



SCHOOL FEEDING

AND POSSIBILITIES FOR DIRECT PURCHASES FROM FAMILY FARMING

CASE STUDIES FROM EIGHT COUNTRIES



Food and Agriculture Organization
of the United Nations

GOVERNO FEDERAL
BRASIL
PAÍS RICO É PAÍS SEM POBREZA

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FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS
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of the United Nations



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This document has been made possible by the contribution of the partners and institutions involved with school feeding and agriculture at different levels in the countries included in the study. Similarly, contributions from the school community and family farmers were fundamental.

Acronyms and Abbreviations

ABC	Brazilian Agency for Technical Cooperation, Ministry of Foreign Affairs
BANADESA	National Bank for Agricultural Development
BNF	National Development Bank
BPA	Food Production Bonus / Zero Hunger Nicaragua
BSP	Solidarity Production Bonus Programme
CAH	Agricultural Empowerment Credit
CBAE	Basic food basket for school feeding
COCODE	Community Development Council
CRIAR	Creating Rural Food Initiatives Programme
CONAGAN	National Cattle Commission of Nicaragua
CONASAN	National Food and Nutrition Security Council
CSB	Corn Soy Blend
CSF	Complementary School Feeding
DANE	National Administrative Department of Statistics
DEAG	Directorate of Agricultural Extension
DGP	General Budget Directorate, Ministry of Finance
ECLAC	Economic Commission for Latin America and the Caribbean
DIGEFOCE	General Directorate of Educational Community Strengthening
DRE	Rural Development with Equity Programme
FF	Family Farming
FNE	Food and Nutrition Education
FNDE/MEC	National Fund for Education Development, Ministry of Education
FNINS	Food and Nutrition Insecurity
FNS	Food and Nutrition Security
FNSTU	FNS Technical Unit
FAO	United Nations Food and Agriculture Organization
GDP	Gross Domestic Product
WB	World Bank
HDI	Human Development Index
HRF	Human Right to Food
ICBF	Colombian Institute of Family Welfare
IDB	Inter-American Development Bank
IHDECOP	Honduran Institute of Cooperatives
IHMA	Honduran Institute of Agricultural Marketing
INA	National Agrarian Institute
INCODER	Colombian Institute for Rural Development
INDERT	National Institute of Land and Rural Development
LAC	Latin America and the Caribbean
LACAP	Law of Public Procurement and State Contracting
LEC	Special Credit Line
MADR	Ministry of Agriculture and Rural Development
MAG	Ministry of Agriculture and Livestock
MAGA	Ministry of Agriculture, Livestock and Food
MAG-IFAD	Ministry of Agriculture - International Fund for Agriculture
MAGFOR	Ministry of Agriculture and Forestry
MANA	Plan for Improving Food and Nutrition in Antioquia

MEC	Ministry of Education and Culture
MEN	National Ministry of Education
MEFCCA	Ministry of Household, Community, Cooperative and Associative Economics
MIDIS	Ministry of Development and Social Inclusion
MINED	Ministry of Education
MINEDU	Ministry of Education
MINEDUC	Ministry of Education
MINECO	Ministry of Economy
MINFIN	Ministry of Finance
MHCP	Ministry of Finance and Public Credit
MINSA	Ministry of Health
NB SABS	Basic Rules of the Goods and Services Management System
NGO	Non-Governmental Organization
OAS	Organization of American States
PAEI	Programme for Indigenous Agriculture and Economy
PAFFEC	Family Farming Programme for Strengthening Peasant Economy
PAAP	Productive Partnerships Support Programme
PAN	National Supply Programme for FNS
PAP	Family Farming Programme for Productive Linkages
PAS	Food and Seeds Programme
PASA	Food Security Support Programme
PASE	School Feeding and Health Programme
PES	Healthy Schools Programme
PME	School Snack Programme
PNAE	National School Feeding Programme
PO	Parent Organizations
PPA	Family Farming Food Production Development Programme
PRODUZCAMOS	Production Development Bank
PREMODER	Programme for Reconstruction and Rural Modernization
PRONAA	National Food Assistance Programme
PRONADERS	National Programme for Sustainable Rural Development
PRONAGRO	National Programme for Agricultural Development
PRODEMORO	Development and Rural Modernization Project for the Eastern Area
PVL	Glass of Milk Programme
REESA	Food Security Network Programme
RLC	FAO Regional Office for LAC
SAG	Ministry of Agriculture and Livestock of Honduras
SAT	Tax Authority
SDS	Ministry of Social Development
SENASA	National Agricultural HealthService
SENASAG	National Agricultural Health and Food Safety Service
SENAVE	National Plant and Seed Health and Quality Service
SESAN	Food and Nutrition Security Secretariat
SFC	School Feeding Committees
SFP	School Feeding Programmes
UNDP	United Nations Development Programme
USAID	U.S. Agency for International Development
VISAN/MAGA	Vice Ministry of Food and Nutrition Security of the Ministry of Agriculture, Livestock and Food
VMA	Vice Ministry of Agriculture
WFP	World Food Programme
WHO	World Health Organization
WB	World Bank





PRESENTATION

The document *School feeding and possibilities for direct purchases from family farming in Latin American countries* was developed in the technical cooperation framework between the government of the Federative Republic of Brazil, through the Brazilian Agency for Technical Cooperation of the Ministry of Foreign Affairs (ABC) and the National Fund for the Development of Education of the Ministry of Education, FNDE/MEC, and the FAO Regional Office for LAC (RLC), in order to support the design and implementation of sustainable school feeding programmes (SFPs) in Latin America and the Caribbean (LAC), taking into account the challenges and lessons learned through Brazil's National School Feeding Programme (PNAE for its initials in Portuguese).

Thus, in order to present the current status of school feeding and the possibilities of linking it with local purchases from family farming (FF), national studies were conducted in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru, titled *School feeding and possibilities for direct purchases from family farming*. These were an input for the regional case study presented here.

This document and the national studies that support it were coordinated by Najla Veloso, coordinator of the Project *Strengthening School Feeding Programmes in the Framework of the Hunger Free Latin America and the Caribbean 2025 Initiative - GCP/RLA/180/BRA* and by Flavia Schwartzman, coordinating consultant of regional activities, with significant contributions from Jorge Ulises Gonzalez Briones, regional consultant and technical assistant of the Project GCP/RLA/180/BRA and with the support of Byron Oswaldo González Casiano, assistant consultant.

