

**SCHOOL FEEDING CAPACITY DEVELOPMENT PROJECT FOR LATIN AMERICA AND THE  
CARIBBEAN REGION**

<b>SCHOOL FEEDING CAPACITY DEVELOPMENT PROJECT FOR LATIN AMERICA AND THE CARIBBEAN REGION DEVELOPMENT PROJECT 200141</b>	
Duration of project	3 years (2011 – 2013)
Food tonnage	Non food-based project
<b>Cost (United States dollars)</b>	
Total cost to WFP	US\$3,929,650

## **EXECUTIVE SUMMARY**

1. School feeding programmes (SFPs) are a powerful safety net in Latin America and the Caribbean (LAC) region, reaching about 80 million students per day<sup>1</sup> with an estimated investment of US\$4 billion per year.<sup>2</sup> However, programme sustainability and quality require improvement to ensure that the full range of benefits reaches vulnerable students. Inefficiencies and weak capacity rather than lack of resources are the main constraints to prevent children from suffering from hunger at school.
2. Leading policy-makers and practitioners of national SFPs in the region have asked WFP to lead a regional initiative to strengthen national capacities towards quality and sustainable SFPs. As a starting point, they have identified the main capacity development needs and the existing technical and operational competencies across the various countries. This 3-year project will use WFP's comparative advantages and leverage existing strengths identified in specific countries to bridge the capacity gaps.
3. Through South-South cooperation, knowledge management, training and technical assistance, this regional initiative will mobilize the efforts, expertise and rich experience in SFPs from countries in the LAC region. The project will help to build consensus around the use of WFP's "Eight Quality Standards"<sup>3</sup> (EQS) as guidance to analyze gaps and promote improvements in the quality and sustainability of SFPs. The EQS and their 27 indicators cover all relevant aspects of a quality SFP. Once adopted by stakeholders, they will guide comprehensive programme analysis and development of the following:
  - Strategy for sustainability.
  - National policy frameworks.
  - Stable funding and budgeting.
  - Needs-based, cost-effective quality programme design.
  - Strong institutional arrangement for implementation, monitoring and accountability.
  - Strategy for local production and sourcing.

<sup>1</sup> Profile of School Feeding Programmes in Latin America and the Caribbean. WFP, Regional Bureau for LAC. 2010 (unpublished). Data obtained through web-search, structured questionnaires and interviews of country key informants.

<sup>2</sup> Cost estimation based on WFP average costs of school feeding programmes, US\$50 per student per year. More precise cost figures will be obtained through this project.

<sup>3</sup> See Annex 4

- Strong partnership and inter-sector coordination.
  - Community participation and ownership.
4. The project will directly benefit national authorities by strengthening government capacities to design and implement good quality and sustainable SFPs. It will work specifically with key professionals and practitioners responsible for designing and implementing national SFPs in the 12 countries with WFP presence in the LAC region. The project will benefit not only ministries of education but also related sectors such as health, agriculture and social assistance at central and local level. More than 20 million vulnerable students<sup>4</sup> in assisted schools in these countries will benefit indirectly by participating in improved SFPs.
  5. The project will draw from WFP's 46 years of experience in SFP design and implementation, its brokering power and its experience with national capacity development activities in the region. It is in line with WFP Strategic Plan 2008-2013, WFP School Feeding policy,<sup>5</sup> and WFP and United Nations operational guidance on capacity development. The project's capacity development approach is needs-based, responding to specific governments' requests.

## **PART I – SITUATION ANALYSIS**

### **School Feeding in the Region**

6. School feeding programmes (SFPs) have played an increasingly prominent role in the Latin America and Caribbean (LAC) region during the past 40 years. Recent figures<sup>6</sup> show that SFPs have reached about 80 million students during 2009 with an estimated investment of US\$4 billion.<sup>7</sup>

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<sup>4</sup> Estimation based from the total SFP beneficiary coverage in 21 LAC countries in 2009. Numbers were verified locally in countries with WFP presence.

<sup>5</sup> WFP School Feeding Policy, WFP/EB.2/2009/4-A, 2009.

<sup>6</sup> "Profile of school feeding programmes in Latin America and the Caribbean". WFP Regional Bureau for LAC. 2010 (unpublished).

<sup>7</sup> Based on estimated WFP costs, US\$50 per student per year.

**Table 1: School feeding programme beneficiary students, LAC, 2009**

<b>Country</b>	<b>Total school feeding beneficiaries, all education levels, 2009</b>
Argentina - Prov. Mendoza	200,821
Bolivia	1,927,985
Brazil	45,249,346
Chile	2,255,544
Colombia	4,984,605
Costa Rica	603,147
Cuba	1,233,628
Ecuador	1,427,053
El Salvador	1,314,075
Guatemala	2,449,508
Haiti	1,145,000
Honduras	1,345,793
Jamaica	311,000
México	6,403,676
Nicaragua	995,114
Panama	518,264
Peru	3,105,718
Dominican Rep.	1,459,950
Trinidad y Tobago	98,073
Uruguay	238,000
Venezuela	4,031,389
<b>Total</b>	<b>81,297,689</b>

Source: WFP elaboration, see footnote 1 on page 1.

