



Imperial College
London

The Partnership for Child Development

ANNUAL REPORT 2013-2014

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Foreword

As The Partnership for Child Development (PCD) enters its third decade at the cutting-edge of comprehensive school health and nutrition (SHN), we find it timely to reflect on how our approach has been successfully applied to help support governments strengthen and scale-up SHN programming in countries around the world.

In the early 1990s when PCD was formed, researchers and practitioners in the health sector were focused almost exclusively on child mortality despite the growing success of child survival programmes. Less attention was given to support the growing number of children who survived to benefit from quality education and reach their full potential. PCD's mission was to bridge this gap and identify how the health and education sectors could work together to promote the development of these children. With schools as a platform, the objectives of the health and education sectors – “health for all” and “education for all” – could converge.

PCD's business model has evolved to respond to the sectoral goals of both health and education, and to effectively translate research into practice through close partnerships with researchers, practitioners, and governments. Applying this model has led to many achievements. For example, tools, such as the schistosomiasis height pole established from the landmark work in 1999 has been universally accepted as standard and adopted by the World Health Organization (WHO), and cross-sectoral policies supporting governments to deworm children through schools. Furthermore, the FRESH (Focusing Resources on Effective School Health) framework launched in 2000 at the Dakar World Education Forum, to which PCD provided technical support, brought the FRESH partners (UNESCO, UNICEF, WHO, the United Nations World Food Programme and the World Bank) around the same table to provide guiding principles and normative guidance for school health programmes.

This Annual Report showcases PCD's achievements over the past year in its continued support to government-led comprehensive SHN programmes. This includes ongoing assessments of the implementation and impacts of Home Grown School Feeding that originate from the *Rethinking School Feeding* analysis in 2007, building partnerships to tackle neglected tropical diseases, exploring how to make SHN more inclusive, as well as exploring how using schools as a platform can have great potential in shaping the lives of the broader community, including children who are not attending school. We continue to share this knowledge and capacity building as widely as possible.

PCD stands stronger than ever today as we enter a crucial year for child development in which the successor frameworks to both Education for All and the Millennium Development Goals will be finalized and should help assure that no vulnerable child is left behind.

As we move forward, PCD continues to build partnerships among those throughout the world who seek to improve the health and education of school-age children, and leverage schools as a platform to make this happen. With our partners, PCD's team of academic and technical experts will continue to work tirelessly to promote cross-sectoral collaboration as this is vital for the success of the new global education and sustainable development agenda.



A handwritten signature in blue ink, appearing to read 'Lesley Drake'.

Lesley Drake
Executive Director

The Partnership for Child Development

A Unique Position in Development

School health and nutrition (SHN) programming necessitates working across the education, health and nutrition sectors. The Partnership for Child Development (PCD) adopts a cross-sectoral approach to develop the most effective, scaled and sustainable programmatic solutions to improving the education, health and nutrition of school-age children and youth in low- and middle-income countries.

Critical to PCD's work has been the ability to appreciate the concerns, priorities and cultures of both the education and health sectors and to enable effective partnerships between the two. PCD also promotes a gender-aware life cycle approach and includes programmes on pre-school children, school-age children and youth in its portfolio. Essential to our activities are partnerships formed with many different groups, including governments, bilateral and multilateral agencies, non-governmental organizations (NGOs), communities and schools.

PCD consists of a global consortium of civil society organizations, academic institutions and technical experts with a Coordinating Centre based at Imperial College London. The role of the Centre is not to act as an implementing agency, but to engage specific experts, in specific countries, on specific issues, as and when required. In this way, PCD brings together a distinct combination of academic excellence, technical expertise and high-level networks to governments and international organizations, resident in many different countries.

The work is constantly evolving as PCD examines potential new ways to improve school-age children's education, health and nutrition. PCD is recognized internationally for its focus on quality science in development and its work has shown how simple health and nutrition interventions, implemented through schools, can improve not only children's physical well-being, but also their education and life choices; both in the short- and long-term.

Goal

The goal of PCD is to improve the educational achievement of children, especially girls, through national programmes that enhance the health, nutrition and psychosocial status of children in low- and middle-income countries.

Objectives

To achieve this goal, PCD has identified four key objectives:

1. **To strengthen the evidence base:** Leading to promotion of good practice of cross-sectoral SHN programmes.
2. **To strengthen the capacity of the education sectors in low- and middle-income countries:** Leading to the implementation of large-scale, government-led sustainable programmes.
3. **To improve, collect, share and disseminate knowledge:** Promoting the evidence for cross-sectoral SHN programmes.
4. **To strengthen global, regional, national and local partnerships:** Facilitating consensus and supporting effective programme coordination and implementation.

Our Approach

Rapid and flexible

The combined resources of in-house experience and partner cooperation at all levels enables PCD to respond rapidly to provide considered and robust guidance and support anywhere in the world.

Experienced

PCD is amongst the world's foremost authorities in SHN programming with expertise ranging from design, through implementation to evaluation.

Collaborative

PCD harmonizes the response of all sectors and stakeholders, drawing on the expertise and resources of each, to ensure that the objectives of all are met.





Strengthening the Evidence Base

PCD was founded, and remains embedded, within the academic environment of Imperial College London, in order to bridge the gap between the latest academic research and the needs of countries standing to benefit from the application of such knowledge. The use of evidence-based approaches ensures that programmes are more likely to succeed. PCD continues to produce high quality research, both academic and operational, in diverse areas informing SHN practice.

The HGSP programme in Mali: A Malian cook preparing the school meal

SABER Strengthens School Health and School Feeding Policies

In 2011, at the request of the World Bank, PCD provided the technical lead on the development of the school health and school feeding components of SABER (Systems Approach for Better Education Results), a new tool that could be used by governments to strengthen their education programmes. SABER is an analytical resource which enables policymakers to track progress and evaluate how they can improve the effectiveness of their programmes. Through SABER, countries are able to compare their education policies and systems with global examples of good practice to identify policy gaps and to adapt their policies accordingly.

To support the development of the SABER School Health and School Feeding sub-systems, PCD and the World Bank, through the African and Caribbean SHN Networks, facilitated a wide consultation and pilot of the SABER tool in 37 countries. Initially designed to collect and analyse data, the sub-systems have evolved into an effective diagnosis and advocacy tool for countries.

In 2013, with support from PCD and the World Bank, the United Nations World Food Programme (WFP) mainstreamed SABER School Feeding into its school feeding policy. To support the roll out, PCD worked closely with WFP and the World Bank to pilot SABER in six countries and to develop a practical user guide.

SABER is currently employing participatory national workshops during which group sessions and plenary discussions provide avenues for civil servants and major stakeholders to exchange experiences and share information. Following this, PCD, WFP and the World Bank work with participant countries to produce country reports (shared online) so countries can see how others are progressing. In mid-2014, School Health and School Feeding reports were signed off with the support of PCD from 11 governments (Benin; Cape Verde; Republic of Congo; Ghana; Kenya; Madagascar; Nigeria; Senegal; Tunisia; Uganda; and Zanzibar).

The success of the initial roll out of SABER has resulted in a number of countries requesting PCD to support the preparation, facilitation and development of strategies to advance school health and school feeding through SABER. A case in point is Nigeria (Osun State) where PCD conducted a SABER exercise with Osun State officials and following this, other Nigerian States indicated an interest to use SABER to improve their programmes.

With a planned roll out for a further 60 countries, the SABER School Feeding and School Health sub-systems are set to be some of the most active components of the wider SABER tool. An example of a roll out is provided by Madagascar.

SABER in Madagascar

In 2014, PCD, WFP and the World Bank held a national-level participatory workshop in Madagascar with more than 60 representatives from Madagascar's Government, NGOs, private companies and civil society. An action plan was drafted which outlined: a national school feeding policy; increasing the national budget for school feeding; creating a multisectoral school feeding committee; and revitalizing the national school feeding agency. Closing the workshop, the Prime Minister of Madagascar Roger Kolo, spoke of the government and partner commitments to support Madagascar's national school feeding programme.

“I hope that the action plan resulting from the 2-day workshop will be implemented and executed with an unequivocal commitment of the government and the renewed commitment of our technical and financial partners to support the development of a national school feeding programme and enhance the improvement of the education sector.”

Roger Kolo, Prime Minister of Madagascar



Madagascar SABER workshop (from left to right): WFP representative Wilem van Milink; Prime Minister Roger Kolo of Madagascar; and the Malagasy Minister of National Education Paul Rabary

School Feeding as an Emergency Safety Net in Mali

The Government of Mali has been strongly promoting school feeding since 2009, to sustain children living in vulnerable and food insecure areas and to respond to the various agricultural, educational, and nutritional challenges facing the country. At the request of the Malian Government, PCD has been working in Mali since 2011. As part of the package of technical assistance activities that support the government to design and implement a national sustainable Home Grown School Feeding (HGSF) programme, PCD initiated a government monitoring and evaluation package. This included a comprehensive impact evaluation designed to strengthen the evidence base of the HGSF programme in terms of education, health, nutrition, agriculture, and community development.

The comprehensive impact evaluation was structured around a randomized controlled trial which compares a treatment group (beneficiaries receiving the HGSF programme) with a control group (beneficiaries receiving no HGSF programme). A baseline survey in 2012 collected anthropometric and socioeconomic data from schools and officials from 111 villages and 51 districts in the regions of Kayes, Koulikoro, and Mopti.

Unfortunately, 2 weeks after the completion of the baseline survey in early 2012, Mali's political and security crises erupted. Whilst some of the impact evaluation districts were situated outside of conflict zones, the turmoil either directly or indirectly affected the whole country.

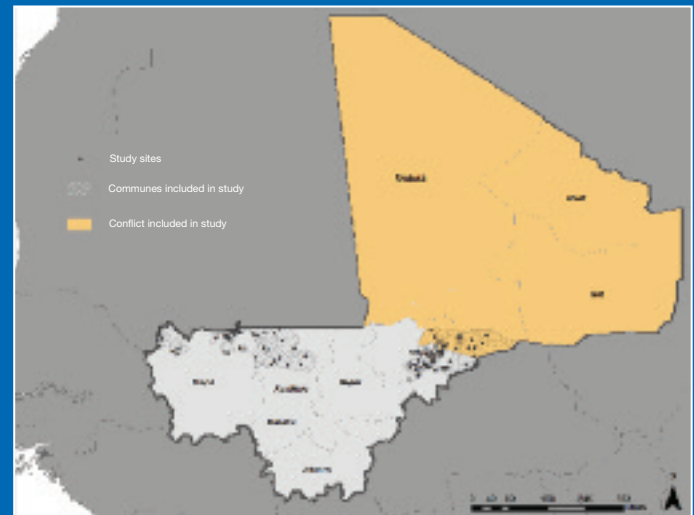
A rapid follow-up survey in 20 selected villages in the three regions was conducted in 2013 to review the HGSF programme's progress and to assess the early effects of the crises on educational outcomes and the wider community.

Additionally, the existing surveys are complemented with a collection of monthly data on agricultural market prices, smallholder farmers' marketing capacity, and the potential implications on procurement of school feeding programmes. A comprehensive mid-term survey in all the villages and all interventions is expected in 2015 with a final survey completed in 2016.

Having collected data prior to, during, and after the crises, PCD is in a unique position to be the first to rigorously examine the role of school feeding as an emergency relief intervention for children in conflict zones, and how linking school feeding to smallholder farmers during relief and

recovery periods can support the nutrition and productivity of food insecure households.

The unique mix of quantitative and qualitative data collected over time will also allow for a unique analysis of rural households on their short- and medium-term coping strategies in face of exposure to violence and conflict, which will fill a critical policy gap not only for Mali, but similar States characterized by post-conflict or disaster situations.



Map of Mali's Impact Evaluation: Study sites and areas affected by the crises in Mali during 2012 to 2013

Gathering this sound evidence is critical as every year millions of people are directly or indirectly affected by conflict or emergency situations. Understanding the impact and coping strategies is crucial for policies that can buffer households in the short-term and enhance their livelihoods and human potential for the long-term.

A peer-reviewed research paper was published in 2014 and provides detailed analyses of the findings.

