the Philippines	national
Philippine Plan of Action for Nutrition (PPAN) 2017-2022- Nutrition Sensitive Interventions		Plan of action	Department of Health, National Nutrition Council	national

Policy and guidelines on healthy food and beverage choices in schools and in DepEd offices	14 March 2017	DepEd Order	DepED	national
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Appendix 5: Initial Logframe for universal school meals in BARMM primary schools

Home-grown School Meals Initiative for BARMM

Initial logframe for stakeholders' review and inputs. The logframe can be further developed by FAO, BARMM government and other stakeholders as plans for the school meal program develop.

21 December 2022

	Description	Indicators	Verification	Assumptions and risks
Overall objective	Reduced poverty and improved nutrition in BARMM.	<ul style="list-style-type: none"> Share of people living in poverty in 2022 vs. 2032(?) in BARMM Share of stunted and wasted 5-10 years old children in 2022 vs. 2032(?) in BARMM 	BARMM and or national statistics	Peace and security situation in BARMM supports positive development.
Specific objectives / Purpose	1. Improved nutrition and health among school children.	<ul style="list-style-type: none"> Share of stunted 5-10 years old children in 2022 vs. 2032(?) in BARMM Share of wasted 5-10 years old children in 2022 vs. 2032(?) in BARMM 	Regional health statistics	Access to nutritious food is feasible across BARMM.

	2. Improved learning outcomes among elementary school children.	<ul style="list-style-type: none"> • Literacy rates among students in grade xxx in BARMM • Enrolment rates of elementary schools in BARMM • Completion rate of elementary school in BARMM 	<p>MBHTE and/or DepED</p> <p>Enhanced Basic Education Information System (EBEIS)</p>	Financial, human and other resources for teaching and education are sufficient.
	3. Better livelihoods for local farmers	<ul style="list-style-type: none"> • Share of farmers living in poverty in BARMM • Value of agricultural and fisheries production in BARMM 	BARMM statistics	Agricultural production is not critically affected by natural hazards or conflicts.
Outputs	<p>1.1 All elementary school learners (K to grade 6) have nutritionally balanced daily meals at school</p> <p>1.2 Nutritional status of elementary school learners improves</p>	<ul style="list-style-type: none"> • Number of children within the school meal program vs. all elementary school learners in BARMM • Share of stunted 5-10 years old children in 	<p>BARMM statistics</p> <p>Enhanced Basic Education Information System (EBEIS)</p> <p>School meal program monitoring data</p>	<i>To be defined.</i>

	<p>1.3 Schools provide healthy environments for meals and education.</p>	<p>2022 vs. 2032(?) in BARMM</p> <ul style="list-style-type: none"> • Share of wasted 5-10 years old children in 2022 vs. 2032(?) in BARMM • Data on established school kitchen facilities 		
	<p>2.1 Elementary school attendance rates increased</p> <p>2.2 Elementary school completion rates increased</p> <p>2.3 Schools have the capacity to operate school meals sustainably</p>	<ul style="list-style-type: none"> • School attendance statistics • Completion rate of primary school • tbc 	<p>MBHTE statistics</p> <p>Enhanced Basic Education Information System (EBEIS)</p> <p>School meal program monitoring data</p>	<p><i>To be defined.</i></p>
	<p>3.1 Local small holder farmers have easily accessible sales channels for their products</p> <p>3.2 Local farmers have stable and predictable demand for their products</p>	<ul style="list-style-type: none"> • Number/share of farmers selling their products to school kitchens • Share/value of school food procured from local farmers 	<p>MAFAR statistics</p> <p>School meal program monitoring data</p>	<p><i>To be defined.</i></p>

	3.3 Operational models in place to strengthen the collaboration between local food producers and schools	<ul style="list-style-type: none"> Number of farmers with contracts with school kitchens 		
Activities	<p>1.1.1 Equipping schools with WASH and kitchen facilities and food storages or food served by centralized kitchens.</p> <p>1.1.2 Allocating sufficient resources and operational models for providing meals at schools</p> <p>1.2.1 Organizing deworming and vaccinations in all primary schools for all learners</p> <p>1.2.2 Connecting school meals to nutrition, health, and hygiene education, and curricula</p>	<i>To be selected</i>	<p>School meal program monitoring data</p> <p><i>tbd</i></p>	<i>To be defined.</i>