7. National governments have implemented SFPs for a variety of purposes, including increased access to and completion of education, and provision of nutritional support to school children.
8. Nine countries in LAC have either achieved the Education For All (EFA) target or are very close to do so.<sup>8</sup>

<sup>8</sup> Education For All, Global Monitoring Report 2010. ALC Overview. UNESCO 2010

**Table 2: Distribution of countries by Education Development Index score and distance to overall achievement, 2007**

<b>Education For All (EFA) achieved</b> <i>(EDI between 0.97 and 1.00)</i>  Argentina, Aruba, Cuba, Uruguay (4 countries)	<b>Close to EFA achievement</b> <i>(EDI between 0.95 and 0.96)</i>  Chile, Mexico, Saint Lucia, Trinidad and Tobago, Venezuela (5 countries)
<b>Intermediate position</b> <i>(EDI between 0.80 and 0.94)</i>  Bahamas, Barbados, Belize, Bolivia, Brazil, Colombia, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Panama, Paraguay, Peru, Saint Vincent and the Grenadines, Suriname (16 countries)	<b>Far from EFA achievement</b> <i>(EDI below 0.80)</i>  Nicaragua (1 country)

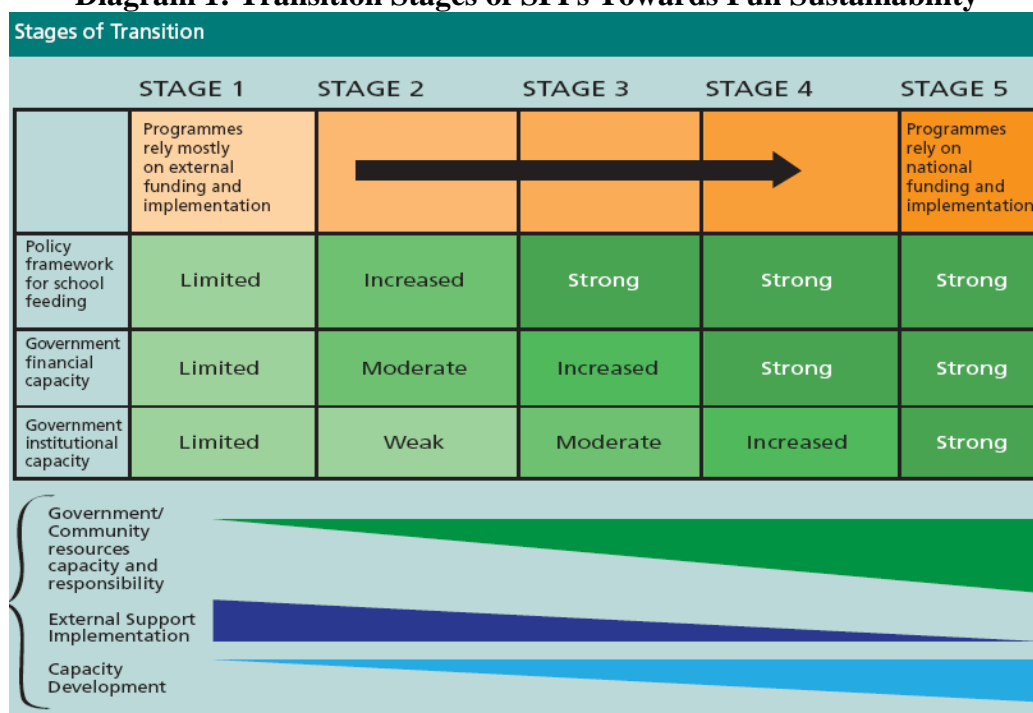
Source: EFA Report 2010, LAC Overview.

9. Although enrolment in primary education is over 90 percent in LAC, approximately 2.9 million children are out of school<sup>9</sup> and completion and learning remain problematic. Gender parity in primary education is higher than in Africa or Asia, and the region invests, on average, 4.8 percent of its gross domestic product (GDP) in education.
10. Some of the most exemplary SFPs are located in the LAC region. SFPs implemented in Brazil, Chile, Colombia and Mexico employ key elements of programmatic sustainability ensuring operational success. Each national programme is fully funded by the government, backed by solid legislative and policy frameworks and implemented through effective institutions.
11. Enabling conditions for sustainable SFPs are mostly related to the following dimensions: i) policy framework, ii) financial capacity, and iii) institutional capacity (see diagram below).

<sup>9</sup> Education For All, Global Monitoring Report 2010. UNESCO 2010



**Diagram 1: Transition Stages of SFPs Towards Full Sustainability**



Source: *Rethinking School Feeding*, World Bank, 2009<sup>10</sup>

12. On this basis, the 20 largest LAC countries were tentatively classified by their respective stage within the transition process to nationally supported and sustainable SFPs. These preliminary classifications will be refined during the course of the project.
  - Stage 1: Haiti.
  - Stage 2: Nicaragua.
  - Stage 3: Bolivia, Guatemala, Honduras.
  - Stage 4: Colombia, Dominican Republic, Ecuador, El Salvador, Jamaica and Trinidad Tobago.
  - Stage 5: Argentina, Brazil, Chile, Costa Rica, Cuba, México, Panama, Peru, and Venezuela.
13. LAC countries in stage 5 are valuable sources for sharing and exchanging good practices, successful experiences, technical assistance and lessons learned, through South-South and triangular cooperation.
14. The SFPs in countries in stage 4 can achieve sustainability through increased institutional capacity with WFP support. WFP assistance to Dominican Republic, Ecuador, El Salvador and Jamaica already enabled a hand-over to the respective governments.
15. Haiti will need substantial financial support, particularly after the 2010 earthquake, but will also benefit from assistance with programme design, institutional capacity development and local procurement. Nicaragua still relies heavily on external financial support but capacity development will accelerate the achievement of a sustainable SFP. Guatemala has taken over the SFP and Honduras is in the final stages of doing the same.

<sup>10</sup> *Rethinking School Feeding*. Donald Bundy, Carmen Burbano, Margaret Grosh, Aulo Gelli, Matthew Jukes, and Lesley Drake. World Bank, 2009

Both countries are engaged in strengthening their institutional capacities and will benefit from the regional initiative in this respect.