MALI IMPACT EVALUATION BASELINE SURVEY

Background

- Survey completed in 2012
- 111 villages
- 103 schools
- 2,719 households



50% of household income is agricultural



70%

of the population live on <US\$1.25 a day



56%

Primary school completion rate (national-level)

Household expenditure



- Food
- Health
- Education

37% cereals

21% fish & meat



13%

sugar & soda



12% fruit & veg



Children aged 2-5 years

Underweight **42%**

Stunting **61%**

Children aged 5-15 years

Underweight **31%**

Stunting **37%**

Data source: PCD/Image: WFP

Mapping the Impact of Integrated Programming in Ethiopia

With 89% of the Ethiopian population facing multiple deprivations, the demand for support services is immense. As a result, there can be multiple organizations operating to support the same populations and in some cases the same ailments. So how can organizations and programmes better work together to reach more people in need and more efficiently?

In answer to this and empowering the government to deliver large-scale effective school health and school feeding programmes, PCD joined forces with the Netherlands Development Organization (SNV), WFP and the Ethiopian Government to pilot an innovative integrated SHN programme in 30 primary schools in the Southern Nations, Nationalities and People's Region (SNNPR) of Ethiopia.

Enhanced school health

The Enhanced School Health Initiative (ESHI) is a 3-year pilot (2013–2015) that draws on partner's comparative advantages to provide school health and school feeding programmes that combine improved water, sanitation and hygiene (WASH); school-based deworming; and HGFSF interventions.

PCD, in collaboration with the Ethiopian Public Health Institute, will identify best practices and the findings will be used to shape the design and implementation of future large-scale SHN interventions.

The pilot includes a longitudinal survey to investigate the practices of HGFSF implementation and the efficiency of integrating SHN approaches. Over the 3-year period, annual surveys will observe changes in the knowledge, attitudes, and practices of primary school children with regards to school feeding, educational access and WASH behaviour and parasitic worm intensity and prevalence.

To inform future potential programme scale-up, PCD collaborated with the government's National Neglected Tropical Disease (NTD) Mapping Exercise to conduct a State-wide situational analysis of SHN needs in the SNNPR in early 2014. Around 737 schools were surveyed for WASH and educational status and 35,357 children were tested for soil-transmitted helminths (STH) and schistosomiasis (the two most common NTD infections among children).

Preliminary findings

The preliminary findings highlighted:

Worm prevalence:

- Over 35% of the SNNPR districts are 'highly endemic' with STH infection-levels of over 50%. A further 47% have moderate-levels of STH infection.
- Schistosomiasis remained relatively low across the region, with a 2% average prevalence. Schistosomiasis however, is a focalized infection with greater variation often seen at a small geographical-level.

WASH:

- Around 50% of schools have no water source and only 17% of schools have piped water.
- Around 98% of schools have toilets with the most common types being pit latrines with cement slabs.
- Around 90% of schools had no water with only 3% of latrine blocks having piped water for hand washing, and a further 7% having bucket water.

Primary education status and school feeding:

- The SNNPR has an average number of 1,459 pupils per school; a mean number of 15 classrooms per school; and an average teacher/pupil ratio of 1:51.
- Around 55% of schools had a school garden, but the food produced is mostly sold to generate income for the schools.



The ESHI pilot: Administering the deworming drugs to pupils in targeted schools

National NTD mapping in Ethiopia

In efforts to reduce the negative impact that NTDs have on the health and educational outcomes of school-age children, Ethiopia's Ministry of Health undertook a national NTD mapping programme in late 2013 to understand the scale of NTD infection within Ethiopia.

To improve the rigor and the effectiveness of the mapping, PCD and the Schistosomiasis Control Initiative (SCI) with partners from the London School of Hygiene and Tropical Medicine, conducted in-depth training for the Ethiopian Public Health Institute technicians on how to clean and analyse the data collected and how to use this to create worm prevalence and risk maps.

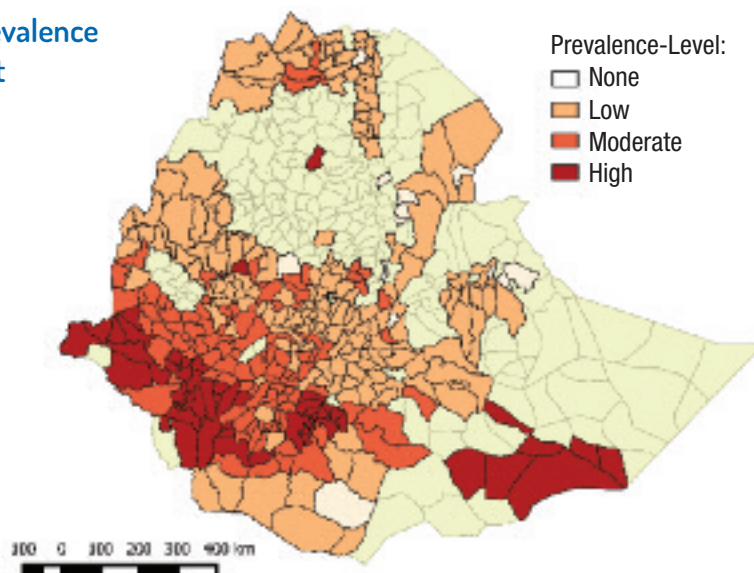
As technical experts, PCD in collaboration with SCI and the Ethiopian Public Health Institute, supported the mapping of schistosomiasis and STH prevalence and WASH infrastructure using data collected from 125,000 school-age children across 2,700 primary schools.

The findings revealed that out of the 535 Ethiopian districts surveyed, 94% were endemic for either schistosomiasis and/or STH. Across the country, only 44% of schools had a water source within the school compound and only 15% of these had water connecting to the school building.

The results from the national NTD mapping are already being used by policymakers to inform national SHN and NTD programmes that will benefit millions of children at risk and contribute to Ethiopia's commitment towards Education for All.

The national mapping of Ethiopia will now inform the national mass drug administration in line with the government's NTD master plan. This opens new opportunities to assess the effectiveness of the mass drug administrations through integrated monitoring and evaluation approaches.

The average STH prevalence in Ethiopia by district



Breaking the Poverty Cycle for Orphans and Vulnerable Children

Today around 170 million children are classified as orphaned, having lost one or both parents, and millions of other children are more vulnerable from illness and poverty; these make up the world's poorest 10%. Not only are they born into poverty, but research shows that they are the least likely to attend school and the most likely to stay in poverty.

To break this intergenerational poverty cycle, PCD have been building the evidence base to see how schools can provide the most vulnerable and marginalized children with skills to improve their lives and the lives of their families.

For the past 2 years PCD has been working with the Governments of Kenya and Nigeria (Osun State) to pilot an innovative programme that is assessing the relationship between the provision of school feeding and vocational agricultural training.

The pilot has targeted 1,700 schoolchildren drawn from 17 different schools including 300 schoolchildren with disabilities. The aim is to directly help these schoolchildren and indirectly help thousands of other children, through a co-curricular hands-on vocational training on the acquisition of agricultural skills. The training is offered weekly after school to young farmer clubs called 4-K Clubs which teach children practical agricultural skills on school garden demonstration plots.

Through the programme, the schoolchildren acquire simple agricultural knowledge and skills that can help to ensure, both in the short- and long-term, their food and their families' food and income security. The targeted schoolchildren live in rural settings where the primary source of livelihood for many families is subsistence farming. The agricultural knowledge and skills therefore, have contextual relevance and practical value.

Programme benefits include:

- Schoolchildren take some of the harvested food home to supplement their families' meals.
- Schoolchildren whose families possess little or no land use their new knowledge to harvest fast growing and nutritious foods using innovative and space efficient planting methods.
- Schoolchildren whose families live in semi-arid areas learn water efficient technologies to enable year round food production.
- All young farmer clubs' participants successfully supply products to their schools, with some participants selling products to other schools and the wider community.
- The 4-K Clubs in Kenya are looking to diversify to additional income-generation schemes for the students including the use of incubators to rear poultry. In due course, students will take five hens and one cockerel home to start their own poultry production.



“...building the evidence base to see how schools can provide the most vulnerable and marginalized children with skills to improve their lives and the lives of their families.”

A 4-K Club income-generation scheme: A Kenyan student taking home a cockerel to start his own poultry production

Linking National Food Reserves with Smallholder Farmers for School Feeding

National food reserve agencies, also known as Strategic Grain Reserves, are responsible for maintaining emergency food reserves and buffer stocks. These emergency food reserves enable countries to overcome food crises and balance out market price fluctuations. In most countries, the food reserve agencies also serve as principal institutions for the implementation of national agricultural policies.

A key aspect of PCD's agricultural research agenda is examining how to encourage and enable agricultural commodity markets to procure or purchase their commodities from local smallholder farmers and how this can supply school feeding programmes in a way that is both sustainable and cost-effective.

One approach is through strengthening the linkages between smallholder farmers, national food reserve agencies and school feeding programmes. While these linkages already exist, they are not comprehensive and not all smallholder farmers benefit. Strengthening these existing linkages will allow more smallholder farmers to connect to their national food reserves.

“While these linkages already exist, they are not comprehensive and not all smallholder farmers benefit.”

In line with this approach, PCD is working with the national food reserve agencies in Ghana and Nigeria to ascertain how best to strengthen these linkages with the aim of:

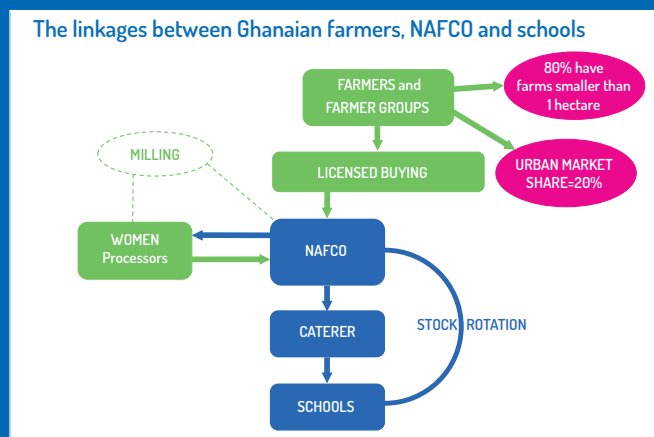
- Providing support to encourage pro-smallholder procurement in general; and
- linking national food reserve stocks to school feeding.

Linking national food reserves in Ghana

In 2014, PCD facilitated a special one-day multi-stakeholder workshop for the National Food Buffer Stock Company (NAFCO) with participation from farmer groups, traders, relevant government departments and international agencies. This was the first event that had brought together stakeholders from school feeding and agriculture markets. The findings from this multi-stakeholder workshop will be used to identify the critical policy and programme design issues that will enhance these existing linkages.

PCD is also developing a web-based inventory management system which will enable NAFCO to keep a better track of its food stocks. A live interface will allow users to identify when new food stock arrives, when food stock is ready for delivery, and when food stock needs rotation to maintain its edibility.

PCD is further undertaking a study of NAFCO procurement processes in relation to its engagement with farmer-based organizations.



Note: The lines represent the passage of food from farm-to-school with 3% of domestically grown rice currently being supplied to the school feeding programme through NAFCO.


Linking national food reserves in Nigeria

In 2014, PCD designed a pilot intervention to link the food stocks of the Strategic Grain Reserves department of the Federal Government to the school feeding programme (O'Meals Programme) in Osun State. The objectives were firstly, to study the policy and operational processes of linking central food reserves to school feeding and secondly, to assess the viability and desirability of such a linkage in the context of the local procurement agenda on HGFS.

Following discussions with the Osun State and Federal Governments, a stakeholder meeting with farmers, food vendors, processors and government departments was held to inform the pilot design and for implementation to commence in late 2014.

Capacity Building and Technical Assistance

PCD enhances the education, health and nutrition of children through expert support in government planning for SHN activities. PCD provides high quality training to educationalists and public health professionals and develops tools and resources which empower and enable the participation of new sectors in SHN activities.



O'Meals Programme: The school feeding programme employs 3,000 caterers to provide over 250,000 meals every school day

The O'Meals Programme is More than Just a School Lunch

Since its relaunch in 2014, the Osun State Elementary School Feeding and Health Programme, known locally as the O'Meals Programme, has grown to become globally acknowledged as a leading example of how an effective HGSP programme can combat hunger, increase primary school enrolment and encourage local and State-wide economic growth.

The O'Meals Programme serves over 250,000 hot, nutritious and locally sourced meals every school day. The positive impact of this has been felt not only in schools where enrolments have increased by 28%, but also by the Osun State's economy where over 3,000 new jobs have been created in the school feeding supply chain and 2,000 poultry farmers, 2,000 fish farmers, and 2,000 cocoyam farmers now supply the O'Meals Programme.