This document was prepared under the technical supervision of Vera Boerger, Lead Technical Officer of the Project GCP/RLA/180/BRA.

It is important to note that the participation of various actors (FAO technical staff, consultants, focal points, collaborators, etc.) has guaranteed an intersectoral insight into the issue of school feeding in LAC countries, thus allowing a better understanding of the situation to all involved. It has also allowed the search for efficient mechanisms to meet this demand, with the purpose of promoting the human development of children in the region, especially from a physical and intellectual point of view.

The intersectoral approach has also helped strengthen the concept of local purchases from FF as an efficient strategy for reducing hunger, for food and nutrition education, student learning and food and nutrition security (FNS) for the school community, as well as suggesting a local development perspective through the participation of family farmers.

We hope this publication "*School feeding and possibilities for direct purchases from family farming in Latin American countries*" contributes to the articulation of the sectors involved with school feeding, in the search for alternatives for the institutionalization and strengthening of school feeding policies in the countries; equally, it is hoped that in the medium and long term SFPs can contribute to the human right to food (HRF) and to sustainable human development.

1. Introduction

Since its implementation over 50 years ago, Brazil's National School Feeding Programme (PNAE), implemented under the National Fund for Education Development (FNDE for its initials in Portuguese), has been institutionally and legally strengthened. In 2012 it supplied approximately 45 million students of basic education (from nursery to high school and youths and adults) with one or more servings of food per day, in almost 250,000 schools across the country. This learning experience and its challenges give Brazil the possibility to discuss and support other developing countries in their process of implementing and strengthening sustainable SFPs.

FAO, through the Hunger Free LAC 2025 Initiative – HFLACI, has worked in LAC countries, significantly enhancing the strengthening of FNS policies, and considers that SFPs have much to contribute to the improvement of the region's social scenario.

The government of the Federative Republic of Brazil, through FNDE/MEC and FAO-RLC, have united efforts with the aim of supporting the design and implementation of sustainable SFPs in LAC countries. In this regard, it is important to recognize that the countries of Latin America and the Caribbean have given priority to social policies, and it can be observed that in recent years they have begun the long process of moving towards incorporating school feeding into public policies.

In this regard, FAO and the government of Brazil/FNDE, in conjunction with the national governments, are implementing the Project *Strengthening School Feeding Programmes in the Framework of the Hunger Free LAC 2025 Initiative* - GCP/RLA/180/BRA, which currently (2013) operates in eleven countries in the region: Antigua and Barbuda, Bolivia, Colombia, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay, Peru and the Dominican Republic.

This project aims to strengthen and institutionalize SFPs in the participating countries and, in order to achieve this, has organized its actions into three areas:

1. Strengthening and articulation of school feeding policies, with special emphasis on stimulating discussion and reflection and promoting the institutionalization of local school feeding policies, which have been developed with the support and participation of ministers, deputy ministers, state secretaries, civil society, school communities, counsellors and parliamentarians.
2. Development of human capacities and basic conditions for the implementation of local policies, with the main emphasis on training people who are involved with school feeding policies, such as managers, administrators, technicians, nutritionists, teachers, local education coordinators among others. Furthermore, it also supports the improvement of areas used for the preparation, storage and serving of meals to students.
3. Generation and dissemination of knowledge and information through studies and technical publications and training materials on the subject and the consolidation of a network of information and integration.

This study was prepared under the third project area in order to provide conceptual inputs and data regarding the situation of school feeding in the region; thus, this publication is intended to provide a view of the progress and challenges in the field of school feeding which as a consequence of environmental, food, economic and social crises, has gained special relevance in recent decades.

School feeding and possibilities for direct purchases from family farming in Latin America is a FAO contribution towards a better understanding of the subject of school feeding, strengthening the way it is addressed, and enabling the development of sustainable SFPs in the participating countries, considering their situation in relation to:

- a. The existence of school feeding policies, programmes and operational strategies that represent good practices and requests for strengthening them.
- b. The lack of studies and public and private debates in which the SFP scenario and possibilities for direct purchases from FF are analysed.
- c. The need to articulate SFPs with education, health and FNS policies, with a Human Right to Food approach.

2. Methodology

2.1 Methodology used in the national studies

In the national studies in the eight countries, which served as inputs for this report, a standardized analytical methodology was applied to find existing information on the subject matter. This information then was analysed and systematized.

All eight studies were developed through a consultative process with the participation of national consultants hired in each country specifically for this activity, together with focal points, representing the main institutional stakeholders involved in local school feeding policies. Also involved, but to a lesser extent, were school communities, FF producers and departmental and municipal offices of the Ministries of Education and Agriculture, among others.

National surveys were conducted in four phases: preparatory; data collection; systematization, data analysis and report writing; and validation of the report by the focal points.

The preparatory phase took place in Brazil in May 2012. In a specific workshop for this purpose, the methodology, tools and format of the work plan for conducting the national studies were shared with the national consultants.

On this occasion, the national consultants learned about PNAE and experiences of direct purchases from FF in Brazil, through presentations by authorities and visits to schools, school gardens and family farmers who have sold their produce to the PNAE. The work plan was completed by the national consultants in conjunction with the focal points, considering the national situation and the specificities of each country.

In the data collection phase, the national consultants analysed secondary data such as research papers, reports and policies related to school feeding, FF and FNS. In this way, the existing legal frameworks relating to public procurement and possibilities for purchases from FF were identified and described.

During this phase, primary data were also collected. For this, individual and group interviews were conducted with technicians, ministerial advisors, coordinators and directors of the programmes and projects of various public, private and cooperative institutions linked to school feeding, FF and public procurement of food. In addition, field visits were made in order to interview the educational communities of some schools and family farmers, including some that are currently food suppliers for the SFPs operating in their countries.

The data systematization phase consisted of organizing the information obtained from various sources, analysing the main aspects of the local situation. In the validation phase, the government focal points involved with school feeding and FF in the participating countries were asked to review the reports and to suggest any changes needed. Only after receiving the approval of the focal points, were the national data considered ready for publication.