### **School Feeding's Role as Social Safety Net to Respond to the Global financial Crisis**

16. The global financial crisis is affecting the region through various channels. The region's GDP growth is estimated to have fallen to 2.1 percent in 2009 before recovering to an expected 4 percent in 2010.<sup>11</sup> Since families in the lowest income quintile spend 40 to 60 percent of their budgets to buy food,<sup>12</sup> the reduction of their incomes and/or rise of food prices cause a deterioration in their food purchasing power and trigger negative coping mechanisms such as taking children out of school, putting children to work, and diminishing nutritional intake - micronutrients in particular.
17. In this context, SFPs emerge as a powerful component of social protection systems<sup>13</sup> offering wide benefits to school children and the community in terms of education, health, nutrition, and income transfers to families. SFPs are also a useful platform through which valuable complementary interventions are implemented, such as de-worming, school gardens and sanitation. SFPs can also promote local economies through direct procurement of food from small-scale farmers.
18. These benefits were acknowledged in a recent World Bank and WFP publication which stated that "... *the global food, fuel and financial crisis and the refocusing of governments efforts on school feeding that has followed, provide an important new opportunity to help children today and to revisit national policies and planning for long term sustainability tomorrow*".<sup>14</sup> They were also mentioned in a high-level strategic meeting convened by WFP in July 2009 during which school feeding was highlighted as an effective safety net, a sound investment, and a catalyst for economic development. Recognition of the inherent benefits of such programmes contributed to recent government efforts to use and improve SFPs as part of their social response to the global crisis. In 2008, many SFPs were scaled up to respond to high food prices and 17 WFP-supported SFPs worldwide were expanded, including those in Haiti and Nicaragua.

### **The Second International School Feeding Seminar in 2009**

19. With support from the Brazilian Trust Fund (BTF), WFP profiled existing SFPs, identified preliminary capacity gaps and supported country-level capacity development activities, such as the drafting of a school feeding law in Nicaragua. The project will expand and refine this information.
20. WFP also used BTF resources to establish a High Level Technical Working Group (HLTWG) on school feeding at the end of 2009, with the participation of various leaders of national SFPs.<sup>15</sup> This group will be a key partner and stakeholder in the project.

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<sup>11</sup>ECLAC (2009), La actual crisis financiera internacional y sus efectos en América Latina y el Caribe (LC/L.2999), Santiago, Chile.

<sup>12</sup>ECLAC. Household income survey, 2009.

<sup>13</sup>Social Protection is understood as social programmes, conditional transfers and social insurance. Ugo Gentilini, Stephen Were Omamo, Unveiling Social Safety Nets, WFP. November 2009.

<sup>14</sup>Rethinking School Feeding. Donald Bundy, Carmen Burbano, Margaret Grosh, Aulo Gelli, Matthew Jukes, and Lesley Drake. World Bank, 2009.

<sup>15</sup> Argentina, Brazil, Bolivia, Chile, Costa Rica, Colombia, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Mexico, Nicaragua, Paraguay, Panama, Peru, and Venezuela.

21. HLTWG members were invited to participate in the Second Regional School Feeding Seminar in Chile in 2009. SFP leaders analyzed the role of SFPs and recognized the need to strengthen national capacities to improve the quality and sustainability of SFPs. They requested WFP to lead a regional initiative in partnership with the Brazilian Association for School Feeding (ABRAE), the Latin American School Feeding network (LA-RAE) and the regional knowledge management system, *Nutrinet.org*.
22. The main capacity development needs identified were: i) monitoring and evaluation (M&E); ii) local procurement; iii) strengthening anti-hunger policies and legislation; iv) establishing stable food supplies; v) food management; and vi) increasing programmatic coverage.<sup>16</sup> All these needs are related to the EQS, illustrating their relevance as a guide to develop long-term national capacities.
23. SFP leaders also identified important strengths that will help provide technical assistance to improve the sustainability and quality of national SFPs, including social participation, universal coverage, strong anti-hunger policies and legislative capacities, sustainable budgets and robust programme design.<sup>17</sup>
24. The Seminar final declaration proposed:<sup>18</sup>
  - To develop a regional initiative that unites forces to generate agreements and collaborative mechanisms through which government institutions, international agencies, civil society, non-governmental organizations (NGOs), universities and the private sector in LAC can exchange experiences and provide technical collaboration in strengthening SFPs, to ensure they play an effective role in protecting vulnerable families.
  - To develop South-South collaboration that systematizes the exchange of best practices and lessons learned, encompassing not only the LAC region but also in support of other development experiences in countries affected by crisis, in particular in Africa.
  - To request WFP, ABRAE, LA-RAE and *Nutrinet.org* Foundation to lead and coordinate the above initiative, together with the various organizations that participated in the Second Regional School Nutrition Seminar, as well as other relevant stakeholders.

## Conclusions

25. WFP has a strategic opportunity to advance its new approach to Sustainable School Feeding in the region by using the Eight Quality Standards (see paragraph 46) as entry points to help governments develop long-term capacities to improve their SFPs, in response to the lingering effects of the global economic and financial crisis and to address the long-term challenge of protecting school children living in poverty and food insecurity.
26. WFP will use its technical experience and brokering power to promote a regional process that involves LAC countries in support of sustainable SFPs through systematic and tailored knowledge sharing, technical assistance, training, and South-South cooperation.

<sup>16</sup> Workshop plenary, II Regional Seminar on SF, Santiago de Chile, November 2009.

<sup>17</sup> Ibid

<sup>18</sup> II Regional School Feeding Programme Seminar, Santiago de Chile, 24-25 November, 2009. Final Declaration, <http://www.nutrinet.org/servicios/eventos/eventos>, page 3.

## **PART II – PAST COOPERATION AND LESSONS LEARNED**

### **WFP Support to School Feeding in the Region**

27. WFP assisted more than 20 LAC countries with SFPs since 1964 and has a wealth of knowledge and a pool of good practices derived from its extensive experience in project design, food procurement, logistics, M&E, and quality control of SFPs in the region. Many countries have successfully taken over SFPs initiated by WFP, such as Brazil and Chile which now lead and administer the strongest and most sustainable SFPs in the region.
28. WFP has progressively handed over SFPs to several host governments over the last few years. However, it continues to play an important implementing role in the region, providing school feeding to some 1.3 million primary school children in Bolivia, Colombia, Guatemala,<sup>19</sup> Haiti, Honduras and Nicaragua in 2009.

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<sup>19</sup> WFP handed-over the SFP to the Government of Guatemala in 2010.