PCD has provided technical support since programme inception, and in partnership with the Osun State Government developed a technical assistance plan identifying the following activities required to strengthen the O'Meals Programme: the development of programmatic materials including monitoring and evaluation guidelines; advocacy and communication strategies; and operational manuals to help stakeholders and implementers to identify roles and responsibilities.

“...over 3,000 new jobs have been created in the school feeding supply chain and 2,000 poultry farmers, 2,000 fish farmers, and 2,000 cocoyam farmers now supply the O'Meals Programme.”



A fisheries manager in Osun State: The O'Meals Programme purchases over 6 tonnes of fish a week

Strengthening skills

PCD also sought to strengthen the skills of the O'Meals Secretariat through exchange visits with Ghana. The Osun State team were able to take home lessons learnt about the success in linking the GSFP with smallholder farmers.

PCD has also linked the O'Meals Programme with public sector partners such as Unilever to develop a hand washing component for the programme.

Advocating globally

As the programme has grown, PCD has supported the Osun State Government to share their experiences and good practices with others keen to learn from their example. In early 2014, PCD invited the Osun State Governor, Honourable Ogbeni Aregbesola, to the UK Houses of Parliament to address a special meeting by the UK All-Party Parliamentary Group on Agriculture and Food for Development.

“The success of the O'Meals Programme has also been recognized by the Nigerian Federal Government and fellow States.”

The success of the O'Meals Programme has also been recognized by the Nigerian Federal Government and fellow States. In mid-2014, the Nigerian Minister of Education, Chief Nyesom Wike, in collaboration with PCD and support from the Vitol Foundation, invited his counterparts from the Ministries of Agriculture and Health, the Executive Secretary from the Universal Basic Education Commission, the Governors from Osun State and Kano State, and development partners including the World Bank, to a High-Level Meeting in Abuja to discuss how other Nigerian States can benefit from a HGSP programme.

A follow-up technical meeting was hosted in Osogbo by the Osun State Government, in partnership with PCD, the World Bank and the Vitol Foundation and attended by 13 Nigerian State representatives, all keen to understand how they could replicate the success in Osun State. PCD were then approached by the Government of Kano State for technical assistance to help them to develop and expand their school feeding programme. A redesign is currently underway with PCD helping to identify private sector partners to support their programme.

With strong Federal support, the concept of HGSP is set to expand and flourish in Nigeria.

The School Meals Planner

In low-income and food insecure settings, school meals provide an ideal opportunity to target child malnutrition by tailoring the ingredients to meet the nutritional needs of a given community. These benefits can be further multiplied when coupled with complementary interventions such as improved WASH practices, deworming, and improved community knowledge on nutritious foods.

This is one of the central tenants of an innovative nutrition project that PCD is piloting in partnership with the Ghana School Feeding Programme (GSFP) to investigate how an integrated approach to nutrition can improve the health and education of schoolchildren.

The GSFP provides free school meals to over 1.6 million children every school day. But whilst the programme has been successful in increasing school enrolment and boosting domestic agricultural production, analysis shows that malnutrition still remains an issue in some target communities.

To address this challenge, PCD with support from Dubai Cares, is building the capacity of the GSFP to take an integrated approach linking a number of different interventions that complement and reinforce each other, to provide healthy nutritious meals to school-age children, with the specific aims on:

- Improving the delivery of nutritious school meals;
- promoting good nutrition and WASH practices; and
- deworming school-age children.

“This free tool means that you don’t need to be a nutritionist to create balanced healthy meals, anyone can do it.”

Improving the delivery of nutritious school meals

Creating a nutritionally balanced school menu using local ingredients is difficult especially when working to a tight budget. This is particularly true when the children relying on school meals are from communities where food insecurity is high and malnutrition and anaemia are common conditions.



To support implementers to provide nutritious meals made with locally procured ingredients PCD has developed a School Meals Planner which is a state-of-the-art, free and easy to use school meals tool, available both online and offline.

The tool is the first of its kind and enables users to plan and create nutritionally balanced and fully-costed school meals using locally available food. It employs gingerbread men to visually demonstrate if a meal is meeting the recommended daily intake of nutrients as identified by the Food and Agriculture Organization of the United Nations (FAO), and the World Health Organization (WHO).



Using handy measures for nutritionally balanced school meals: A Ghanaian school cook using a range of buckets to accurately measure the ingredients

By linking local market prices for the ingredients, the tool displays the actual cost of each meal to the user. With this information, programme managers are able to create accurate and realistic school meal budgets.

Trialled by the GSFP, the tool was officially launched in 2014 at the Global Child Nutrition Forum to over 250 international school feeding experts, including 12 State Ministers, drawn from 40 countries.

Speaking at the launch, PCD Executive Director, Dr. Lesley Drake said, “School meals plays a vital role in ensuring children have a balanced healthy nutritional diet. This free tool means that you don’t need to be a nutritionist to create balanced healthy meals, anyone can do it.”

The tool works also as an information access point for smallholder farmers to know what foods to supply to the schools, and also as a nutritional education resource for schools to learn about healthy eating.

The Deputy National Coordinator for Monitoring and Evaluation of the GSFP, Victoria Kuma-Mintah said, “One of the strengths of PCD’s School Meals Planner is that it allows us to select nutritious local dishes using local ingredients which we know our farmers are producing.”

Handy measures

The tool is designed to work in conjunction with ‘handy measures’ – an everyday measuring utensil which caterers can use to accurately recreate balanced meals and which take the form of spoons and buckets available in most Ghanaian markets. Calibrated to the International System of Units caterers can use these handy measures to follow accurate cooking instructions rather than grams and millilitres.

Learning resources and training programmes have also been provided to educate 4,000 caterers on food safety and hygiene, cooking practices, and nutrition.

Improving the nutritional content of meals through a varied diet can take time to set up. As an immediate short-term measure to reduce child anaemia, PCD supported the GSFP to provide micronutrient powders to over 342,000 schoolchildren in 982 primary schools. To ensure the micronutrient powders were used correctly, training was provided to 3,000 teachers, cooks and GSFP staff. Monitoring reports showed that the micronutrient powders were readily accepted by the beneficiary children.

Promoting good nutrition and hygiene practices

Good child nutrition and hygiene starts at home and to engender more healthy lifestyles, a series of community focused training and promotional materials have been developed to promote good health and nutrition practices. Community-based health and nutrition champions have volunteered to take the healthy living message into 395 local communities. This community-level work has been backed up with radio jingles in six different languages which are reaching an estimated audience of 1.4 million.



A community sensitization poster: Used for improving the health and hygiene practices in targeted communities

Deworming school-age children

To ensure that schools are feeding children and not the worms in infected children, PCD has been at the forefront of efforts to enable school-based deworming programmes. As part of this, and following PCD’s approach in many other countries, technical input was provided into the government’s mass drug administration and NTD master plan, launched in mid-2014. Support will also be provided to a deworming programme later in the year which will deworm 1.6 million schoolchildren.

Following the success of the School Meals Planner in Ghana, numerous other national school feeding programmes are keen to adapt and adopt the tool for their own use. As such, the next development stage will be to tailor the food composition tables and costings data to local contexts. In this way millions of other children across the globe will be able to enjoy healthy nutritious school meals.

For further information and to plan your own school meal visit www.hgsf-global.org



Launching Zanzibar's First HGSF Programme

Zanzibar's HGSF Programme: Schoolchildren enjoying a hot school meal

In early 2014, PCD in partnership with the Government of Zanzibar and with Table for Two funding, officially launched Zanzibar's inaugural HGSF pilot programme to the local broadcasting media, the national press, programme beneficiaries and partners, to bring the "win-win" benefits of the HGSF model to nine communities across the Unguja and Pemba Islands.

The HGSF pilot programme is being carried out for 12 months in communities with some of the lowest-levels of food security, child nutrition and school enrolment, and is feeding 5,250 schoolchildren with food prepared by 26 cooks sourced from 200 local smallholder farmers. The benefits include:

- **Nutritionally balanced school menu:** The HGSF pilot programme provides a varied and nutritionally balanced school menu by using cowpea, sorghum and orange fleshed sweet potatoes which are nutritionally valuable and locally grown. Rotating these ingredients on a daily basis provides nutritional benefits which can combat deficiencies with sweet potatoes containing high-levels of vitamin A; sorghum containing high-levels of fibre, iron and B vitamins; and cowpeas providing a good source of protein.
- **Innovative training methods:** An innovative component of the HGSF pilot programme involves training smallholder farmers to cultivate and trade orange fleshed sweet potatoes which are highly valued for their nutritional content, but difficulties in growing and storing them has limited their commercial use. To overcome this, PCD joined forces with the International Potato Centre and the Zanzibar Agricultural Research Institute to train smallholder farmers on how to cultivate the orange fleshed sweet potatoes and how to implement the latest harvesting and storage techniques. As a result, smallholder farmers have increased the shelf life of the potatoes which can now be supplied to school meals for the entire school year.

- **Engaging local communities:** Prior to implementation PCD and the Government of Zanzibar held sensitization workshops with target communities to explain the HGSF pilot programme and to engender community engagement. The positive engagement of these communities reflected their enthusiasm in constructing food storage units and kitchens, in providing water and firewood, and hiring cooks.
- **Strengthening market confidence:** As well as providing smallholder farmers with a market, the HGSF pilot programme has made great advances in the area of forward contracts. Signed between the Ministry of Education and Vocational Training and smallholder farmers, and facilitated by PCD, forward contracts oblige both stakeholders to trade at a set price and quantity in the future. These forward contracts provide smallholder farmers with the confidence of a secured future income and the assurance that they will be able to sell their produce if they invest and build up their own farms.

“...to train smallholder farmers on how to cultivate the orange fleshed sweet potatoes and how to implement the latest harvesting and storage techniques.”

The HGSF pilot programme will provide the Zanzibar Government with evidence base on how to develop and implement a sustainable school feeding programme that not only meets the nutritional needs of local schoolchildren, but also provides a stable market for local smallholder farmers.

Training the Next Generation of SHN Leaders

In 2004, PCD launched the inaugural SHN short course *Strengthening Contemporary School Health, Nutrition and HIV Prevention Programmes* to provide cutting-edge evidence-based training to SHN practitioners from across the globe. In the past decade, over 500 participants drawn from 54 countries across Africa and Asia have benefited from the opportunities that the SHN short course provides: to share good practice; to learn new skills; and to increase the knowledge base so that participants can strengthen their own SHN programmes and activities.

The SHN short course is structured around the four pillars of the FRESH (Focusing Resources on Effective School Health) framework: equitable school health policies; safe learning environment; skills-based health education; and school-based health and nutrition services.

Within this structure, leading SHN experts facilitate sessions which guide participants through the processes necessary to develop effective SHN programmes including logical frameworks, project cycle management, and monitoring and evaluation.

Strengthening Networks and knowledge in Asia

It is within this tradition of providing quality SHN training that the *3rd Annual Southeast Asian SHN Short Course* was held in Bangkok, Thailand, in late 2013 and was convened by PCD, Thailand's Mahidol University, and the Japan Consortium for Global School Health Research.

Twenty-eight delegates participated from nine Asian countries (Bangladesh; Brunei Darussalam; Cambodia; China; Laos; Malaysia; the Philippines; Sri Lanka; and Thailand).

The key objectives during training were to:

1. **Strengthen capacity** at national- and regional-level, of both health and education sectors to support all SHN components.
2. **Strengthen partnerships** in the SHN community (globally, regionally, nationally and locally).
3. Provide **evidence-based teaching** that will improve SHN knowledge in the Asia region.

With an *Issue in Focus* on 'parasite control', a strong emphasis during training was on building country capacity and strengthening regional partnering initiatives which seek to harmonize SHN activities. A variety of SHN topics were also covered, notably: the double burden of malnutrition (obesity and undernutrition); SHN policy implementation; innovations in school health; and inclusive approaches to school health.

Course facilitators with recognized expertise in SHN assisted participants to draft country-specific action plans and stimulated lively debates and discussions on current and innovative issues in the field.

“I’ve learnt so much from the course facilitators and fellow participants. I’m looking forward to going back home and putting some of this new found knowledge into practice.”