	<p>1.2.3 Training teachers in healthy nutrition also targeting learners' families.</p> <p>1.3.1 Training school staff/volunteers in safe food handling and serving practices</p> <p>1.3.2 Equipping schools are with sufficient WASH facilities</p>			
	<p>For outputs 2.1 and 2.2, see activities 1.1.1-1.3.2</p> <p>2.3.1 Streamlining administrative systems related to financing of school meals</p> <p>2.3.2 Establishing monitoring and reporting systems for school meal program</p> <p>2.3.3 Providing resources for establishing and</p>	<p><i>To be selected</i></p>	<p>School meal program monitoring data</p> <p><i>tbd</i></p>	<p><i>To be defined.</i></p>

	maintaining school gardens			
	<p>3.1.1 Simplifying procurement rules for purchasing food in schools</p> <p>3.1.2 Providing local farmers access to feasible credit schemes (likely in collaboration with other initiatives)</p> <p>3.2.1 Developing and implementing models for schools to make procurement plans for sourcing food from local farmers</p> <p>3.3.1 Promoting Good Agricultural Practices (GAP) and technologies for strategic crops among local farms</p>	<i>To be selected</i>	<p>School meal program monitoring data</p> <p>MAFAR / FAO activity reports</p>	<i>To be defined.</i>

	3.3.2 Promoting collaboration between agricultural / development committees and schools for school meals			
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Specific focus should be paid on

- How to create a replicable model that can be adapted to in different cultural settings, governmental structures, and operating environments across BARMM
- Defining the roles and responsibilities for different stakeholders, with specific focus on LGUs and other local level stakeholders across sectors
- Making use of the strengths and expertise of different government sectors (e.g. health, education, agriculture, and development) at each level
- Making use of synergies with other on-going and planned initiatives related to education, health, nutrition, livelihoods, poverty reduction etc.
- Identification of gaps and needs for improvement in measuring the change and designing practical implementation modalities at different levels.
- Effective and supplementary collaboration of different development organizations.

Appendix 6: Useful literature and links for further information on school meals

Global School meals coalition: <https://schoolmealscoalition.org/>

WFP's work on home-grown school feeding: <https://www.wfp.org/home-grown-school-feeding>

Finnish expertise in school meals: <https://www.educationfinland.fi/schoolmeals>

Appendix 6: Terms of Reference for the assessment

TERMS OF REFERENCE

Viability of an Integrated Programme on Home-Grown School Feeding in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)

Introduction:

The Finnish Centre of Expertise in Education and Development (FinCEED) provides support for engaging Finnish expertise in education and development to ODA recipient countries and territories. Purpose of the FinCEED support is to implement the Finnish National Development Policy priorities, especially to advance high quality and inclusive education. School feeding is a crucial social protection program and an important nutritional support in developing countries, and for many children the school meal is their only substantial meal of the day. In middle and low-income countries, every dollar invested in school meals yields nine dollars back in social returns: healthy and educated children are more productive adults. Integrated school meal programs that link health, nutrition and education interventions are one of the most impactful and efficient interventions to support children and contribute to the achievement of at least seven Sustainable Development Goals (SDG1, SDG2, SDG3, SDG4, SDG5, SDG12 and SDG17)¹³.