It is important to point out that the national studies are not intended to be representative of all departments, municipalities, educational centres and family farmers within the studied countries, but have been conducted with the aim of presenting an overview of the situation of school feeding and FF in each country, trying to portray the most common situations. Based on this, the research units of the national studies were:

- a) Government agencies that develop programmes involved with school feeding and FF.
- b) Non-governmental organizations (NGOs) and international aid agencies involved in school feeding and FF programmes or projects.
- c) Representatives of family farmer cooperatives or individual family farmers considered as potential school feeding suppliers.
- d) Public education centres.
- e) Parents and students of the educational community.

2.2. Methodology used in the national studies

The preparation of this paper started during the course of the national studies. Each national report has been reviewed in detail by the study's coordination team and the data were analysed and systematized, trying to present the main data for each of the eight countries as uniformly as possible.

This document follows the same format as the national reports. It is not intended to compare countries, nor to evaluate them, but to present them in a similar manner, taking into account the same criteria and variables to give the reader an overall idea of the actual situation of their SFPs and the possibilities for linking them with FF in the short, medium or long term.

2.3. Limitations of the study

Some of the limitations encountered during the implementation of the national studies and the preparation of this document are presented below:

- a) Access to official up-to-date information on education indicators: during the course of the study, several countries only had data for 2010 because the 2011 data were still being processed; in other cases, annual data on attendance and non-attendance do not exist, or are not systematized at central level, precluding their collection.
- b) Access to official up-to-date information on school feeding: in some countries the institutional arrangements are complex, hampering the collection of information at central and at all levels; the non-existence of a central information system, difficulties in setting up interviews with key stakeholders and a lack of official documentation on the background and demand for school feeding at national, departmental and municipal levels were observed.
- c) Access to up-to-date information on the nutritional status of children: the majority of countries have no recent statistical data (2011-2012) on the nutritional status of their under-five population (undernutrition and, especially, overweight and obesity).
- d) Access to information on agriculture and FF in some countries: due to the non-existence of recent agricultural censuses, data on FF producers and their organizations are limited and fragmented, making it difficult to assess the production capacity and supply possibilities of FF.

- e) Changes in government: changes in personnel occurred in some government institutions, hindering or limiting the collection of information.

Importantly, despite applying a standardized methodology and tools for the collection and systematization of information in the countries, due to the nature and specificity of local public policies, obtaining information was quite complex and often the information collected was not homogeneous.

3. Guiding concepts

Based on the experience gained by Brazil and other LAC countries on the issue of school feeding, it is increasingly clear that these programmes represent an important social protection intervention for ensuring FNS and for the progressive realization of the human right to food and quality education. They have therefore been recommended, not only as one of the key components of the response to crises, but also as an inducer of long-term sustainable development.

All countries in the region, in some way, implement school feeding programmes. However, there are several challenges for these programmes to become sustainable, reach universal coverage, provide adequate food with the necessary nutritional quality for different age ranges, ensure the frequency of coverage throughout the school year, have better infrastructure and ensure adequate areas for the preparation and serving of food.

International organizations such as FAO, WFP and others have recognized and potentiated the capacity of SFPs to address food insecurity. Thus, FAO has stressed the importance of the organization and motivation of parents, organized in different community groups, in order to make progress in the issue, articulating them with other activities and programmes carried out in developing countries in favour of strengthening FNS policies. Similarly, the importance of SFPs in promoting local economies through direct purchases from FF is also recognized.

In this sense, FAO and Brazil's Project consider that the school is a very favourable space for the construction and presentation of contemporary life issues, the discussion of alternatives, and for providing possibilities for facing the challenges that social life requires of the individual. However, progressing from supplying food in schools to a sustainable school feeding programme requires sustained efforts, since the dynamics of social life always require improvements in the quality of services offered to the population.

In this regard, some questions should guide the organization of the SFPs in order to attain the desired quality and sustainability of a social policy, for example: Who and how many students eat at school? What do students eat? Is this food suitable and sufficient for their nutritional needs as people undergoing human development? When do they eat? How is the food prepared? Where does the food come from? Who produced it? Are the products students eat suitable to the local culture? How important are these foods to the students' health and learning?

Analysing school feeding with this vision leads to the need to create a programme of great complexity, breadth and social magnitude that potentiates intersectoral opportunities, both within and outside the government, with civil society, with parliamentary fronts and non-governmental institutions, especially in relation to broader issues such as social development, health, agricultural production, the environment and education.

Based on the above, it is possible to make the following conclusions about SFPs:

1. SFPs have gained increased recognition as instruments of social protection and for applying the HRF.
2. SFPs are understood as one of the key components of sustainable human development.
3. They constitute a protection and risk prevention factor in relation to learning limitations and poor school performance, school dropout and the reduction of family budgets, as the SFP can be treated as a transfer of resources to the most vulnerable families; food and nutrition insecurity (FNINS) in situations of financial, political and environmental instability; nutritional deficiencies and chronic non-communicable diseases.
4. The demand created by these programmes represents a great potential for the development of FF and local markets, contributing to local economic development, reducing the cycle of poverty and promoting FNS.
5. It is necessary to promote and develop actions to strengthen the process of institutionalizing school feeding programmes and policies, through appropriate mechanisms for each territorial level: local, regional and national.

Seeking to build references for what might be a quality SFP, in the framework of the Project GCP/RLA/180/BRA, an *Expert Forum on Sustainable School Feeding Programmes in Latin America*, was held between the 11th and 13th of September 2012 in the FAO Regional Office for LAC-RLC in Santiago, Chile, with the firm intention of defining the elements that should be achieved in the short, medium and long term in order to create a programme that in fact addresses students' needs. Forum participants signed a declaration that recognizes the following short, medium and long-term goals, needed for strengthening SFPs in LAC, which should be considered by governments in planning for the sustainability of their SFPs:

1. Broad engagement of all stakeholders involved in the SFPs (government, parliaments, governmental, non-governmental and international agencies, the private sector, the educational community and various society stakeholders).
2. Financial capacity of the government that allows a long-term budget allocation to be made.
3. Clear legal and regulatory frameworks governing the implementation, auditing and social control of the SFPs.
4. Intersectoral and interinstitutional coordination with public policies on education, health, social and economic development and agriculture, among others.
5. Clear principles, guidelines and objectives that are appropriate to the situation and needs of each country.
6. Compliance with clearly defined nutritional and food quality recommendations.
7. Broad respect for culture and diversity.
8. Economic, social and environmental sustainability of the SFPs.
9. Capacity building of the stakeholders involved in school feeding, for the sustainability of the SFPs.
10. Strengthening the school as a healthy and educational space.
11. Promoting education for food and nutrition security and the formation of healthy habits through educational tools such as school gardens, as a platform for engaging the educational community.
12. Adaptation of the food supply to the local culture, special food needs, age groups and nutritional and health needs.
13. Infrastructure and equipment suitable for the preparation and consumption of food.
14. Linkage with local markets, especially with FF.