Participant feedback on the SHN short course



The 3rd Annual Southeast Asian SHN Short Course: Group exercises facilitated South-South learning opportunities

The SHN short course also held the inaugural Asian School Health Symposium during the largest Southeast Asian assembly on tropical medicine the *Joint International Tropical Medicine Meeting*. Topics of focus were non-communicable disease prevention, oral health in schools, inclusive school health programming and eco-health education. The event also witnessed the launch of the Asian SHN Network which will meet annually through the SHN short course to support shared learning throughout the year.

Business Solutions for Kenyan Smallholder Farmers in the School Feeding Market

Central to the success of a sustainable HGSF programme are the local smallholder farmers who grow and supply the food for the programme. However, for many smallholder farmers, the transition from subsistence farming to a market-orientated farming can be difficult, and requires mastering new business skills to be able to compete in an open market.

PCD is working with the Kenyan Government and development partners such as SNV, to strengthen the organizational and technical capacities of smallholder farmers in Kilifi and Lamu, to engage with the school feeding market. The aim is to boost the capacity of local farmer groups' to competitively tender for contracts in the Home Grown School Meals Programme within the region. A range of capacity building activities have also been conducted with local farmer groups (e.g. post-harvest storage training; business plan development; and matchmaking events with traders, schools and supply chain providers).

PCD is also working with the Ministry of Education to strengthen the procurement and tendering processes of the schools.

“...we are going to benefit from ideas and not handouts, now we are thinking beyond feeding ourselves, we are thinking of feeding a serious market.”

A farmer group leader in Kilifi said, “When PCD and SNV arrived, we wondered what they are going to do for us. We have now understood that we are going to benefit from ideas and not handouts, now we are thinking beyond feeding ourselves, we are thinking of feeding a serious market.”

In speaking about the project, the SNV Business Development Advisor for Kenya, Eliud Nkunja said, “PCD and SNV have leveraged each other's strength to ensure that around 3,000 organized farmers in Kilifi and Lamu are given every opportunity to link to the school feeding market.”

What the next form of smallholder farmer capacity building looks like will depend on how successful the current round of school meal tendering has been for those involved. A potential area of focus will be the strengthening of links with traders along the agriculture supply line (e.g. seed providers, tractor hire, and fertilizer traders, etc.) working with credit providers to provide investment loans, and the involvement of

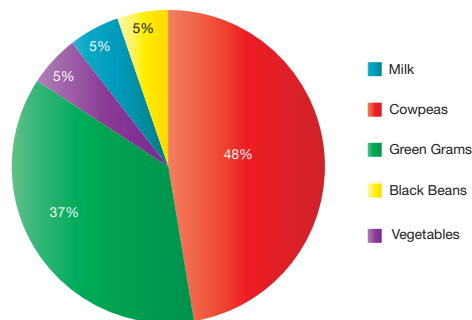
additional development partners for improved agricultural and business practices.

This smallholder farmer capacity building contributes to a larger mixed-methods evaluation of the HGSF programme in Kilifi already being undertaken by PCD. By identifying and addressing the factors that restrain and impede smallholder farmers in engaging with the HGSF market, this evaluation will contribute to improved food security and will enable smallholder farmers to obtain better market access, ultimately increasing their income and profits.



Business solutions for Kenyan farmers: Farmers have been trained on how to supply school feeding programmes

Analysis of local farmer produce (other than maize) identified cowpeas rather than beans as a potential school feeding commodity.



Inclusive SHN Paves the Way for a More Inclusive Society

PCD works to promote an inclusive approach to SHN programming which focuses on creating enabling school environments and inclusive services which target and include children with disabilities.

Globally, an estimated 93 million children (1 in 20 under the age of 15) live with a disability. In low- and middle-income countries, children with disabilities are more likely to be out of school than any other group of children. Girls with disabilities are particularly disadvantaged.

Exclusion from the classroom often means social exclusion as well. This combined with other barriers results in increased vulnerability and limited chances of children with disabilities escaping poverty.

Children with disabilities not only miss out on education, but also access to other important services such as healthcare. In societies where there is longstanding endemic discrimination against persons with disabilities, some health professionals, and even some family members, may not view the health, nutrition and well-being of children with disabilities as a priority compared to non-disabled children.

“Discrimination comes from society. In schools, there isn’t the same information available to us. This is a problem for deaf adolescents. It increases our risk for unwanted pregnancy and diseases.”

Maria Riotorto, Deaf Health Educator



Maria Riotorto with colleagues from iiDi: Working together to train deaf adolescents as health promoters in sign language

Inclusive sexual and reproductive health education

In the Americas, PCD works with the Inter-American Institute on Disability and Inclusive Development (iiDi) and the Centre for Health Promotion (CEDAPS) to promote inclusive approaches to SHN. Through the Everyone’s School (Escola de Todos) Programme, PCD supports the Ministries of Education and Health and the National HIV/AIDS Programme in Brazil and Uruguay to promote health and nutrition activities that are inclusive of children with disabilities.

PCD has also been supporting iiDi’s work to provide deaf youth with access to reproductive health and HIV information in sign language. A set of educational resources including posters, postcards and digital media have been prepared by iiDi, PCD, the United Nations Population Fund, and the United Nations Children’s Fund (UNICEF) and distributed throughout the deaf community in Uruguay and Argentina. As part of this work, a group of deaf adolescents were trained as health promoters in sign language to educate younger deaf children.



A sexual health poster by iiDi for deaf adolescents: The poster and sign language reads, “You say ‘condom’ like this”

Expanding partnerships

To further strengthen the evidence base for inclusive SHN, PCD mainstreams this work throughout all its ongoing research activities. A new area of work is with Sightsavers and the World Bank through the Global Partnership for Education funding. This work will build regional knowledge in Africa and Asia on effective inclusive school-based health and nutrition interventions, with particular focus on vision screening and deworming, to ensure access and learning for all, so that no child is left behind.

The inclusive SHN programming approach not only spells out a vision of reaching Education for All and the Millennium Development Goals, but also provides a vision of the transformative nature of participatory education.

A woman wearing a yellow and patterned headscarf and a light green shirt is smiling broadly while stirring a large, shallow metal pot filled with a thick, white porridge. She is using a long wooden spoon. The pot is placed over a fire, and the scene is set outdoors under a simple wooden structure with a corrugated metal roof. The background shows lush green trees and foliage.

Collecting, Sharing and Disseminating Knowledge

PCD uses a wide range of communication avenues to support the development and improvement of school health programmes across the globe. As well as using cutting-edge online and social media platforms we continue to employ traditional media such as the publication and dissemination of hard copy documents including papers, reports and training materials to enable advocacy, policy and planning for SHN practitioners. PCD manages a range of online global resources, continually tailoring the functionality and accessibility of these resources to meet the information needs of the global SHN community.

*Zanzibar's new HGSP programme:
A school cook enjoying her job*

Sharing Experiences

HGSF has a number of different programme models that different countries employ – no ‘one size fits all’. HGSF programmes are tailored to their particular context and countries will have different ways of delivering school meals procured from smallholder farmers. Coupled with this, country HGSF programmes are often at different stages of development. This provides a learning opportunity for countries to understand how different HGSF programmes work and what innovative approaches countries are using to overcome common problems. Using this knowledge, countries can develop new approaches to strengthening the policies and designs of their HGSF programmes.

“...a learning opportunity for countries to understand how different HGSF programmes work and what innovative approaches countries are using to overcome common problems.”

Sharing other people’s experiences is an invaluable learning tool, and one of the most effective ways of learning is through face-to-face exchange visits. In light of this, and for countries to share and learn from each other’s national school feeding programmes, PCD facilitated learning visits in West Africa: with exchange visits between Nigeria (Osun State) and Ghana; Mali visiting Côte d’Ivoire; and The Gambia visiting Ghana. Country delegates consisted of senior officials from the national school feeding programmes of each country and selected development partners.

Seeing is believing

The country exchange visits focused on five key areas of programme design: HGSF implementation; institutional structures; farmer linkages; monitoring and evaluation mechanisms; and sustainability strategies. The country teams were: taken on field visits to observe HGSF in practice in schools and to learn about programme design; met farmer groups to understand how schools linked with local smallholder farmers; and held meetings with the key ministries and actors engaged in school feeding to better understand the host country’s school feeding policy framework.

Country team observations

During their respective exchange visits to **Ghana**, both the country teams from **Nigeria (Osun State)** and **The Gambia** commented on the strength of Ghana’s school feeding policy framework, their monitoring and evaluation, the data management practices, the level of interministerial collaboration, the emphasis that the GSFP placed on nutrition, and especially the use of the PCD School Meals Planner tool. As a result of this, both Nigeria (Osun State) and The Gambia are currently strengthening their school feeding monitoring and evaluation policies and have expressed their interest in also adapting the PCD School Meals Planner tool to their HGSF programmes.

Following the example set by the O’Meals Programme which provides its children with one egg per week, the GSFP is investigating similar methods to improve the nutritional content of their menus. The GSFP is also interested in adopting the model of pre-financing for their caterers as observed in the O’Meals Programme.



Shared learning experience: Representatives from the Mali and Côte d’Ivoire national school feeding programmes, PCD, and WFP–Mali visiting farms in Côte d’Ivoire

One of the key focus areas during the **Mali** exchange visit to **Côte d’Ivoire** was the government’s sustainability strategies that had seen the school feeding programme continue in spite of civil war and the gradual withdrawal of WFP support on programme implementation.

Alongside this, the Côte d’Ivoire national school feeding programme has strong links to agriculture and the community with substantial involvements of women groups.

Advocating to Improve Lives

PCD understands advocacy as a systematic approach to influencing powerful actors in order to bring about positive change in the lives of poor and vulnerable people. As the UK's Department for International Development (DFID) is one of the world's leading bilateral donors, influencing its policies and practices can have major impacts on the lives of vulnerable children and smallholder farmers. As parliamentarians can influence DFID, as well as hold the organization to account, it is important to attract parliamentary support in efforts to shape DFID's approach to key development issues.

All-Party Parliamentary Group debate

In 2014, the All-Party Parliamentary Group on Agriculture and Food for Development with PCD hosted a meeting in the House of Commons on the evolution of HGSF. A stellar line-up of speakers included senior officials from PCD, the World Bank, WFP and the New Partnership for Africa's Development (NEPAD). The keynote speaker was Honourable Ogbeni Aregbesola, Governor of Osun State, Nigeria. The meeting was hosted by parliamentarian Sir Tony Cunningham MP and chaired by Lord Cameron of Dillington.

“As the UK's Department for International Development (DFID) is one of the world's leading bilateral donors, influencing its policies and practices can have major impacts on the lives of vulnerable children and smallholder farmers.”

A number of speakers referred to the report *State of School Feeding Worldwide 2013* – a tripartite publication by WFP, PCD and the World Bank. The report estimates that up to US\$75 billion is invested annually in school feeding. Governments across the world see school feeding as an important part of social safety nets for the poorest children. Moreover, school feeding provides smallholder farmers with a structured and predictable market for agricultural produce. Lord Cameron of Dillington said, “When schools in developing countries with low nutrition are directly involved in the food system, then bodies and minds are being fed in ways that will transform children's lives, as well as the lives of smallholder farmers.”

Opening dialogue with the UK Government

Following the meeting, PCD held further discussions with the two parliamentarians on the broader work of PCD on HGSF. This proved influential and steered communication between the two parliamentarians with the Secretary of State for International Development, Justine Greening MP, on the benefits of HGSF backed by a PCD policy paper *Home Grown School Feeding: Time for Donors to Deepen Engagement*, and opened dialogue on the British Government's views on this subject.

Illustrated by case studies from sub-Saharan Africa, the PCD policy paper explores how HGSF works in practice, and analyses its potential benefits, as well as the challenges associated with making HGSF work as equitably and effectively as possible. An analysis of official donor engagement with HGSF is also illustrated recommending how such donors can strengthen their assistance in this field.

The parliamentary support helped to initiate dialogue between PCD and the highest-levels of DFID. PCD is continuing this dialogue in order to promote strategic external support for government-owned HGSF programmes in sub-Saharan Africa.



All-Party Parliamentary Group on Agriculture and Food for Development panel discussion (from left to right): Dr. Josephine Kiamba (PCD); Ms. Biotshopo Bibi Giyose (NEPAD); Honourable Ogbeni Aregbesola (Governor of Osun State, Nigeria); Lord Cameron of Dillington; Professor Donald Bundy (World Bank); and Mr. Peter Rodriguez (WFP)

School Health and Nutrition Knowledge Products

PCD works with governments and development partners to make high quality evidence-based knowledge readily available to assist in the development of well-designed SHN programmes. Over the last year, PCD developed and supported a number of high profile publications to share and disseminate good practice in the area of school feeding.