**Table 3: WFP-assisted school feeding programmes in LAC, 2003-2009  
(number of beneficiaries)**

Country	2003	2004	2005	2006	2007	2008	2009
Bolivia	202,478	102,808	101,600	105,650	164,157	148,478	107,502
Colombia	79,599	136,080	295,942	120,713	175,273	182,538	104,725
Cuba	383,506	467,017	412,787	375,067	392,003	353,632	
Dominican Republic	95,694	78,936	49,186				
Ecuador	114,054	142,443					
El Salvador	158,615	166,898	128,440	100,800	93,969		
Guatemala	54,458	75,706	75,701	70,692	142,985	162,524	78,602
Haiti	220,610	139,522	293,390	292,418	307,808	320,562	553,021
Honduras	753,604	950,774	364,690	373,180	181,297	104,176	149,800
Nicaragua	375,687	411,247	601,531	394,886	287,864	310,092	355,257
Peru	137,416	205,437	4,243	4,126	2,107		
<b>Total</b>	<b>2,575,721</b>	<b>2,876,868</b>	<b>2,327,510</b>	<b>1,837,532</b>	<b>1,747,463</b>	<b>1,582,002</b>	<b>1,348,907</b>

*Source: WFP actual beneficiaries from 2003-2009*

### **WFP Support to National School Feeding Programmes' Transition**

29. WFP's role has shifted from implementing donor-funded food-based SFPs to providing assistance through capacity development, sometimes including administration and implementation on behalf of governments during their transition towards sustainable SFPs. Knowledge and skills have been shared with national counterparts and partners in the Dominican Republic, El Salvador, Ecuador, Guatemala and Peru to support SFPs after the hand-over process. WFP has transferred its school feeding activities in Cuba and is in the final hand-over stage in Honduras.
30. After WFP handed over the SFP in Ecuador, the Government established a multi-year cooperation agreement under which WFP continued implementing school feeding activities on its behalf. The Government relied on WFP's strong capacities in procurement, food distribution, and M&E to ensure efficiency and effectiveness during the first years of national ownership of the SFP. This process ended successfully in 2009, when the Government assumed full responsibility for its SFP, with WFP continuing its technical assistance.

31. In Honduras, the Government established a similar multi-year school feeding cooperation agreement with WFP, with 1,100,000 children benefiting in 2008. Currently, SFP is available throughout the country with only a small region still covered by WFP.
32. The Government of El Salvador took full ownership of the SFP in 2008 after 24 years of WFP assistance.<sup>20</sup> As in Ecuador and Honduras, WFP is providing technical services to the Government, including assistance to decentralize the operations and to procure food from small farmers' organizations.
33. WFP hand-over to host governments includes successful inter-agency and multi-sectoral partnerships. In Nicaragua, the SFP is jointly implemented by the Ministry of Education and the Integrated School Nutrition Programme. In Colombia, the SFP is run by the Colombian Family Welfare Institute of the Ministry of Social Protection. The Honduras Healthy Schools programme includes a multi-sectoral approach to provide health services to school children.
34. This regional development project will continue to actively integrate traditional partners as well as ministries of social development, planning, and community development. Traditional partners from other agencies include the United Nations Children's Fund (UNICEF) in the coordination of the Essential Package interventions and the Food and Agriculture Organization of the United Nations (FAO) for school gardens. WFP's partnership with FAO is particularly important for Purchase for Progress (P4P) projects and local procurement.<sup>21</sup> Another key partner will be LA-RAE, a non-profit regional foundation established in 2004 in Chile with support from WFP, the Government of Chile, as well as the United States School Nutrition Association to raise awareness and promote political support to SFPs.

### **WFP Experience in Capacity Development**

35. WFP has also a proven experience at country and regional level to support government ownership, develop capacities and knowledge management. WFP has supported national capacities to address key symptoms of hunger in the region, including chronic undernutrition and micronutrient deficiencies, through two regional projects initiated in 2005. Key achievements include wide political awareness and support, agreements with regional and sub regional entities such as the Organization of American States (OAS), System for Central American Integration (SICA), Community of Andean Nations (CAN), the Inter-American Institute for Agricultural Cooperation (IICA) and the Economic Commission for Latin America and the Caribbean (ECLAC), studies, technical tools and methodologies. These entities, political support and outputs provide a solid base for this project.
36. Among the tools developed, the web-based regional knowledge-management system, *Nutrinet.org* ([www.nutrinet.org](http://www.nutrinet.org)), was created with WFP assistance to promote knowledge sharing in areas related to hunger and to stimulate civil society participation in hunger networks through the exchange of technical information. It is now managed by a foundation which operates and updates the system. The project will use the *Nutrinet.org* platform to support knowledge management on SFPs.

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<sup>20</sup> Learning from Experience. Good Practices from 45 years of school Feeding, WFP 2009

<sup>21</sup> Food and nutritional security: the human right to Food. Regional conference for Latin America and the Caribbean (LARC). 31st Session. Panama City, Panama, 26-30 April 2010.

37. *Nutrinet.org* has more than 100,000 visits per month. Current users include professionals and decision makers involved in nutrition programmes from governments, academia, NGOs, and the private sector. Expected *Nutrinet.org* users during the project and beyond include HLTWG members, national counterparts, officials from relevant ministries and institutions and members of regional groups such as SICA, CAN and OAS.

### **Current School Feeding Programme Capacity Development activities**

38. Brazil's extensive experience in transitioning from a school feeding recipient country to a self-sustained national programme, combined with WFP expertise, provides an opportunity for cooperation and knowledge transfer to other countries in the region. The Government established the Brazilian Trust Fund (BTF) in 2008 to strengthen target country institutions for the implementation of sustainable SFPs through triangular cooperation and technical assistance.
39. BTF already enabled WFP to share knowledge on SFPs, profile the programmes and identify capacity gaps and stakeholders, as well as co-organize with LA-RAE the aforementioned Second Regional Conference on School Feeding in Chile.