15. Diagnostic, monitoring and evaluation systems.
16. Participation and social control mechanisms including transparency.

These elements represent only a reference of how far school feeding programmes can reach. They are contributions for conceptual reflection and suggest some goals that can be achieved by these programmes with indifferent time frames. As possible goals, they are associated with this study in order to offer an overview of the situation of school feeding so that public authorities, parliamentarians and local civil society have more information for the formulation, reformulation and strengthening of their SFPs.

4. Study Results

4.1 General description of the countries

The countries participating in this study are from two different geographic regions. On the one hand, we have four Central American countries with similar characteristics and four South American countries, with some similarities between the Andean countries.

4.1.1 Macro Indicators

Population

One of the population characteristics is that while Central America occupies just 2.7% of the area of Latin America, it encompasses 7.2% of its population. This implies that it is a region with a higher population density (reaching an average of 84.04 inhabitants/km²), well above the Latin American average (31.57 inhabitants/km²)¹

Central America's population is very dispersed and with very unequal data compared with the other countries of the study. It can be observed (see Figure 1) that the largest countries do not necessarily have the most inhabitants, such as Nicaragua, which is the largest country in Central America with an area of 129,494 km², but which has fewer inhabitants than Guatemala, which has an area of just 108,889 km². El Salvador is the most population dense country if we consider its size.

Similarly, Peru has an area of 1,285,215 km², but Colombia, the country with the fourth largest area in South America, has the second largest population.² The population of the eight countries surveyed totalled 129,296,000 of the Latin American total of 582,008,000.³

Characterization of the population

The study highlights that the four Central American countries have a high proportion of rural population, compared to the rest of Latin America, specifically the four South American countries that participated in the study (see graph 1). The rural population in Central America accounts for 41.4% of the total population, while the Latin American average is 20.5% of the total.⁴

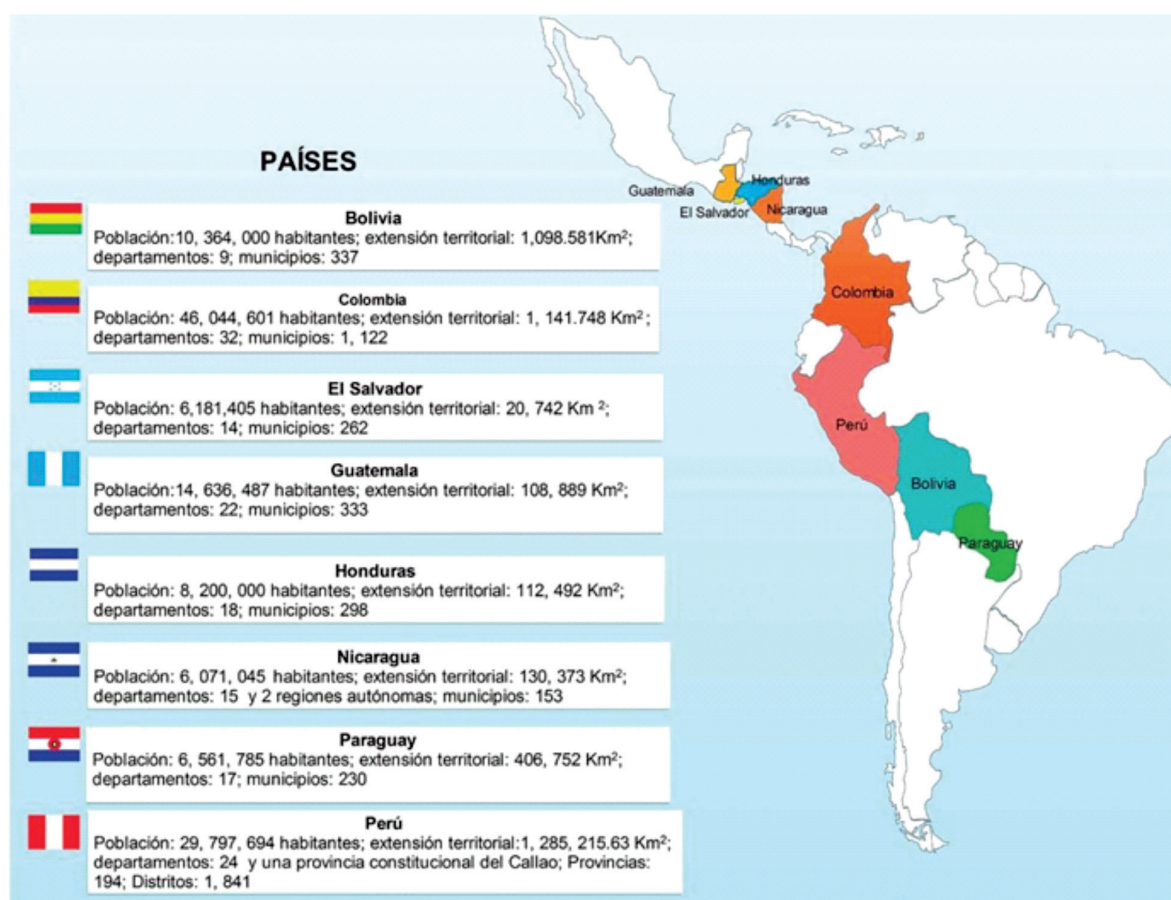
¹ FAO-PESA. (2011). Central America in figures. Food and Nutrition Security Data

² ECLAC. (2011). UN Studies. Department of Economic and Social Affairs. Population Division, population estimates and projections section. World Population Perspectives.

³ Idem.