Disease Control Priorities in Developing Countries, Third Edition

Disease Control Priorities in Developing Countries brings together up-to-date evidence to identify the most effective and efficient interventions and programmes for the treatment of leading causes of global health problems in low- and middle-income countries. The Third Edition consists of nine volumes with PCD and its partners contributing to *Volume 3: Child and Adolescent Development*, addressing the longer run consequences of childhood chronic illnesses, chronic malnutrition, and the impacts on growth and cognitive development.

PCD has also been invited with its partners, including the China Development Research Foundation and WFP, to author a chapter in Volume 3, *Chapter 7: School Feeding* which will look at how school feeding impacts on child development and poverty alleviation from multiple perspectives. Going beyond education, the holistic benefits of school feeding will be discussed and its importance in informing programme and policy design. Four key ideas will be presented with case studies highlighting examples of good practices.

The Third Edition will be published in 2015.



Global School Feeding Sourcebook

In response to government demand for information on how other countries are designing and implementing school feeding programmes, PCD with support from WFP and the World Bank, have compiled a global sourcebook aimed at school feeding decision makers and practitioners. This contains a series of case studies that showcase innovative national school feeding programmes in 14 low- and middle-income countries (Brazil,

Botswana, Cape Verde, Chile, Côte d'Ivoire, Ecuador, Ghana, Kenya, India, Mali, Mexico, Namibia, Nigeria and South Africa). These case studies represent a broad range of school feeding programmes, from

those in their infancy to those that have been established for many years, providing meals to approximately 180 million school-age children every day. A cross-country analysis of the trade-offs associated with alternative school feeding models is provided, along with key lessons learned and examples of good practices.



Global School Feeding Sourcebook: PCD Executive Director Dr. Lesley Drake and the Cape Verdean Minister of Education Mrs. Fernanda Marques with a conference ready-copy. Cape Verde is one of the 14 countries included in the sourcebook.

The Sourcebook on School Feeding will be published in 2015.

A complete compendium of all school feeding case studies is available on www.hgsf-global.org

“Going beyond education, the holistic benefits of school feeding will be discussed and its importance in informing programme and policy design.”

Routledge Handbook of International Education and Development

The Routledge Handbook takes stock of the range of debates that characterize the field of international education and development, and suggests key aspects for the future research agenda.

As part of this work, PCD, WFP and the World Bank have been requested to provide a chapter *Nutrition in International Education and Development Debates: The Impact of School Feeding*. This discusses the importance of the inter-linkages between health, nutrition and education, and the adoption by almost all countries in the world of child-centered investments by national governments in school health and school feeding programmes. Tools and technical support are increasingly being made available to governments to support informed decision making about programme design and implementation, and to ensure their effectiveness and cost-effectiveness in particular. The priority now is to ensure that health and school feeding programmes effectively impact on the development and education outcomes of children.

The Routledge Handbook will be published in 2015.

Collecting, Sharing and Disseminating Knowledge Online

PCD delivers a range of cutting-edge online global resources to provide accessible and high quality information tailored to the needs of the global SHN community.

PCD seeks to continually evolve and adapt the functionality of its online presence to ensure it is able to communicate and share knowledge with a wide range of SHN audiences.

PCD, Imperial College London website

Sitting within Imperial College London's overarching website, PCD's platform www.imperial.ac.uk/pcd allows visitors to find out more about who, what and where PCD works. In 2014, the website launched its 'Get Involved' page to enable supporters to engage with PCD's work, through individual donations, fundraising events or advocating to UK parliamentarians.

HGSF website

The HGSF website www.hgsf-global.org holds three key components for resources, news and information on both HGSF and other agricultural and nutrition initiatives.

To increase the visibility of these sections, this year the HGSF website revitalized a number of its features. A rotating visual banner was added to the 'Homepage' where users can click on images to view news, events and resources. Below this, is the 'Latest News' which allows visitors to glance over news titles and to click on favourite features. Four clearly defined boxes are then presented which showcase 'Resources', 'Highlights', 'HGSF Blogs', and 'Country Case Studies', directing visitors to read more about these categories.

The 'School Meals Planner' is an immensely popular online school meals tool which allows users to plan their meal by selecting ingredients to fulfil nutritional recommended allowances and was launched on the HGSF website in 2014. The tool is accessible on every PCD website page, and is accompanied by user guides and an offline version, allowing planners easy access and know-how on using the tool.

To showcase and sustain the exciting developments made in HGSF in Nigeria over the last year, where a number of Nigerian States expressed

an interest to scale-up their school feeding programmes to the HGSF model, a Nigeria sub-site was launched under 'HGSF Sites'. Consistent with other country sub-sites for Ghana, Kenya and Mali this adheres to their layout and content, displaying latest news, events, resources and information specific to the Osun State, HGSF O'Meals Programme.

The number of visitors accessing the HGSF website has increased by over 100%, with 70% of these visitors accessing the website for the first time. The HGSF platform is also successfully tapping into mobile website users where 34% accessed the website through mobile phones over the last year.

The HGSF website provides a regularly updated and easy to access 'Resource Bank' which hosts over 430 downloadable documents on latest research, policy papers, toolkits and HGSF working papers, alongside more visual infographics and factsheets.

Schools & Health website

Employing a number of methods to disseminate current news, resources, events and data, the PCD managed Schools & Health website www.schoolsandhealth.org effectively informs the SHN community on the education, health and nutrition of school-age children in low- and middle-income countries.

Over the last year, 16,000 people accessed the Schools & Health website with 71% visiting the website for the first time representing countries from a global spectrum of Europe, America, Asia, and Africa regions.

To highlight the developments made in SHN research and policy, the 'Documents and Resource Centre' on the website hosts 866 SHN relevant resource downloads, with a selection of these resources available in: Arabic; Chinese; French; Hindi; Kiswahili; Portuguese; Russian; and Spanish, in order to sustain the global reach of the platform.

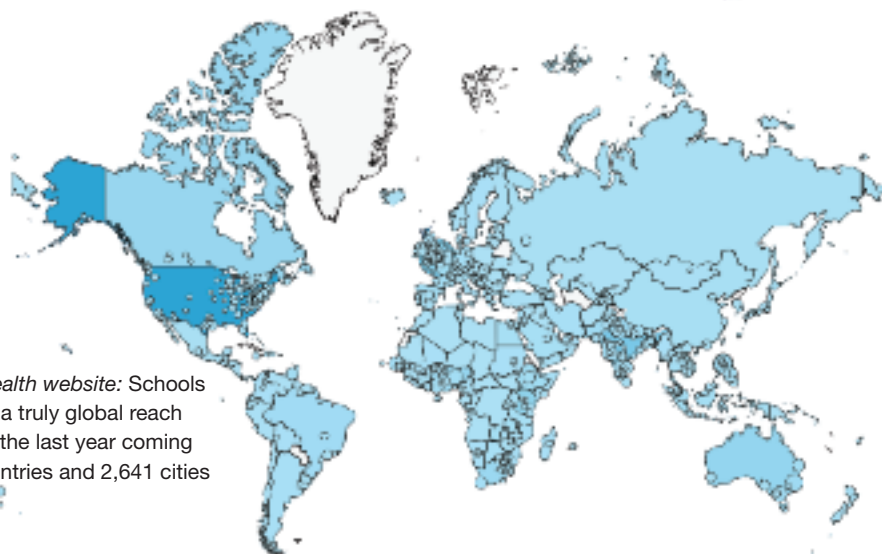
The Schools & Health website continues to update statistics and information drawn from vast reliable sources on a number of key topics including, helminth infections, nutrition, HIV and AIDS, WASH, malaria, inclusive education, and the PCD SHN training courses.

“The number of visitors accessing the HGSF website has increased by over 100%, with 70% of these visitors accessing the website for the first time.”



HGSF website: The free and easy to use School Meals Planner is available both online and offline and can be accessed through HGSF-global.org

schoolsandhealth.org



Schools & Health website: Schools & Health has a truly global reach with users in the last year coming from 189 countries and 2,641 cities

Fresh sub-section

The FRESH framework, whose objectives is to identify and promote cost-effective activities which make schools healthy for children, was strategically incorporated onto the Schools & Health website this year, maintaining all the previous FRESH website features and pages. PCD hosts this section on behalf of the other founding members (the United Nations Educational, Scientific and Cultural Organization [UNESCO], UNICEF, WHO and the World Bank).

Network sub-section

The Schools & Health website also hosts the 'Ministry of Education HIV&AIDS Networks' under 'HIV and Education' and Schools & Health sub-sections for the 'East Africa' and 'West Africa' Networks. These Networks are managed in partnership with PCD, UNESCO and the World Bank.

London Centre for Neglected Tropical Disease Research website

PCD has continued to support the development of the London Centre for NTD Research website www.londonntd.org. On this platform the NTD community can download over 150 resources displayed on the website and can read about latest NTD research developments through its sections on 'Latest news' and 'News & Events'.

Social media: Twitter, Facebook, LinkedIn and YouTube

Over the past year, PCD's Twitter accounts @HGSFglobal and @schoolshealth increased their followers by an impressive 77% and 59% respectively. Both accounts alert audiences to HGSF and SHN news and resources online, generate discussion on topical issues, and tweet key messages at events so updates can be fed to the Twitter SHN community as they happen.

Over the past year, PCD's Facebook accounts **HGSF Facebook** and **PCD Facebook**, which posts HGSF and SHN-related news on a twice-weekly basis, increased their users over the past year by an impressive 202% and 122% respectively.

To build on this momentum, PCD also established an online presence on the growing platform LinkedIn where updates alongside photos, interactive maps, videos and infographics are posted.

On YouTube, the 'SchoolsandHealth' channel contains trailers for PCD's key SHN and HGSF films, messages delivered at high-level conferences by SHN experts, and relevant news reports and presentations.

SchoolHealth Mailing List

PCD administers the 'SchoolHealth Mailing List' schoolhealth@imperial.ac.uk which provides an online forum for discussion and news sharing among the SHN community. Subscribers from across the World Bank, the United Nations, WFP, civil society, academics, and policymakers can make and receive posts to the mailing list group. Over the past year, 94 posts were made to the 1,093 mailing list members on key SHN topics, alongside updates on latest released resources, toolkits, webinars, courses and high-level events.

HGSF Newsletter

In response to the increased engagement on PCD's HGSF platforms, PCD launched its HGSF Newsletter in 2014 which sends out latest news, events, resources and blogs on a bi-monthly basis. E-newsletter topics include traditional HGSF themes alongside general food security issues, sourced from both the HGSF website and from around the web.



www.imperial.ac.uk/pcd



www.londonntd.org



The schoolhealth Twitterfeed
@SchoolsHealth

Recent Publications

PCD uses a diverse range of publication outlets to ensure that as wide an audience as possible is able to benefit from cutting-edge SHN research and good practice. To strengthen the evidence base around SHN, PCD regularly contributes to books and compendiums focusing on school health and child development as well as communicating our research findings through featured articles in leading peer reviewed journals and reports. To ensure different audiences are able to access SHN knowledge in the format that is best suited for them, PCD also employs films and blog articles to increase the reach of good SHN practice.

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Supporting and Strengthening Partnerships

Partnerships are essential to PCD's work around the world as we collaborate with governments, multilateral and bilateral agencies, NGOs, and private sector organizations to work towards our goal of improving the health and education of school-age children. Such partnerships take different forms as occasion and tasks demand – from work with different government ministries to address country-specific activities and needs, to much more complex collaborations that enable global consensus about pressing issues in the field of SHN to be achieved.

WASH in schools: Hand washing before school feeding in Ethiopia

A Key Player in the UK Neglected Tropical Disease Community

The UK and London are home to one of the highest concentrations of NTD research experts in the world. PCD, with its background in developing and facilitating government run school-based deworming programmes, is at the forefront of efforts to coordinate and strengthen this concentration of expertise to support the global effort to control and eliminate NTDs.

“...strengthen the links between academia, policy and programming to ensure that governments have access to the best evidence available to implement and grow their NTD control programmes.”