## **PART III – PROJECT STRATEGY**

### **Overall Objective and Outcome**

40. In line with WFP Strategic Plan (2008-2013) and School Feeding Policy,<sup>22</sup> the goal of the project is to support and strengthen government capacities to design and implement good quality and sustainable SFPs in the 12 LAC countries with WFP presence. It is consistent with WFP Strategic Objective 5 and indirectly contributing to Strategic Objective 4 by improving SFP quality and sustainability. It will also support governments' efforts to achieve the Millennium Development Goals (MDGs) 1 (Eradicate Extreme Poverty and Hunger), 2 (Achieve Universal Primary Education) and 3 (Promote Gender Equality and Empower Women) help them to use national resources to fund and manage their SFP as a social safety net.
41. The project outcome will be an increased quality and sustainability of national school feeding programmes in the 12 LAC countries with WFP presence.

### **Overall Strategy Implementation**

42. The project will base its activities on the identified capacity gaps and will work in close collaboration with identified stakeholders and partners to avoid duplication of activities. The institutions in charge of designing and implementing national SFPs will be the main project target group as well as the main drivers of the project.
43. To facilitate stakeholders' participation, the project will work with the HLTWG on school feeding. The Group gathers directors/leaders of national SFPs of the 18 largest LAC countries, in particular Brazil, Chile and Mexico. HLTWG members are familiar with the

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<sup>22</sup> WFP School Feeding Policy, WFP/EB.2/2009/4-A, 2009.

strengths and weaknesses of their SFPs and thus well placed to assess quality gaps, facilitate and share best practices, and strengthen South-South cooperation in different quality areas.

44. The project will also involve as much as possible the regional entities mentioned before, various sectors including education, health agriculture and social assistance, and agencies such as UNICEF, FAO, the Pan-American Health Organization (PAHO) and United Nations Development Programme (UNDP).
45. Five main activities will be implemented:
  - A Regional Stakeholder workshop to validate and adapt quality standards for the region.
  - National Stakeholder workshops to analyze quality gaps and national plans to improve quality and sustainability of SFPs in the target countries.
  - Updating of school feeding profiles and production of SF toolkit to strengthen the regional knowledge base of successful SFP experiences. The toolkit will include best practices, lessons learned from previous quality achievements, scientific knowledge, cost analysis, different SF models, tools and guidelines.
  - Implementation of 12 national plans to address and bridge capacity gaps in accordance with relevant WFP Eight Quality standards (EQS).
  - Final evaluation workshop to measure progress against the quality standards and to define next steps in each country.
46. During the Regional Stakeholder workshop, members of the HLTWG, WFP staff from the 12 countries and the Regional Bureau will validate and adapt the EQS to the region,<sup>23</sup> including the following:
  - Strategy for sustainability.
  - National policy frameworks.
  - Stable funding and budgeting.
  - Needs-based, cost-effective quality programme design;
  - Strong institutional arrangement for implementation, monitoring and accountability.
  - Strategy for local production and sourcing.
  - Strong partnership and inter-sector coordination.
  - Community participation and ownership.
47. National workshops will follow in target countries, attended by central and local government counterparts and relevant stakeholders including other United Nations agencies. They will systematically assess the quality and sustainability of SFPs against the adopted quality standards, with particular attention to nutrition, a rights-based approach and M&E systems. A scoring system will be used based on the quality assessment tool produced by WFP.
48. Additionally, each country<sup>24</sup> will develop comprehensive profiles of their SFPs. In countries with WFP presence, a national consultant will update existing SFP profiles using WFP Transition Strategy for Sustainable School Feeding and costing tools. SFP profiles will describe the existing policy and legal framework, SFP objectives, coverage,

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<sup>23</sup> See Annex 3 for details.

<sup>24</sup> The 12 countries with WFP presence plus Argentina, Brazil, Chile, Costa Rica, Mexico and Venezuela.



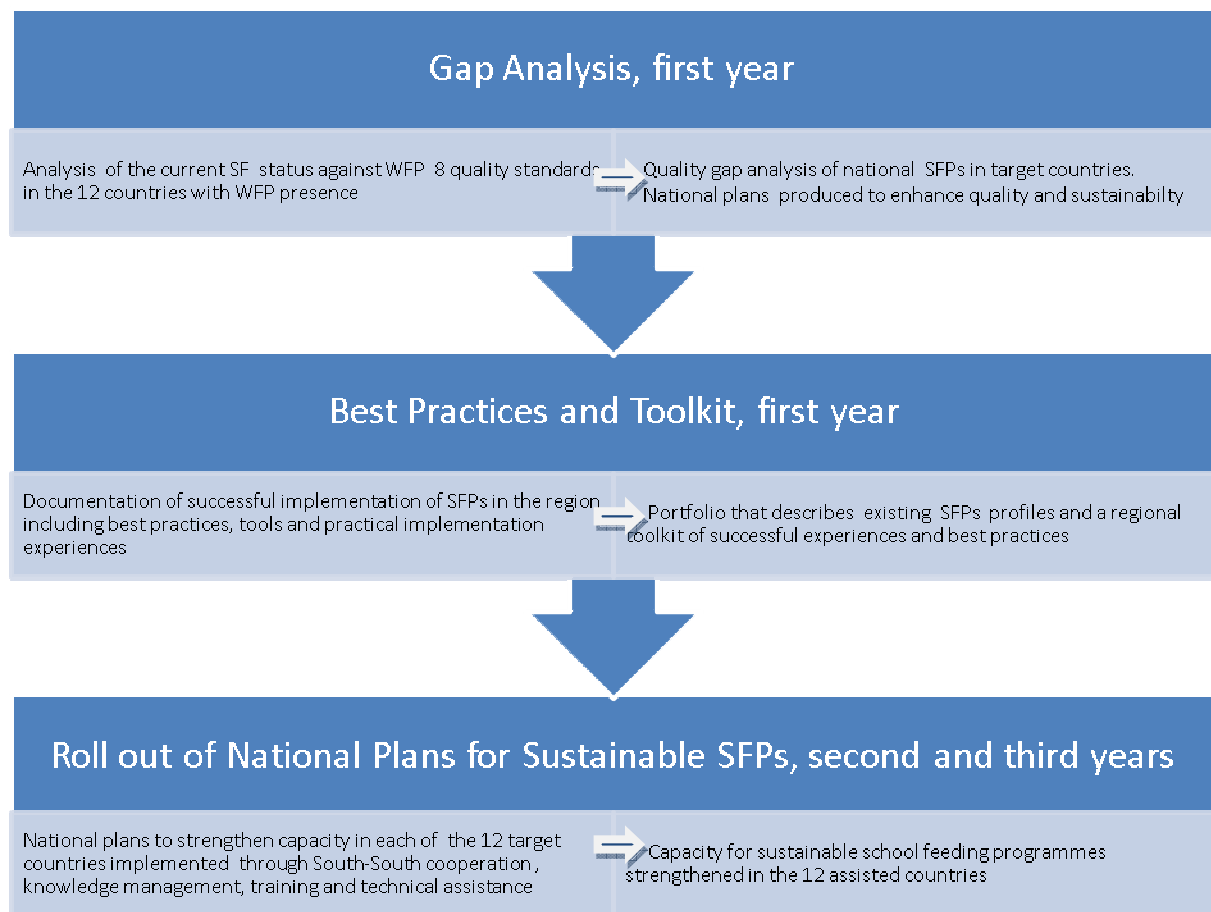
programme design, type of rations, procurement approaches including sourcing from small-scale farmers, costs, complementary interventions, community participation, and M&E systems. They will also identify the comparative advantages of a given country to offer technical assistance to SFPs elsewhere, including the main strengths, good practices, tools, successful experiences and lessons learned.