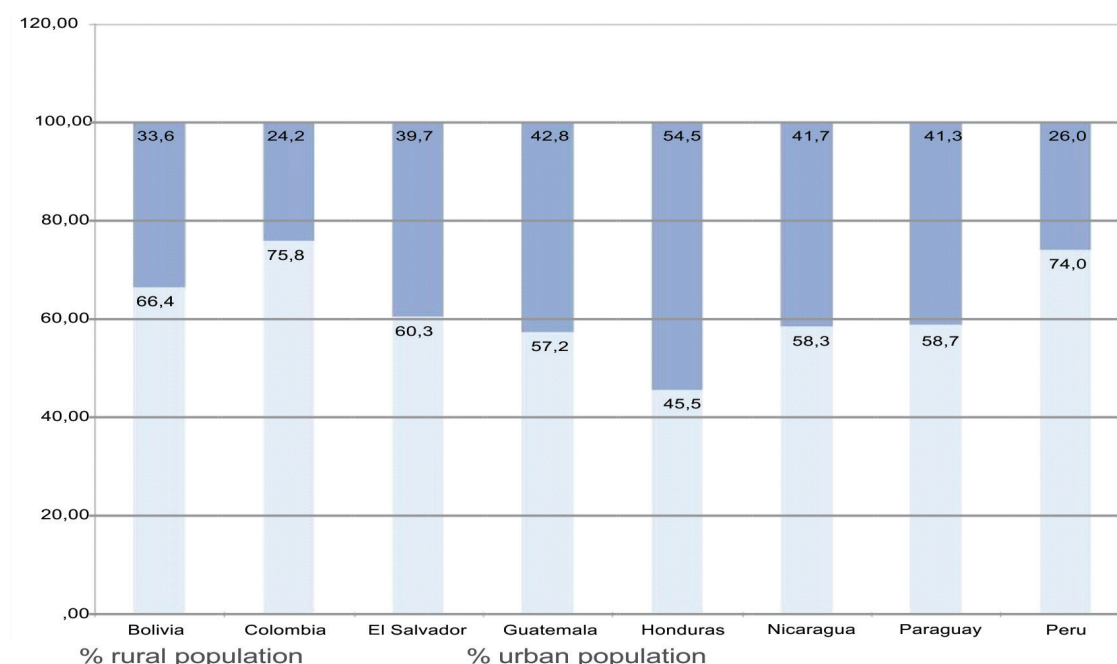
⁴ FAO-PESA ... op cit.

Figure 1. Geopolitical description of the eight countries studied



Source: ECLAC Statistical Yearbook 2011, FAO 2012: Project GCP/RLA/180/BRA National Reports: School Feeding and Possibilities for direct purchases from Family Farming

Graph 1. Percentage of urban and rural population of the eight countries



Source: FAO (2012). National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

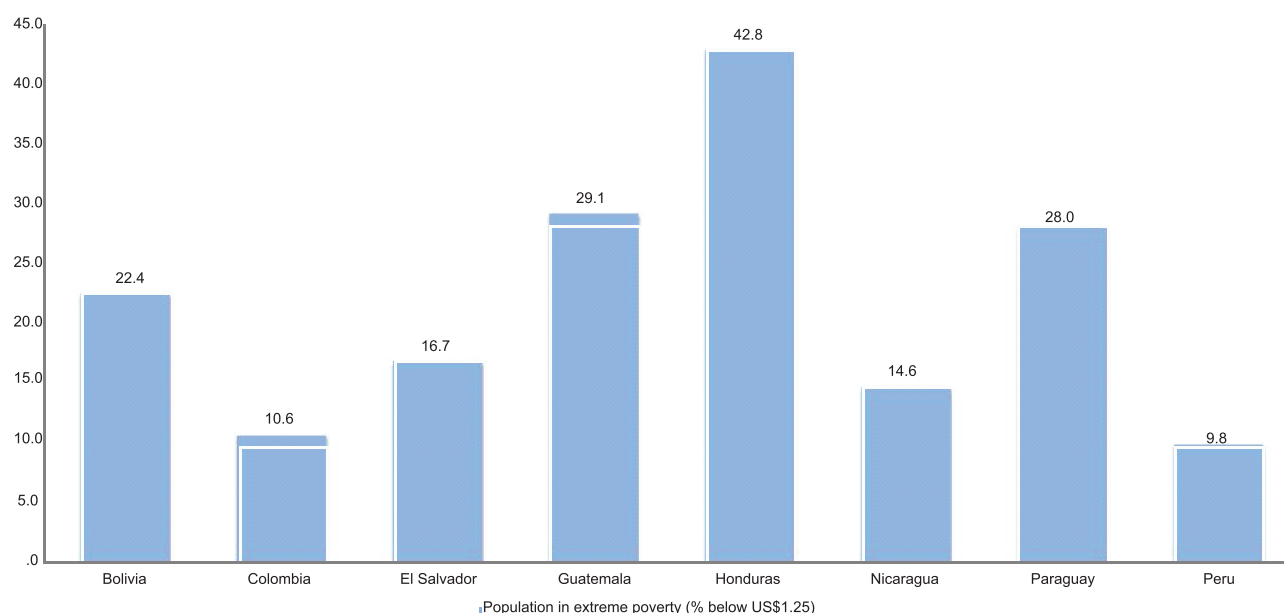
Socioeconomic indicators

a) Poverty Level

In Latin America, the percentage of people living in poverty in 2011 was 29.4%; however, in the four Central American countries this percentage rises to 67.4%⁵

With respect to the population living in extreme poverty⁶, a similar phenomenon occurs: the Central American average doubles the Latin American average, with Honduras and Guatemala being the two countries with the highest percentages of people living in extreme poverty in the region. Of the South American countries, Paraguay has the highest percentage and Peru the lowest, even when compared to all eight countries analysed (see Graph 2).