London Centre for NTD Research Annual General Meeting (from left to right): Prof. Roy Anderson (Imperial College London); Prof. Jonathan Elliott (Royal Veterinary College); Prof. Alan Fenwick (SCI); Ms. Jane Lillywhite and Dr. Lesley Drake (PCD); Prof. Fiona Tomley (Royal Veterinary College); Prof. Simon Croft and Prof. David Mabey (London School of Hygiene and Tropical Medicine); and Dr. David Rollinson (National History Museum)

Coordinating London's NTD research



LONDON CENTRE FOR NEGLECTED TROPICAL DISEASE RESEARCH

A large number of the world's leading NTD research groups are based in London, but though collaboration is common between them, there has been no formal coordination.

In early 2013, the London Centre for NTD Research was launched as a joint initiative by Imperial College London, the London School of Hygiene and Tropical Medicine, the Natural History Museum and the Royal Veterinary College to formally coordinate the London-based NTD expertise and research activities.

PCD plays an integral part in the work of the Centre to develop and communicate evidence on the design, implementation and evaluation of NTD control and elimination programmes. Similarly, the Centre provides research support to PCD, frequently through theoretical models, which in turn requires real world validation which PCD provides.

PCD also works to strengthen the links between academia, policy and programming to ensure that governments have access to the best evidence available to implement and grow their NTD control programmes. One example is in Ethiopia.

PCD is supporting the government-owned Ethiopian comprehensive SHN programme. As part of an operational study in mapping for worm infection in the SNNPR of Ethiopia, the prevalence and burden of infection for STH and schistosomiasis was used to monitor changes in worm prevalence in schoolchildren in a WASH and health education intervention, additional to deworming. The data generated will be used to improve programme design in Ethiopia and for other countries.



www.ntd-coalition.org

Follow us @UK_NTD

Strengthening the UK NTD voice

In 2012, alongside partners such as Sightsavers and the Liverpool School of Tropical Medicine, PCD is a founding member of the UK Coalition against NTDs. A collaboration of UK organizations actively engaged in the implementation, capacity building and research of NTD control. The UK Coalition aims to raise awareness and build support for effective action on NTDs, particularly by influencing policy decisions and development frameworks to enable the long-term sustainable control of NTDs.

The UK Coalition has grown both in terms of membership with 16 organizations and also in terms of its work with UK parliamentarians and its participation in global fora.

In early 2014, the UK Coalition provided a briefing for Baroness Hayman, prior to introducing a House of Lords debate on NTDs. In responding to the debate, on behalf of the British Government, Lord Bates confirmed that the UK would support the explicit inclusion of NTDs in the Sustainable Development Goals (the successor framework to the Millennium Development Goals) which marks a longstanding demand by the UK Coalition.

At international-level, the UK Coalition organized a side-event on NTDs at the World Health Assembly in Geneva which was hosted by the Government of Nigeria and included participants from WHO and from British and American Governments, among others. Stakeholders were unanimous in agreeing that cross-sectoral collaboration, including the use of schools as a platform for intervention, is vital if global targets are to be achieved to control and eliminate NTDs.

Through partnerships such as the London Centre for NTD Research and the UK Coalition against NTDs, PCD is well placed to bridge the divide between academics and policymakers to create sustainable SHN programmes that are robust and to create powerful SHN programme policies.

The role of SHN in education

Data : PCD, WHO, UNAIDS, UNESCO

Schoolchildren are susceptible to most common diseases

Poor health and nutrition → Major barriers to education



Health and nutrition interventions bring substantial benefits for education

The expansion of SHN

Sub-Saharan African countries with:

2001

2007

2014
(estimated)

A national SHN policy



School meals



A national policy for safe water in schools



Reproductive health services



The global impact of SHN

2001

2011

Fewer primary school-age children out of school

113 million

57 million

Fewer children infected with HIV

550,000

260,000

More school-age children received treatment for STH

65.7 million
(2003)

251.9 million
(2012)

Focusing Resources on Effective School Health – The FRESH Partnership

In 2000, at the Dakar World Education Forum, organizations including UNESCO, UNICEF, WHO, and the World Bank with support from PCD, launched a new approach to strengthen the health and education outcomes of children through improved cross-sectoral collaboration in the area of SHN. FRESH takes a life cycle approach to child development, supporting education and health of children beyond the critical window of the first 1,000 days of development.

After 14 years, the FRESH framework is still the recognized gold standard tool for the development and implementation of effective and sustainable SHN programmes.

The FRESH framework identifies four pillars:

- 1 Equitable school health policies;
- 2 a safe learning environment;
- 3 skills-based health education; and
- 4 school-based health and nutrition services.

These FRESH pillars need to be in place to enable strong programmes and can be established through actively engendering partnerships, community involvement, and pupil awareness and participation. The FRESH pillars have also been used to build the descriptive data and indicators used by SABER (for more information see page 7).

Accelerating the Education Sector Response to HIV

The FRESH framework seeks to strengthen government SHN capacity, and one example of this has been the development of a coordinated response to the HIV and AIDS crisis in sub-Saharan Africa *Accelerating the Education Sector Response to HIV: Five Years of Experience from Sub-Saharan Africa*. As part of this initiative, FRESH partners together with organizations from the Joint United Nations Programme on HIV/AIDS (UNAIDS) Inter-Agency Task Team on Education worked with governments to promote leadership, harmonize activities, and share knowledge between the education sector stakeholders.

Through this initiative, over 250,000 documents were distributed to education practitioners, 162,000 person/training days were conducted, and 76 agencies, NGOs, and development partners were involved. Education sectors of 37 countries, responsible for more than 200 million school-age children and 2.6 million primary and secondary schoolteachers, joined forces to coordinate their responses to HIV and AIDS.

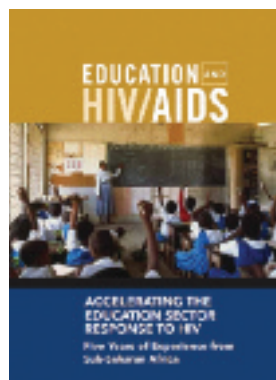
Networks and capacity building

PCD together with its FRESH partners continue to support governments through capacity building training courses and through Networks to implement and develop SHN initiatives using the FRESH framework. To-date this has seen PCD and the World Bank support the Ministry of Education SHN Focal Point Networks across Africa and Asia providing an invaluable South-South learning and networking opportunity.

In line with the FRESH objectives, PCD together with its FRESH partners coordinate the SHN training course. Structured around the FRESH pillars the annual course has provided evidence-based training to over 400 representatives from government and other sectors drawn from 54 countries.

Achieving Education for All

FRESH continues to illustrate how strong collaborations between the education, health, nutrition, and other sectors are crucial for the development of comprehensive, inclusive and cost-effective SHN programmes where no child is left behind. It is estimated that one-third of children worldwide who are not in school have a disability and that globally only 5% of children with disabilities have completed primary school. To tackle this inequality, PCD and its FRESH partners are focusing on approaches that will make all SHN programmes truly inclusive. Only when this has been fulfilled will Education for All be achieved.



Accelerating the Education Sector Response to HIV: A joint report by FRESH partners, PCD, UNAIDS, UNESCO, UNICEF and the World Bank

“After 14 years, the FRESH framework is still the recognized gold standard tool for the development and implementation of effective and sustainable SHN programmes.”

Partnerships as Collective Learning Experiences

A core objective of PCD is to improve the knowledge base and to facilitate learning in order for better designed programmes. Utilizing key partnerships is essential to achieving this and brings together a wide range of experiences and knowledge from a number of different stakeholders and backgrounds. Successful partnerships result in dynamic and collective learning experiences that benefit both active participants and the wider development community.

Structured Demand Learning Group in Kenya

An example of the power of collective learning is PCD's engagement with the growing number of Structured Demand Learning Groups across Africa. One illustration of this engagement is in Kenya.

The Structured Demand Learning Group consists of five organizations (Alliance for a Green Revolution in Africa; Farm Concern International; PCD; SNV; and the WFP Purchase for Progress) funded by the Bill and Melinda Gates Foundation to work with governments in one capacity or another to connect school feeding programmes with markets to support smallholder farmers. Given the vast amount of experience and expertise, the Gates Foundation were keen for the Structured Demand Learning Group to pool their knowledge and identify where the overlaps in experience were and what key lessons could be taken from this.



Improving smallholder farmers to structured markets: A farmer outside a farmer-based organization on grain storage in Kilifi, Kenya

The collective learning process

A key focus of the Structured Demand Learning Group has been to draw out the lessons learnt in identifying farmer groups, traders and other suitable aggregation mechanisms that work with smallholder farmers

in Kenya to supply structured markets. Structured markets include HGSF programmes, humanitarian aid and other markets that have pre-determined requirements for food.

The experiences of the Structured Demand Learning Group as programme implementers along with quantitative data were used to identify emerging issues common amongst the Group. These experiences, along with case studies focusing on individual programmes, provided the platform for sharing lessons and for overall analysis.

“Successful partnerships result in dynamic and collective learning experiences that benefit both active participants and the wider development community.”

Presenting the collective learning experience

In late 2014, the draft report *An Analysis of Aggregation Mechanisms in Improving Smallholder Farmer Access to Structured Markets in Kenya* was prepared by the Structured Demand Learning Group and was presented at a one-day workshop to local and international partners in Kenya, as well as guests from programmes in Ethiopia, Ghana, Mali and Nigeria. Key emerging issues on the draft report findings and facilitated workshop discussions, chaired by PCD, further stimulated thinking and encouraged learning.

Sharing the collective learning experience

Continuing our lead role in pooling and analysing the information collected by the Structured Demand Learning Group, PCD is keen to ensure that these learnings are accessible to as wide an audience as possible and are in the process of developing an innovative online experience sharing tool, which will enable users to access information on programme design.

The collective learning process of the Structured Demand Learning Group enlightened the partners through sharing their experiences with each other which highlighted common issues and provided unique solutions to improve smallholder farmer engagement with structured markets.

Countries With Which PCD Works

Africa	Gabon	Namibia	Uganda	Japan	Central America
Angola	Gambia	Niger	Zambia	Laos	Mexico
Benin	Ghana	Nigeria	Zanzibar	Myanmar	
Botswana	Guinea	Senegal	Asia	Nepal	South America
Burkina Faso	Kenya	Sierra Leone	Bangladesh	Philippines	Brazil
Cape Verde	Liberia	Somalia	Brunei Darussalam	Samoa	Chile
Comoros	Madagascar	South Africa	Cambodia	Singapore	Ecuador
Côte d'Ivoire	Malawi	Tanzania	China	Sri Lanka	Uruguay
Ethiopia	Mali	Togo	India	Thailand	
	Mozambique	Tunisia	Indonesia	Vietnam	

Outlined below is a cross-section of some of the additional capacity building activities that were carried out in 2013 – 2014.

Africa



Tunisia

In 2013, PCD provided SABER technical assistance in a school feeding workshop held in Tunisia to identify how to scale up a sustainable programme. The workshop was opened by the Tunisian Minister of Education and was attended by high-level government officials who identified priority actions including developing a school feeding policy, legal frameworks, multisectoral coordination and an effective monitoring and evaluation system. In 2014, PCD will provide SABER technical assistance to a further 14 countries across Africa.



Ghana

A workshop for the Network of Teachers and Educational Workers on HIV/AIDS Ghana was organized by PCD in collaboration with the Ministry of Education. During the workshop, stakeholders drew up a strategic plan to reduce stigma and discrimination against HIV-positive teachers and to promote HIV and AIDS policies within the education sector.



Kenya

A new programme to improve the WASH and nutrition of school meals in WFP and UNHCR (United Nations High Commissioner for Refugees) school feeding programmes in the Kakuma refugee camp is benefiting from technical assistance by PCD. The analysis on WASH facilities and the practices and nutrition behaviour of children in selected schools will be fed into the implementation strategy.