49. Based on identified quality gaps, WFP will assist the leading national school feeding institution from each of the 12 target countries to produce a comprehensive and strategic national plan for a more sustainable SFP<sup>25</sup> that addresses and bridges quality gaps. National plans will be implemented by the leading government sector, usually education, along with other sectors and United Nations agencies and with the support of WFP at country and regional level, HLTWG, LA-RAE, ABRAE and the *Nutrinet.org* Foundation.
50. The WFP regional bureau will also offer direct technical assistance to governments, promote the use of the different WFP tools and facilitate South-South cooperation, knowledge sharing, partnership, external technical assistance and training. Technical assistance will include a trained national consultant in each target country during years two and three of the project, as well as high level assistance from a senior consultant who will be available in each country for up to one month.
68. South-South cooperation will comprise some 24 joint site visits/missions for 1-2 weeks each undertaken by government officials and WFP staff during years two and three. Additional strategic alliances will be promoted through South-South collaboration led by specialists and professionals from Brazil, Chile and Mexico and by mobilizing WFP staff across countries.
70. The project will further support national plans by assisting countries with internal publications, training sessions and knowledge-management activities using the *Nutrinet.org* platform and the development of national/regional communities of practitioners, distance learning and knowledge sharing.
71. A national workshop for final evaluation will be organized in each target country. This evaluation will measure progress in using the adopted quality standards, compile lessons learned during the implementation of national plans and benefits achieved, explore next steps for sustainable South-South cooperation mechanisms and take stock of the experience and partnerships developed during the project.

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<sup>25</sup> Depending on information available, national plans may take up to 6 months to be produced.

**Diagram 2: Summary of the Overall Strategy Implementation Flow**



## Beneficiaries and Benefits

72. The project will directly benefit the core national teams (school feeding practitioners and relevant institutions) who implement SFPs in the 12 countries where WFP is present. These teams will benefit from increased individual and institutional capacity to implement sustainable and effective SFPs in line with WFP EQS and thus improve:
  - a. Their policy, legal and regulatory frameworks;
  - b. Ration design;
  - c. Targeting;
  - d. Procurement arrangements and local sourcing;
  - e. Logistics;
  - f. Monitoring and Evaluation; and
  - g. Community participation and right to food approach.
73. Better quality and sustainable SFPs will indirectly benefit students in the target countries (more than 20 million), in particular those vulnerable to food and nutrition insecurity.
74. School feeding programmes will be targeted based on the existing quality gaps identified during the national workshops. Each country will then prioritize and address these gaps in their national plans.

75. Small-scale farmers' income and livelihoods will also improve through increased market access to supply food to SFPs. The project will coordinate activities with ongoing P4P activities in Central America and local procurement efforts elsewhere.

#### **PART IV – MANAGEMENT, MONITORING AND EVALUATION**

76. The project will be managed by WFP Regional Bureau in close coordination with WFP country offices. A project support/management unit will ensure the provision of efficient and timely technical and administrative assistance. The regional bureau is well placed to facilitate South-South cooperation and technical assistance between country offices and coordination with countries where WFP is absent. The capacity of each country office will be strengthened by a consultant to support the implementation of the SFP national plans.

##### **Monitoring and Evaluation**

77. The National Stakeholder workshops will assess the existing quality and capacity gaps and will score the SFPs against the adopted quality standards. National plans developed on this basis will include process and output indicators that will be monitored regularly. The regional bureau will support country offices to use the WFP Transition Strategy template to monitor milestones and country-specific activities. At the end of the project, outcomes will be measured by re-assessing the relevant quality and capacity gaps and comparing the achieved quality scores against the baselines.

## ANNEX IA: WFP PROJECT COST BREAKDOWN

PROJECT COST BREAKDOWN			
Food <sup>26</sup>	Quantity (mt)	Value (US\$)	Value (US\$)
Cereals	0	0	
Pulses	0	0	
Oil and fats	0	0	
Mixed and blended food	0	0	
Others	0	0	
Total food	0	0	
Cash transfers		0	
Voucher transfers		0	
Subtotal food and transfers			0
External transport			0
Landside transport, storage and handling			0
Other direct operational costs			2,184,960
Direct support costs <sup>27</sup> (see Annex I-B details)			1,487,610
Total direct project costs			3,672,570
Indirect support costs (7%) <sup>28</sup>			257,080
<b>TOTAL WFP COSTS</b>			<b>3,929,650</b>
<b>Estimated Government Contribution</b>			<b>500,000</b>

<sup>26</sup> This is a notional food basket for budgeting and approval. The contents may vary.