Graph 2. Percentage of population living in extreme poverty in the eight countries



Source: calculations based on data from FAO 2012: Project GCP/RLA/180/BRA National Reports: School Feeding and Possibilities for direct purchases from Family Farming. The reference years for Extreme Poverty are: 2011 in Colombia, Paraguay and Peru, 2010 in El Salvador, Honduras, 2009 in Bolivia, Nicaragua; 2006 in Guatemala. Note: In the case of Colombia according to the national report, a new methodology for measuring monetary poverty has been adopted since 2010, which is 39.8%. For this document, and in order to use a uniform methodology across the countries, data from ECLAC 2011 was used for this indicator.

b) Development and level of inequality

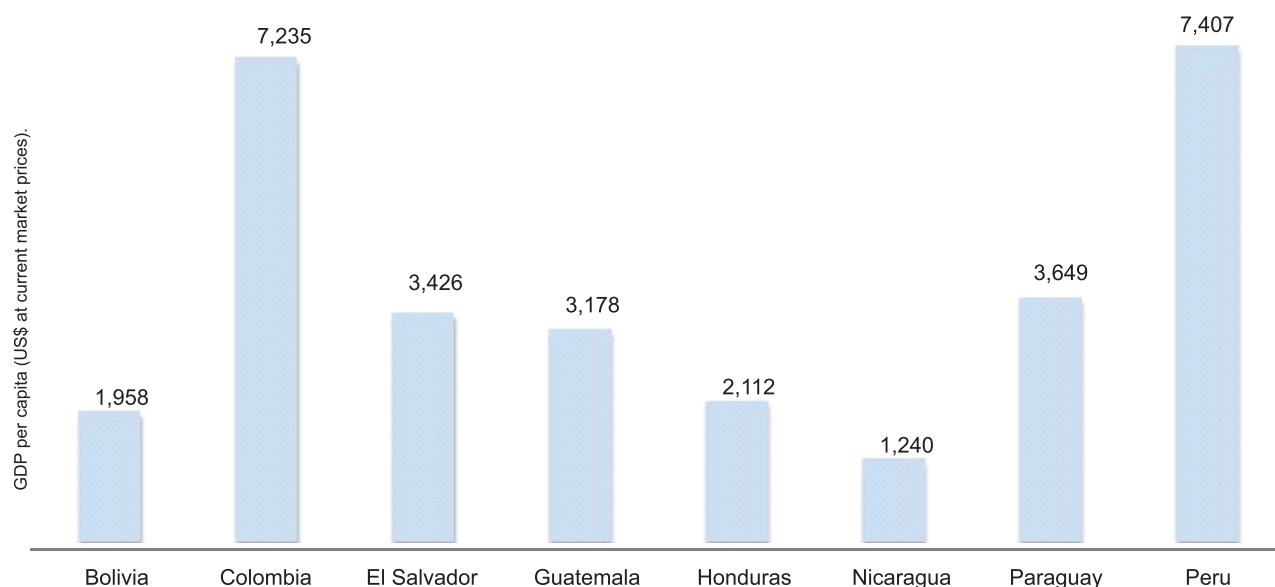
As part of the research conducted in the countries of the study, it is necessary to point out some facts that give an overview of the current status and investment trends, for example, the relationship between gross domestic product (GDP) per capita and the human development index (HDI).

⁵ ECLAC.(2012). Statistics Division. Social Statistics Unit, based on special tabulations of household surveys from the respective countries. Available at: <http://websie.eclac.cl/sisgen/ConsultaIntegrada.asp?idAplicacion=23&idTema=266&idioma=e>

⁶ Estimates of absolute poverty were conducted by ECLAC using the income method, which is based on calculating lines of poverty and extreme poverty. These represent the level of income that allows each household to meet the basic needs of all its members. The determination of poverty lines for each country and geographical area was made by estimating the cost of the basic food basket that meets the nutritional needs of the population, taking into consideration their eating habits, the actual availability of food in the country and its relative prices. Added to the value of this basket was an estimate of the resources required by households to satisfy all basic non-food needs. More information available at: http://websie.eclac.cl/anuario_estadistico/anuario_2011/esp/content_es.asp

In terms of GDP per capita, there are large differences between the four Central American countries, with Nicaragua reporting the lowest GDP per capita, followed by Honduras. For the South American region, Bolivia has the lowest GDP, followed by Paraguay (see Graph 3).

Graph 3. GDP per capita of the eight study countries



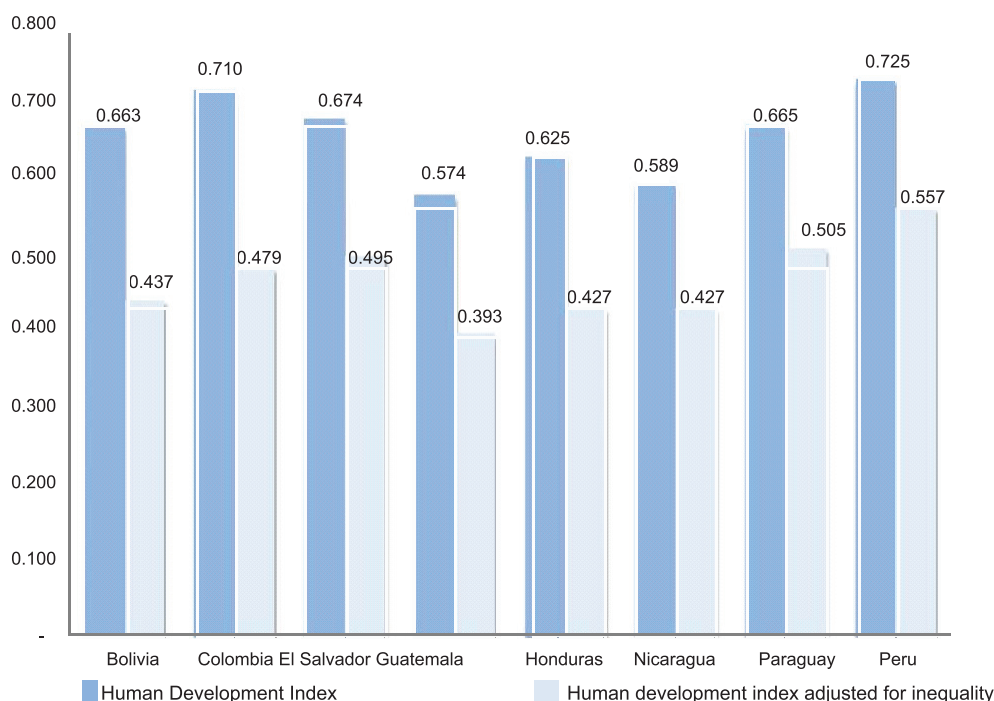
Source: Prepared by the authors based on data from: FAO (2012). National studies: School feeding and possibilities for direct purchases from family farming. Project GCP/RLA/180/BRA. The reference year for countries is 2010, on GDP per capita, at current market prices expressed in dollars.