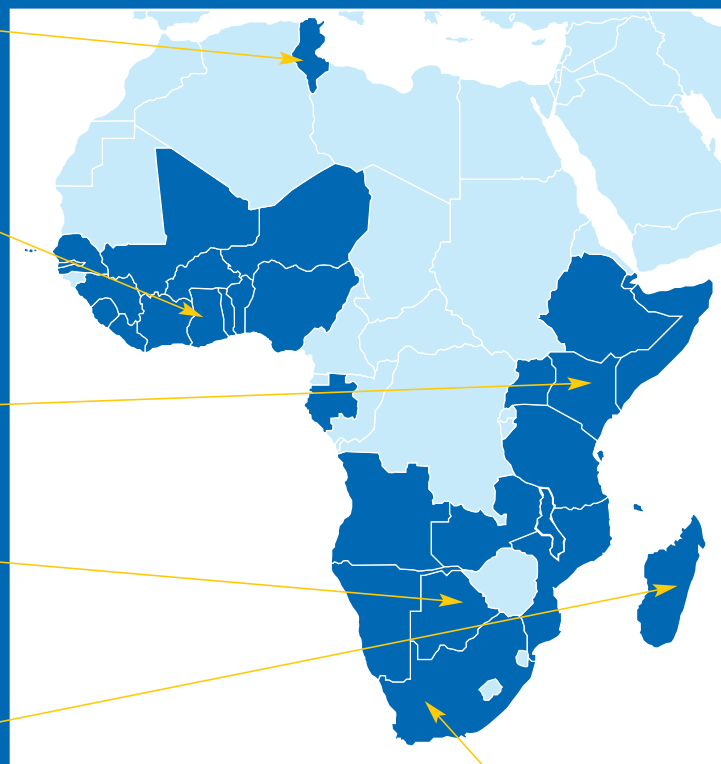
Botswana

During a workshop by CAADP (Comprehensive Africa Agriculture Development Programme) to mainstream nutrition into African national agricultural plans, PCD presented HGSP as a strategy to combat malnutrition through agriculture. The workshop was attended by delegates from Agriculture, Education, Health, and Finance Ministries from 14 southern African countries.



Madagascar

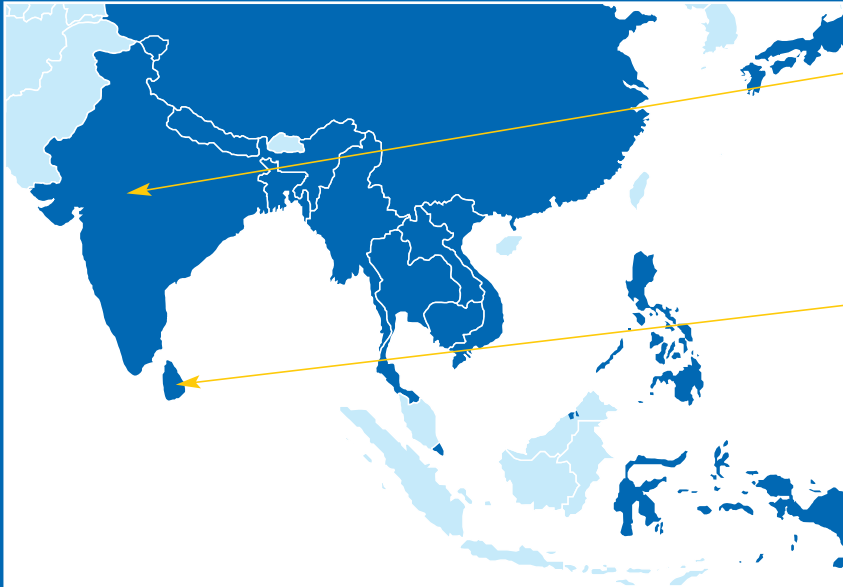
A mission to explore innovative approaches to school feeding in Madagascar was led by PCD in collaboration with WFP and the World Bank. A series of stakeholder meetings, field missions and workshops with the Malagasy Ministry of Education initiated the process of advancing school feeding in some of the most food insecure regions of Madagascar.



South Africa



A case study on the National School Nutrition Programme, developed by PCD, NEPAD and the University of Pretoria, was signed off by the government. This document outlines best practices and challenges to improve programme implementation with a Foreword by the Director General of the Department of Basic Education.



Asia

India



In 2014, PCD published: *Situation Analysis: A Summary of School Health in India and in Four States: Andhra Pradesh, Delhi, Gujarat and Tamil Nadu*. This situation analysis identifies best practice, challenges and opportunities in SHN delivery and highlights the impact of effective policies and practices on child health and education in India.

Sri Lanka



An innovative online Information Management System was extended to include SHN data on 1,696 primary schools drawn from all of the Sri Lankan provinces. PCD will continue to support the government's efforts to collate data on students' health, attendance performance and SHN practices to improve monitoring and evaluation capacities.



South America

Brazil



PCD works with CEDAPS on training young people with disabilities as health educators. One such project is the Youth Health Promoters Network (Rap da Saúde) which operates in schools and communities to provide health information and education in formats that are accessible to children with hearing and intellectual disabilities.

Uruguay



Educational materials designed for and by deaf youths received a special mention for human development at Uruguay's National Innovation Award. The innovative materials included posters, cards and digital media that were developed by iIDI with support from PCD.

Funding and Resources

Fund Flow Statement (2012 – 2013)

Income

	2012-2013
	£
	(000s)
Charitable Trusts/Foundations	1,221
State Governments and Agencies	0
Private Research Institutions/Centres	0
Academic Institutions	10
International and Multilateral Donors	988
Non-Profit Research Institutes/Centres	0
TOTAL	2,219

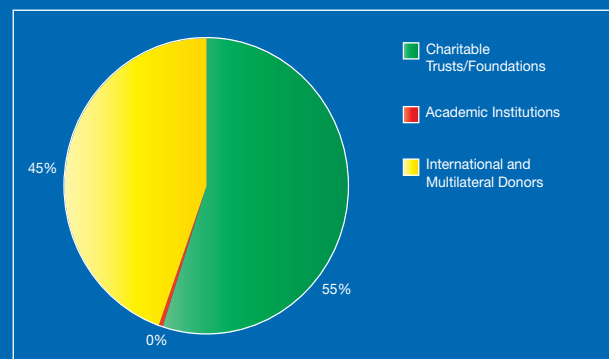


Figure 1: Income (£ 000s).

Direct Expenditure – by Objective

	2012-2013
	£
	(000s)
Strengthening the Evidence Base	638
Capacity Building and Technical Assistance	666
Collecting and Disseminating Knowledge	388
Supporting and Strengthening Partnerships	305
Administration	222
TOTAL	2,219

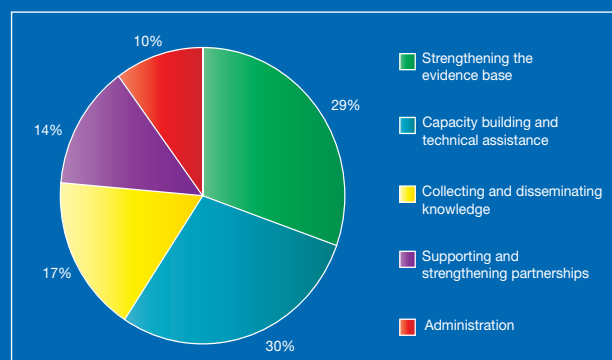


Figure 2: Direct Expenditure By Objective (£ 000s).

Direct Expenditure – by Region

	2012-2013
	£
	(000s)
Globally	222
Sub-Saharan Africa	1,553
South Asia	222
East Asia and Pacific	133
Latin America and Caribbean	89
Europe and Central Asia	0
Middle East and North Africa	0
TOTAL	2,219

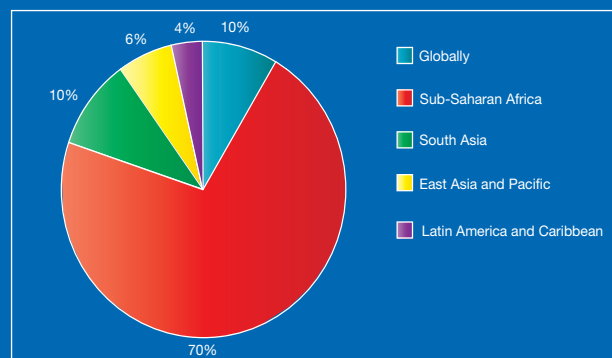


Figure 3: Direct Expenditure By Region (£ 000s).

Accounts audited through Imperial College London's audit procedures.

PCD Organization and Structure

PCD is based within the Department of Infectious Disease Epidemiology which is part of the School of Public Health, Imperial College London.

School of Public Health

The School of Public Health, directed by Professor Elio Riboli, is unique in combining world-class research at local-, national- and international-level translating science and epidemiology into health education, policy and primary care.

Infectious and parasitic diseases, obesity, cancer, heart disease and dementia are among the major global public health challenges in the 21st Century. Together with its research, teaching and evidence-led policy work, the School of Public Health aims to address these challenges through:

- **Strengthening** the public health science base;
- **training** the next generation of public health leaders; and
- **influencing** health policies and programmes around the world.

Research from the School scored in the top two epidemiology and public health submissions to the UK's 2009 Research Assessment Exercise. The School has a significant research portfolio with research grants and contracts in excess of £25 million per year.

www1.imperial.ac.uk/publichealth/

Department of Infectious Disease Epidemiology

The Department of Infectious Disease Epidemiology, headed by Professor Neil M. Ferguson, carries out world-class research into a wide variety of infectious diseases and pathogens which includes: HIV and AIDS, SARS (Severe Acute Respiratory Syndrome) and pandemic influenza, drug-resistant bacteria (e.g. MRSA [Methicillin-Resistant *Staphylococcus Aureus*]) and parasites, childhood viral and bacterial diseases, parasitic helminth infections and bioterrorism.

The Department also hosts the:

London Centre for Neglected Tropical Disease Research

Director Professor Sir Roy Anderson

www.LondonNTD.org

MRC Centre for Outbreak Analysis and Modelling

Director Professor Neil M. Ferguson

www1.imperial.ac.uk/medicine/about/institutes/outbreaks/

Schistosomiasis Control Initiative

Director Professor Alan Fenwick

www.sci-ntds.org



Imperial College London

Currently ranked **2nd in the world** in the *QS World University Rankings 2014/15*, Imperial College London is a world-leading university with a reputation for excellence in teaching and research that attracts students and staff of the highest international quality.

Imperial College London builds on a distinguished past having pioneered penicillin, holography and fibre optics to shape the future. Researchers work across disciplines to improve global health, tackle climate change, develop technology on sustainable energy, and address security challenges. This blend of academic excellence and its real-world application feeds into Imperial College London's exceptional learning environment.

www.imperial.ac.uk

Imperial College London – A World-Class Learning Institute

International Advisory Board

The International Advisory Board provides PCD with guidance and oversight about its policy direction and strategy. The International Advisory Board is comprised of members who come from a range of different organizational backgrounds and geographical regions and who bring to PCD a variety of skills.



Prof. Nilanthi de Silva
Senior Professor of Parasitology
Dean of Faculty of Medicine
University of Kelaniya, Sri Lanka



Prof. Sir Roy Anderson
Director
London Centre for Neglected
Disease Research, UK



Prof. Donald Bundy
Senior Advisor
Bill & Melinda Gates Foundation, USA



Prof. Sir Gordon Conway
Professor of International Development
Director, Agriculture for Impact Centre
for Environmental Policy
Faculty of Natural Sciences
Imperial College London, UK



Dr. Uwemedimo Uko Esiet
Coverner for African Federation for Sexual Health
and Rights
Co-founder/Director
Action Health Incorporated, Nigeria



Ms. Bolitshapo Bibi Giyose
Senior Nutrition Officer for Policy
Food and Agriculture Organization of the
United Nations, Italy



Prof. Dean Jamison
Professor Emeritus, Global Health
Principal Investigator, Disease Control
Priorities Network
Department of Global Health
University of Washington, USA



Mr. Aggrey Kibenge
Under-Secretary of Finance and
Administration
Office of the Prime Minister, Uganda



Mrs. Amicoleh Mbaye
Director of Basic and Secondary Education
HIV Focal Point
Representative of the ECOWAS and Mauritania Network
Ministry of Basic and Secondary Education, The Gambia



Prof. Tsutomu Takeuchi
Senior Visiting Scientist
Global Security Research Institute
Keio University, Japan



Prof. Jitra Waikagul
Head of School Health Promotion Unit
Faculty of Tropical Medicine
Mahidol University, Thailand

Technical Advisors

The Technical Advisors provide PCD with regular guidance about: its operational support to countries; its identification of research and programmatic areas; and its design of studies on technical and scientific innovations. The Technical Advisors are a group of technical experts invited to join PCD for their experience, insight and connections with countries around the world.