<sup>27</sup> Indicative figure for information purposes. The direct support costs allotment is reviewed annually.

<sup>28</sup> The indirect support cost rate may be amended by the Board during the project.

## ANNEX IB: DIRECT SUPPORT COSTS BREAKDOWN

Description	2011	2012	2013	TOTAL DSC
<b>Staff and Staff Related Costs</b>				
International Professional Staff (P1 to D2)	\$382,140	\$382,140	\$254,820	<b>\$1,019,100</b>
Local Staff- General Service	\$28,180	\$28,140	\$28,140	<b>\$84,420</b>
Local Consultants	\$72,000	\$0	\$0	<b>\$72,000</b>
Commercial Consultancy Services	\$18,480	\$46,560	\$46,560	<b>\$111,600</b>
Travel	\$20,200	\$13,120	\$9,920	<b>\$43,240</b>
<b>Sub-total Staff and Staff Related Costs</b>	<b>\$520,960</b>	<b>\$469,960</b>	<b>\$339,440</b>	<b>\$1,330,360</b>
<b>Recurring Expenses</b>				
Utilities General	\$15,000	\$15,000	\$15,000	<b>\$45,000</b>
Office Supplies & Other Consumables	\$11,250	\$11,250	\$11,250	<b>\$33,750</b>
Communications & IT Services	\$15,000	\$15,000	\$15,000	<b>\$45,000</b>
Equipment Repair and Maintenance	\$9,250	\$9,250	\$3,000	<b>\$21,500</b>
Office Set-up and Repairs	\$4,000	\$4,000	\$4,000	<b>\$12,000</b>
<b>Sub-total Recurring Expenses</b>	<b>\$54,500</b>	<b>\$54,500</b>	<b>\$48,250</b>	<b>\$157,250</b>
<b>DSC Total</b>	<b>\$575,460</b>	<b>\$524,460</b>	<b>\$387,690</b>	<b>\$1,487,610</b>

## ANNEX IC: OTHER DIRECT OPERATIONAL COSTS BREAKDOWN

Description	2011	2012	2013	TOTAL ODOC
<b>Staff and Staff Related Costs</b>				
International Counterpart Consultants		\$48,000		\$48,000
Local Consultants		\$264,000	\$264,000	\$528,000
Commercial Consultancy Services	\$60,000		\$60,000	\$120,000
Travel	\$144,960	\$148,800	\$115,200	\$408,960
<b>Sub-total Staff and Staff Related Costs</b>	<b>\$204,960</b>	<b>\$460,800</b>	<b>\$439,200</b>	<b>\$1,104,960</b>
<b>Equipment &amp; Capital Costs (Including Vehicles)</b>				
Distribution Facilities and Project Materials		\$600,000	\$480,000	\$1,080,000
<b>Sub-total Equipment &amp; Capital Costs</b>		<b>\$600,000</b>	<b>\$480,000</b>	<b>\$1,080,000</b>
<b>Transport Related Costs</b>				
<b>Total Other Direct Operational Costs</b>	<b>\$204,960</b>	<b>\$1,060,800</b>	<b>\$919,200</b>	<b>\$2,184,960</b>



## Annex II: Logical Framework - School Feeding Capacity Development Project for Latin America and the Caribbean Region Dev. Project 200141

Results-Chain (Logic Model)	Performance Indicators	Risks, Assumptions
<b>Development Project</b>		
<b>Overall Objective:</b> To support and strengthen government capacities to design and implement quality and sustainable school feeding programmes in countries with WFP presence in the Latin America and the Caribbean region.		
<b>Outcome 1.1</b> Increased number of quality dimensions (*) in national SFPs that are aligned with WFP “Eight Quality Standards”.  (*) Quality dimension is the actual characteristic of a given SFP that can be scored against a specific Quality Standard.	1.1 Percent change in number of <b>quality dimensions</b> of national SFP in target countries that demonstrate >74 percent alignment with each of the eight WFP Quality Standards (using a scoring system for each standard).	<i>Conditions Required:</i> Strengthened capacity, achieved through the implementation of the national plans is sufficient to increase alignment with the quality standards.  <i>Risks:</i> Monetary resources unavailable to improve quality.
	1.2 Percent change in number of <b>national SFP</b> in target countries that shows >74 percent alignment with the overall WFP Quality Standards (using an overall score).	
<b>Output 1.1</b> Quality gaps of target national SFPs identified and scored against WFP “Eight Quality Standards”.	1.1 Number of countries that have completed systematized gap identification and analysis.	<i>Conditions required:</i> Information for gaps identification and analysis is available.



<p><b>Output 1.2:</b> National plans for improving quality and sustainability of SFPs, aligned with relevant quality standards, implemented.</p>	<p>1.2 Number of countries with national 2-year plans for improving SFP quality implemented.</p>	<p><i>Risks</i> Government officials turnover hampers ownership and implementation process.</p> <p>Behavioural changes to improve quality requires longer timeframe that project span.</p> <p>Implementation, in particular at the sub-national level, requires longer timeframe that project duration.</p>
<p><b>Output 1.3</b> National governments supported in the achievement of the quality standards through South-South/triangular cooperation and technical assistance.</p>	<p>1.3.1 Number of South-South/triangular cooperation activities.</p> <p>1.3.2 Number of technical assistance missions.</p>	<p><i>Risks</i> Funds mobilized are not sufficient to support all planned activities.</p>
<p><b>Output 1.4</b> Regional knowledge base on national SFPs, enhanced.</p>	<p>1.4.1 Number of national SFPs with an updated profile, available in Nutrinet.org (SFP profiles include policy/legal framework, objectives, coverage, programme design, costs, M&amp;E system, complementary interventions, community participation, local procurement mechanisms, strengths, tools, and good practices).</p> <p>1.4.2 Number of tools (guidelines, best practices etc.) identified in the regional toolkit produced.</p>	<p><i>Risks</i> Information for SFP profiles or for the regional toolkit is not easily available or transferable (too context dependant).</p>