The HDI combines indicators for life expectancy, educational attainment and income, and serves as a frame of reference for both, social and economic development.

The HDI and Inequality-adjusted HDI (IHDI) of the eight countries are presented in Figure 4. The IHDI is an indicator of the level of human development of a society and takes the degree of inequality into account. Thus, the lower the value of the IHDI (and the greater the difference with the HDI), the greater the inequality. When the IHDI is calculated, the eight countries lower their HDI value.

In South America, the country with the highest IHDI is Peru, followed by Paraguay, and for the Central American region, El Salvador is followed by Honduras and Nicaragua, with the low IHDI for Bolivia and Guatemala standing out (see Graph 4).

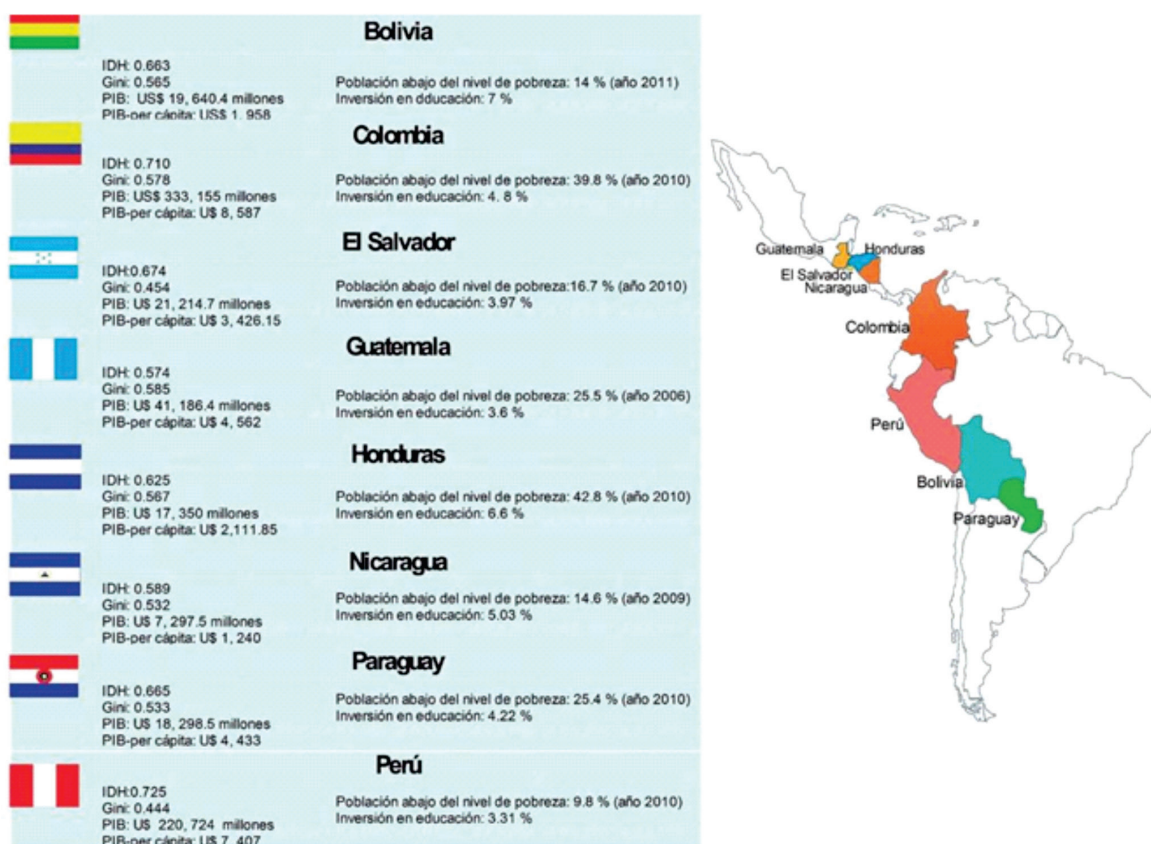
Graph 4. Human development index and human development index adjusted for inequality



Source: UNDP 2011: Human Development Report 2011, Website: http://hdr.undp.org/en/media/HDR_2011_ES_Table1.pdf

The main economic and social indicators, as well as indicators for human development and investment in education for each country are described in figure 2.

Figure 2. Social, economic, human development and investment in education data



Source: FAO. (2012). National Study of School Feeding and Possibilities for direct purchases from Family Farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