Prof. Malick Sembene
Director of SHN
Ministry of Education
HIV Focal Point of All Education Sectors
Member Representative of
All African Networks, Senegal



Dr. James Hargreaves
Senior Lecturer
Social Epidemiology and Public Health Evaluation
Director of the Centre for Evaluation
Faculty of Public Health and Policy
London School of Hygiene and Tropical Medicine, UK



Ms. Carmen Burbano
Head of Programmes
United Nations World Food Programme, Colombia



Dr. Amaya Gillespie
Advocacy Manager
AIDS Advocacy Unit
HIV Section, Programme Division
UNICEF, USA



Mr. Peter Rodrigues
Head of School Feeding and Chronic Hunger Unit
United Nations World Food Programme, Italy



Rev. Canon Michael Beasley
Former Director of PCD
Oxford Diocesan Director of Mission
Oxford Diocesan, UK



Prof. Simon Brooker
Professor of Epidemiology
Wellcome Trust Senior Research Fellow
Deputy Editor of PLoS Neglected Tropical Diseases
Faculty of Infectious and Tropical Diseases
London School of Hygiene and Tropical Medicine, UK



Prof. Jun Kobayashi
Professor of Global Health
School of Health Science
Faculty of Medicine
University of the Ryukyus, Japan



Dr. Charles Mwandawiro
Assistant Director
Chief Research Officer
Partnership and Collaboration
Kenya Medical Research Institute, Kenya



Dr. Aulo Gelli
Senior Scientist
Poverty, Health, and Nutrition Division
International Food Policy Research Institute, USA

Coordinating Centre

PCD Staff



Lesley Drake, PhD
Executive Director



Jane Lillywhite, MSc
Managing Director



Elisabetta Aurino, PhD
Senior Research Manager



Meena Fernandes, PhD
Senior Research Advisor



Iain Gardiner, MSc
Senior Programme Manager
– East Africa



Josephine Kiamba, PhD
HGSF Senior Technical Advisor
– Southern Africa



Brie McMahon, MEd
Senior Partnerships Manager



Daniel Mumuni, MSc, LLM
Senior Programmes Manager
– West Africa



Francis Peel, BA
Senior Communications Manager



Bachir Sarr, PhD
Senior Policy Analyst



Karl Scholfield, LLB, MSc
Senior Administrations Manager



Alice Woolnough, MSc DLSHTM
Senior Programmes Manager



Salha Hamdani, MA
Senior Nutrition Advisor



Wairimu Muita, PhD
Senior Advisor – Kenya's Orphans and
Vulnerable Children Research Programme



Samrat Singh, B.A LLB, MA
Research Associate – Food Policy



Elodie Yard, MSc
Programmes Manager
– East Africa



Cai Heath, MSc
SHN Programme Manager



Charlie Jordan, MSc, MBPR
Programme Manager – Agriculture



Laura Appleby, PhD
Programme Manager – NTDs



Sunil Bagree, MSc
Advocacy Manager



Mahesh Singh, MTech
Financial Systems Manager



Charlotte Broyd, MSc
Communications Officer



Shodona Kettle, MSc
Partnerships Officer



Anne Delaporte, MSc
Research Assistant



Anna Nichol, MA
Operations Assistant



Jenny Maina, MSc
Programmes Associate
– East Africa



Anastasia Said, MSc DLSHTM
Editor



Ed Cooper, FRCP
Clinical Consultant



Dan Ochieng, MPH
Monitoring and Evaluation/Management
and Planning Consultant



Jimmy Kihara, PhD
Parasitology Consultant



David Thomas, MSc
Agri-Business Consultant



Sergio Meresman, MCommH
Inclusive Education Consultant



Natasha Graham, MPA
Inclusive Education Consultant

PCD Country Offices

Regional and country offices in Ghana, Kenya, Mali and Nigeria, in addition to an established presence in Ethiopia, India and Southern Africa allows PCD to deliver technical assistance that is context-specific and tailored to the SHN requirements of the given country.

Working responsively and collaboratively is core to PCD's ability to effectively support governments and development partners in low- and middle-income countries. The country offices play a vital role in directing PCD's policy through feedback from in-country programme implementers and beneficiaries.

Ghana



Getrude O. Ananse-Baiden, MPH
Programmes Manager



Abigail Bondzie, BA
Programmes Assistant



Fred Amese, BSc
Nutrition Programme Officer

Kenya



Angela Gituara, MSc
Programmes Manager



Damaris Mulewa, BSc
Programmes Manager

Nigeria



Abimbola Adesanmi, MSc
Programmes Manager



Boluwatito Fasesin, MPH
Programmes Associate



Yinka Badejo, BTech
Projects Officer

Mali



Amadou Diallo, MSc
Programmes Manager

Ethiopia



Nigussie Geletu Dejene, MSc
Data Analyst



Jack Grimes, MSc
Research Assistant/Doctoral Student

India



Perna Makkar, MPA, MBA
Senior Strategic Advisor



Urvashi Prasad, MSc, MPH
Research Assistant

Partners

Our sincere appreciation and gratitude extends to the many partners who have helped, guided, advised and supported our work.

United Nations

Food and Agriculture Organization of the United Nations (FAO); International Fund for Agricultural Development (IFAD); Joint United Nations Programme on HIV/AIDS (UNAIDS); United Nations Children's Fund (UNICEF); United Nations Development Programme (UNDP); United Nations Educational, Scientific and Cultural Organization (UNESCO); United Nations Girls' Education Initiative (UNGEI); United Nations Population Fund (UNFPA); United Nations System Standing Committee on Nutrition (UNSCN); United Nations World Food Programme (WFP); United States Department of Agriculture (USDA); The World Bank; and World Health Organization (WHO).

Bilateral agencies and philanthropic foundations

Bill & Melinda Gates Foundation; Children's Investment Fund Foundation (CIFF); Department for International Development (DFID); Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ); Dubai Cares; Global Partnership for Education (GPE); Japan International Cooperation Agency (JICA); and Vital Foundation.

Intergovernmental organizations

African Networks of Ministry of Education HIV&AIDS Focal Points; Association of Southeast Asian Nations (ASEAN); Caribbean Community (CARICOM); Caribbean Education Sector HIV and AIDS Coordinator Network (EduCan); Commonwealth Secretariat (ComSec); Communauté Economique des États d'Afrique Centrale (CEEAC); Communauté Economique et Monétaire de l'Afrique Centrale (CEMAC); East African Community (EAC); Economic Community of Central African States (ECCAS); Economic Community of West African States (ECOWAS); African Union Commission; The New Partnership for Africa's Development (NEPAD); and the Southeast Asian Ministers of Education Organization (SEAMEO).

Academic and research institutes

Agriculture for Impact; African Centre for Economic Transformation (ACET); All India Institute of Medical Sciences (AIIMS); Alliance for a Green Revolution in Africa (AGRA); Asian Center of International Parasite Control (ACIPAC); Blair Research Institute, Zimbabwe; Brien Holden Vision Institute; Centre for Neglected Tropical Diseases (CNTD) – Liverpool School of Tropical Medicine; China Development Research Foundation (CDRF); Ethiopian Public Health Institute (EPHI); The George Washington University; Global Atlas of Helminth Infections (GAHI); Harvard Graduate School of Education (HGSE); International Crops Research Institute for the Semi-Arid Tropics (ICRISAT); Institute of Development Studies (IDS); Institute of Health and Development (ISED), Cheikh Anta Diop University, Senegal; Institute of Statistical, Social and Economic Research (ISSER) – University of Ghana; International Food Policy Research Institute (IFPRI); International Potato Centre (CIP); Japan Consortium for Global School Health Research (JC-GSHR); Keio University, Japan; Kenya Agricultural Research Institute (KARI); Kenya Institute for Public Policy Research and Analysis (KIPPRA); Kenya Institute of Special Education (KISE); Kenya Medical Research Institute (KEMRI); London Centre for Neglected Tropical Disease Research (LCNTDR); London School of Hygiene and Tropical Medicine (LSHTM); Mahidol University, Thailand; Michigan State University (MSU); M S Swaminathan Research Foundation (MSSRF); The Nala Foundation – Ben Gurion University; National History Museum; National University of Laos; New England College of Optometry (NECO);

Noguchi Memorial Institute for Medical Research (NMIMR), University of Ghana, Legon; Osun State University, Nigeria; Purdue University; Royal Veterinary College; Sabin Vaccine Institute; Schistosomiasis Control Initiative (SCI); University of College London (UCL) Institute of Child Health (ICH); University of Ghana; University of Kelaniya; University of Ottawa; University of the Philippines; University of Pretoria; University of Washington; and Zanzibar Agricultural Research Institute.

Civil society

Action Health Incorporated, Nigeria (AHI-Nigeria); Africa Regional Sexuality Resource Centre; American Peanut Council; Brazilian Centre of Excellence; Catholic Relief Services (CRS); Centre for Health Promotion (CEDAPS); Centre for Vision in the Developing World (CVDW); Cereal Growers Association (CGA); Child-to-Child Trust (CtC); Children Without Worms (CWW); Communauté Baptiste au Centre de L'Afrique (CBCA); Creative Associates International; Deaf Aid Kenya; DIVAROF – Mali; Eastern Africa Grain Council (EAGC); Equal Access; Evidence Action; Farm Concern International (FCI); Farm Radio International; Ethiopian Agricultural Transformation Agency (ATA); Flemish Association for Development Cooperation and Technical Assistance (VVOB); Focus on Vision; The Fred Hollows Foundation; Global Alliance for Improved Nutrition (GAIN); Global Campaign for Education (GCE); Global Child Nutrition Foundation (GCNF); Global Health Strategies (GHS); Head-Heart-Hands-Health 4H Ghana; Helen Keller International (HKI); Inter-American Institute on Disability and Inclusive Development (iDi); International Agency for the Prevention of Blindness (IAPB); International Rescue Committee (IRC); International Trachoma Initiative (ITI); The John A. Kufuor Foundation (JAK Foundation); Kenyan-Heart National Foundation; Kofi Annan Centre of Excellence in ICT (AITI-KACE); Leonard Cheshire Disability International; Lutheran World Federation (LWF); Malaria Consortium; Mary's Meals; Millennium Promise; Millennium Villages Project (MVP); National Buffer Stock Company (NAFCO); Operation Eyesight Universal; Program for Appropriate Technology in Health (PATH); Purchase for Progress (P4P); Save the Children; Sightsavers; SNV Netherlands Development Organisation; Social Enterprise Development Foundation (SEND-Ghana); Table for Two; Turkana Eye Project; UK Food Group; Value Development Initiatives Ltd (VDI); and WaterAid.

Associations and Networks

Asian School Health and Nutrition Network; Asociación Brasileña de Salud y Alimentación Escolar (ABRAE); Association for the Development of Education in Africa (ADEA); Association for the Physically Disabled of Kenya (APDK); Association of African Universities (AAU); Eastern Africa National Networks of AIDS Service Organizations (EANNASO); Eastern and Southern Africa Centre of International Parasite Control (ESACIPAC); Ecumenical Association for Sustainable Agriculture and Rural Development (ECASARD); Focusing Resources on Effective School Health (FRESH) partners; Food, Agriculture and Natural Resources Policy Analysis Network (FANRPAN); Global Network for Neglected Tropical Diseases (GNNTD); International Disability and Development Consortium (IDDC); International School Health Network (ISHN); Kenya Network of HIV-Positive Teachers (KENEPOTE); La Red de Alimentación Escolar para América Latina y el Caribe (LA-RAE); Neglected Tropical Disease NGO Network; Schools for Health in Europe (SHE) Network; STH Coalition; UK All-Party Parliamentary Group (APPG) on Agriculture and Food for Development; UK All-Party Parliamentary Group on Malaria and Neglected Tropical Diseases (APPGM); UK Coalition against Neglected Tropical Diseases; UK Consortium on AIDS and International Development; and West African Centre for International Parasite Control (WACIPAC).

Private sector

Adaptive Eyewear; Baney Media; CHI Pharmaceuticals Limited, Nigeria; Cole Ghana Limited; DSM Nutritional Products South Africa (Pty) Limited; GlaxoSmithKline (GSK); iCRE8 Design; Johnson & Johnson; Merck; Unilever, Nigeria.



The Partnership for Child Development

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The Partnership for Child Development
School of Public Health, Imperial College London, Faculty of Medicine,
Norfolk Place, London W2 1PG

Tel: +44 (0)20 7594 1941
Fax: +44 (0)20 7262 7912
Email: pcd@imperial.ac.uk

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