The Finnish Minister for Development Cooperation and Foreign Trade Ville Skinnari is appointed by the World Food Program (WFP) as the global champion for school feeding and Finland jointly with France is chairing the Global School Meals Coalition's Task Force. WFP has identified that Philippines is one of the middle-income countries where less than 80% of children receive school feeding, and the Philippines is part of the global School Meals Coalition¹⁴. The Nutritious Food for Filipino Children Act and National School Feeding Law (Republic Act 11037) form the legal basis for organizing school feeding in the Philippines. The law also indicates that the political support for school feeding exists, and domestic resources can potentially be found in the future. FinCEED, in cooperation with FAO, UNICEF and WFP has committed in providing Finnish expertise to look at the viability of a potential integrated programme on Home-Grown School Feeding (HGSF). HGSF constitutes a school feeding model that is designed to provide children in schools with safe, diverse and nutritious food, sourced locally from smallholders.

This proposed initiative hopes to address all forms of malnutrition among the school-age children in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) through the HGSF model.

Background:

BARMM is an autonomous region located in the southern Philippines which was formally inaugurated on 29 March 2019. It replaced the Autonomous Region in Muslim Mindanao (ARMM) which also marks the formation of an autonomous government in the five (5) predominantly Muslim provinces of Mindanao namely, Maguindanao, Lanao del Sur, Basilan, Tawi-Tawi and Sulu. It is the only region in the Philippines that has its own government.

BARMM has been identified as priority region because several development indicators such as malnutrition, poverty and food insecurity show higher prevalence rates than the rest of the Philippines. The 2019 Expanded

¹³ School Meals Coalition Concept Note 2021,

https://drive.google.com/file/d/11ED_xxyPDxijKVz-1iRNMUPoF708ZR6d/view

¹⁴ School Meals Coalition website, <https://schoolmealscoalition.org/about/>

National Nutrition Survey (ENNS) conducted by the Food and Nutrition Research Institute (FNRI) reported that the stunting rates in the Provinces of Basilan (39.9%) and Lanao del Sur (36.9%) among schoolchildren are higher than the national prevalence of 25.2%. Likewise, poverty incidence in BARMM was 61.8% as compared to national prevalence of 16.6% based in the 2018 report of the Philippine Statistics Authority (PSA).

Mindanao region is also considered as conflict prone and fragile environment, where children and adolescents need further support to break from the cycle of poverty, low level of education, discrimination based on gender, disability or ethnicity, and violent extremism.

Rationale and Objectives:

Access to education is one of the basic fundamental rights that all Filipinos should enjoy. In BARMM, unfortunately, access to education is problematic with quite a number of school children and high school students not being able to complete their studies. According to a study conducted by the World Bank on “Unlocking the Potential of the Bangsamoro People through the Alternative Learning System”, while almost all Filipino children start elementary school at age six, only 70% start school on time in BARMM. Elementary school completion rate was 54% against a national average of 94% in 2017.

Nationwide, 80% of students enroll in junior high school (JHS) on time, but only 30% of students enter junior high school on time in the region and only around 62% of Grade 7 students continued to study until Grade 10 in BARMM. Relatedly, the share of out-of-school-youth and adult (OSYA) among the 16-30 years-old population has been close to 45% in BARMM, which is twice compared the national average.

In terms of nutrition, based on the National Nutrition Survey (NNS) 2015, there is a high prevalence of underweight school-age children in BARMM at 38.1% and 44% stunted which is considered the highest in the country. Likewise, the prevalence of wasting is at 6.3% or above medium level.

The study conducted by WFP on the Cost of Nutritious Diet revealed that 58% of households could not afford nutritious diet and this non-affordability of nutritious diet is strongly correlated with stunting.

The school feeding program in BARMM hopes to fill this gap by providing meals that are safe, diverse and nutritious, sourced locally from smallholders. It also hopes to address malnutrition among the school-age children in BARMM. As such, there is a need to implement a holistic approach with different components that would address not just the immediate causes but also the underlying causes of malnutrition.

The main objective of this proposed project is to provide detailed analysis of the scope, gaps and enabling environments on the implementation of the existing school feeding programs in BARMM and provide recommendations on how interventions should be strengthened or put in place with regard the concept of HGSE. This analysis will serve as basis for the design of the proposed feeding program.