<b>Output 1.5</b> Individual capacity of professionals related to national SFPs, supported.	1.5.1 Number of national professionals trained per year.  1.5.2 Number of training sessions per country per year	<i>Risks</i> Funds mobilized are not sufficient to support sufficient training activities.
<b>Outcome 2.1</b> Broader national policy frameworks incorporate hunger solutions (School Feeding Programmes).	2.1.1 Percent increase in government funding for hunger solution tools (School Feeding Programmes) in national plans of action.	Funds cannot be mobilized due to reasons beyond the control of the involved stakeholders.
<b>Output 2.1</b> Capacity and awareness developed through WFP-organized actions/training.	2.1 Number of people trained in: needs assessment, targeting, food management in terms of quantity and quality, market analysis, information management, local tendering processes, disaggregated by gender and category (WFP, national government and partner staff).	High rotation of personnel precludes impact of training efforts.

### ANNEX III- WFP Eight Quality Standards and indicators

8QS	Indicators
<b>1. Strategies for sustainability</b>	<b>1.0:</b> There is a transition strategy in place which includes milestones, timing targets, and benchmarks for achievement
<b>2. National policy frameworks</b>	<b>2.1:</b> The national-level poverty reduction strategy identifies school feeding as an education/social protection intervention <b>2.2:</b> The sector policies and strategies identify school feeding as an education/nutrition social protection intervention (education sector plan, nutrition policy, social protection policy) <b>2.3:</b> There is a specific policy related to school feeding or part of school health and nutrition, which specifies the objectives, rationale, scope, design and funding of the programme
<b>3. Stable funding and budgeting</b>	<b>3.1:</b> There is a budget line for school feeding and national funds from the Government in addition to those school feeding budgets and funds provided on an extra-budgetary basis by WFP or NGOs <b>3.2:</b> Donor funding, whether through the Government, WFP, NGO or others, is stable and multi-year, where possible, to ensure that the needs of school feeding programmes are covered without pipeline breaks <b>3.3:</b> The district-, regional- and national-level structures include school feeding in their annual budgets and plans
<b>4. Need-based, cost-effective quality programme design</b>	<b>4.1:</b> The programme has appropriate objectives and rationale corresponding to the context and the policy framework <b>4.2:</b> The programme is needs-based and identifies appropriate target groups and targeting criteria corresponding to the objectives of the programme and the context <b>4.3:</b> The programme has appropriate school feeding models, food modalities and food basket, including micronutrient fortification, de-worming, corresponding to the context, the objectives, local habits and tastes, availability of local food, costs and nutritional content
<b>5. Strong institutional arrangement for implementation, monitoring and accountability</b>	<b>5.1:</b> There is a national institution mandated with implementing and accountability for school feeding programmes <b>5.2:</b> There is a specific unit in charge of the overall management of school feeding within the lead

	<p>institution at the central level and that unit has sufficient staff, resources and knowledge</p> <p><b>5.3:</b> There is adequate staff and resources for management and implementation at the regional level</p> <p><b>5.4:</b> There is adequate staff and resources for management and implementation at the district level</p> <p><b>5.5:</b> There is adequate staff, resources and infrastructure for implementation at school level</p> <p><b>5.6:</b> There is a functioning and resourced monitoring and evaluation system in place that forms part of the structures of the lead institution and is used for the implementation and feedback</p> <p><b>5.7:</b> Procurement and logistics arrangements take into account the costs, capacities of implementing parties, local procurement production capacity in the country, quality of food, and stability of food supply.</p>
<b>6. Strategy for local food production and sourcing</b>	<p><b>6.1:</b> A feasibility study on connecting small scale farmers to markets is in place</p> <p><b>6.2:</b> Procurement and logistics arrangements are based on an analysis of demand and supply and based on procuring as locally as possible as often as possible, with a strategy in place to link in small farmers on an incremental basis.</p> <p><b>6.3:</b> Arrangements are in place to ensure quality and safety of food</p> <p><b>6.4:</b> Stability of food supply is taken into account and contingency arrangements are in place in case of pipeline shortfalls</p>
<b>7. Strong partnership and inter sector coordination</b>	<p><b>7.1:</b> School feeding is linked to other school health, nutrition and social protection activities or programmes</p> <p><b>7.2:</b> There is an inter-sector coordination mechanism for school feeding in place, which is operational and involves all stakeholders of the institution</p> <p><b>7.3:</b> The programme is designed and implemented in partnership with all relevant sectors, international agencies, NGOs, the private sector and local business representatives</p>
<b>8. Community participation and ownership</b>	<p><b>8.1:</b> The community has participated in the design of the programme</p> <p><b>8.2:</b> The community participates in the implementation of the programme</p> <p><b>8.3:</b> The community contributes resources (to the extent possible) to the programme</p>

## Annex IV Map



The boundaries, names and designations used in this map, does not implicate the acceptance from the United Nations.

## **ANNEX V - List of acronyms**

ABRAE	Brazilian Association for School Feeding
BTF	Brazilian Trust Fund
CAN	Comunidad Andina de Naciones (Community of Andean Nations)
CO	Country Office
ECLAC	Economic Commission for Latin America and the Caribbean
EFA	Education For All
EQS	The Eight Quality Standards for sustainable School Feeding Programmes, promoted by WFP
GDP	Gross Domestic Product
HLTWG	High Level Technical Working Group on School Feeding
IICA	Instituto Interamericano de Cooperación para la Agricultura (Interamerican Institute for Agricultural Cooperation)
LA-RAE	Latino América, Red de Alimentación Escolar (Latin American School Feeding Network)
LAC	Latin America and Caribbean
M & E	Monitoring and Evaluation
MDG	Millennium Development Goal
OAS	Organization of American States
PNAE	Programa Nacional de Alimentación Escolar (National School Feeding Programme, Brazil)
SFP	School Feeding Programme
SICA	Sistema de la Integración Centroamericana (System for Central American Integration)
SNA	School Nutrition Association, USA
WFP	World Food Programme