Scope of Work:

Given the rationale of this proposed project, FinCEED is looking for a specialist or a team of specialists from Finland to conduct an assessment of the school feeding program in BARMM. The Finnish specialist(s) will be supported by a national specialist, whose role will be to help with arranging consultation meetings with local relevant authorities, communities and basic education teachers and parents in BARMM as well as with the UN Agencies (especially FAO, UNICEF, WFP). The national specialist will assist in collecting information from local authorities, UN agencies and other stakeholders. S/he will also support in analyzing data specifically related to local conditions.

The objectives of the engagement are to:

1. Develop matrix of existing school feeding programs in BARMM;
2. Identify the key existing environments that are required for school feeding such as data on health, nutrition, WASH, supply for food production, among others, and propose their enhancement and opportunities for scale-up, where necessary;
3. Identify existing mechanisms or policies relevant to the School Feeding Program, such as:
 - i. Policies on school food environment, deworming, micronutrient supplementation
 - ii. Policy on curriculum development that includes nutrition messages, prevention of malnutrition among the school children, behavior changing approach
 - iii. Policy on WASH in School
 - iv. Policy on Human Resources to implement SF
 - v. Policy on Nutritional Status Assessment
4. Identify the budgetary requirements that will ensure sustainability of the program, as well as a comparison of budgetary requirements for universal vs targeted;
5. Conduct desk review of previous initiatives conducted in BARMM relevant to the SFP;
6. Document good practices/lessons learned from the Finnish experience on school feeding programs that can be applied in the BARMM context;

Requirements for the Finnish expertise (possibly a team of specialists):

- Previous work experience related to school meals management and/or planning and/or coordination and/or production in low- or middle-income country context is required
- Excellent understanding of the Finnish school feeding system, production and coordination structures is required
- Previous work experience on designing and implementation of development projects on developing country context required
- Previous work experience from developing country context is required
- Strong analytical and reporting skills required
- Previous work experience on advancing women's economic empowerment in agriculture or trade or food production
- Previous experience on advancing the rights of women, girls, disabled and other individuals at risk of marginalization or social exclusion
- Fluency in English (oral and written)
- Good level of teamwork, social and communication skills is required
- Previous experience of working in fragile social context or high-risk environment is desired
- Work experience on school feeding from public sector is required;
- Work experience on school feeding from private sector is an advantage;
- Familiarity with the Philippines and BARMM context of school feeding system is an advantage
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The following documents will be reviewed as part of the selection process:

- Recently updated CV from each individual specialist
- Sample of technical report of previous work in similar capacity
- Work plan specifying how the task will be conducted
- Financial proposal including the total amount (incl. VAT) to conduct the task

Expected results

Activity	Timeline	Expected Output
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Identification of the specialist team	April-May 2022	<ul style="list-style-type: none"> • Team of Finnish and local experts is contracted by FinCEED and UN Agencies
Conducting desk analysis of the existing school feeding in the Philippines and in BARMM	May-June 2022 (10 working days)	<ul style="list-style-type: none"> • Matrix of existing school feeding programs • Study questions prepared • Draft logframe of an integrated school meal program prepared
Preparing the consultations in Mindanao	June 2022 (5 working days)	<ul style="list-style-type: none"> • Program for consultations with local stakeholders • Travel arrangements for consultation visit to Mindanao finalized
Consultations in Mindanao with local stakeholders (2 weeks)	July 2022 (14 working days)	<ul style="list-style-type: none"> • Policy framework (i.e. Implementation of the school feeding Act, Mandanas Ruling, Iron Fortification etc.) • Analysis of existing interventions (WFP's SFP, Food Basket, SBCC, etc)
Analysis of findings and writing of report	August 2022 (7 working days)	<ul style="list-style-type: none"> • draft assessment report including budgetary analysis provided for FinCEED, Finnish Ministry for Foreign Affairs, FAO, UNICEF and WFP for comments
Finalizing the assessment report based on the comments received and distributing it to the stakeholders	August 2022 (3 working days)	<ul style="list-style-type: none"> • Final assessment report including logframe of an integrated school meal program handed over to FinCEED
	TOTAL 39 working days	