4.1.2 Food and nutrition security data

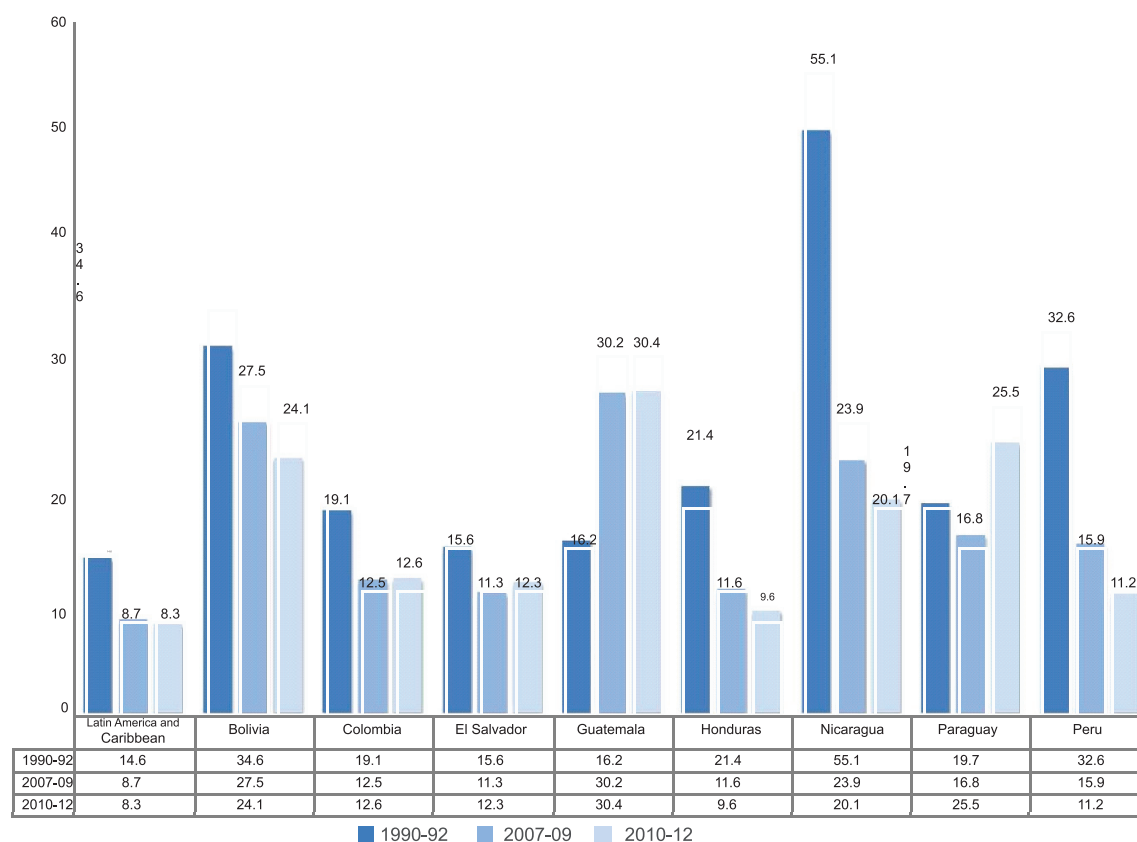
The state of hunger in LAC

Hunger affects 49 million people in LAC. This is not because of insufficient production or lack of food supply -except in disaster situations-, but is mainly due to the lack of access to food by a large sector of the population that does not have sufficient income to purchase it. This mainly affects the poorest and most vulnerable in each country.

In LAC, progress has been observed more clearly. Between 1990-1992 and 2010-2012 there was a 24.9% reduction in the total number of hungry people: this means that 16 million people in the region left the condition of undernourishment during the above mentioned period.

It is pertinent to mention that in the last period the trend in reducing the number of hungry people slowed down. Thus, between 1990-1992 and 2007-2009 the average rate of reduction was 8.4%, while for 2010-2012 it was only 2%, possibly reflecting the impact of the global economic crisis and the slowdown in the growth of the region's economies⁷.

Graph 5. The evolution of hunger in LAC



Source: FAO 2012: Outlook for FNS in Latin America and the Caribbean 2012.

Of the eight countries described in the study, Guatemala (30.4%), Paraguay (25.5%), Bolivia (24.1%) and Nicaragua (20.0%) currently have the highest percentages of undernourished people, as shown in Graph 5.

⁷ FAO.(2012). Outlook for FNS in LAC.

Child nutritional status

a) Global undernutrition in children under five (weight/age)

Global undernutrition refers to low weight for age, also called underweight. It is the index used to track the nutritional development of children and is the indicator used for monitoring the Millennium Development Goals (MDGs).

As can be seen in graph 6, in the case of Central America, Guatemala is the country with the highest percentage of children under 5 who are underweight for their age. This contrasts with the percentages of the other Central American countries whose indicators are lower. In South America, the indicator for Peru is high compared to other countries.

b) Chronic undernutrition in children under five (height/age)

Chronic undernutrition, also known as stunting, refers to the delay of height for age. It is normally associated with poverty and is related to developmental delays, decreased functional capacity, mental and intellectual development and ability to work, among others.

In the case of the four countries in Central America, Guatemala with 49.8%, is the country with the highest percentage of stunting in children under 5. In South America, Bolivia has the highest percentage of stunting, followed by Peru, Paraguay and Colombia.

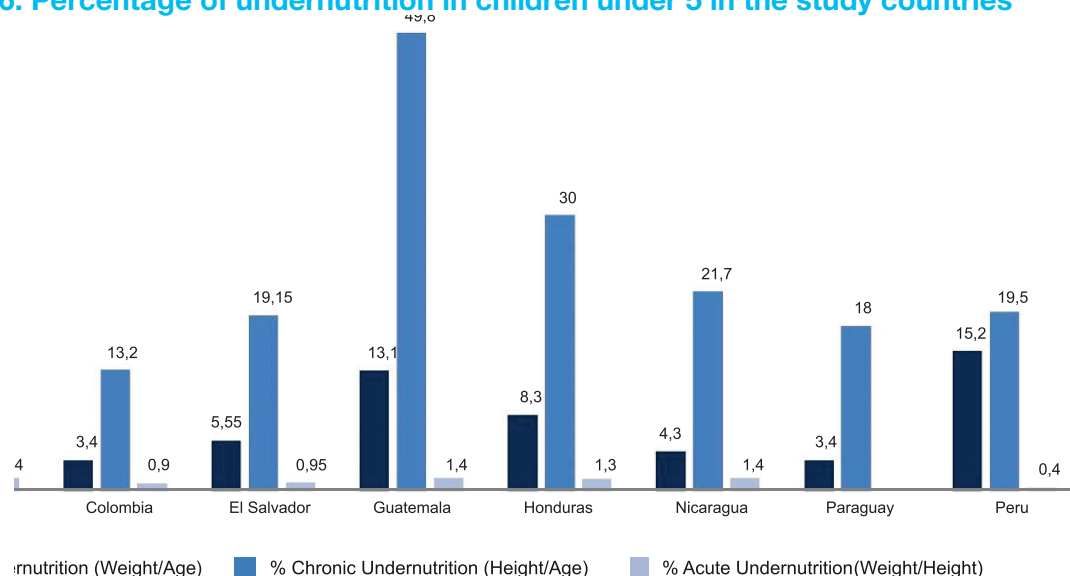
c) Acute undernutrition in children under five (weight/age)

Acute undernutrition refers to deficient weight for height, also called extreme thinness or emaciation. It is the result of weight loss associated with recent periods of famine or disease, which develop very rapidly and are limited in time. The Central American average is around 1-2%⁸.

It is important to note that these levels are not significant compared with the figures for the reference population. Acute undernutrition is not a problem in the region, despite the occurrence of sporadic cases in some countries. In the case of Paraguay, there is no available information and it is therefore not reflected in this report.

⁸ WHO. World Health Statistics 2012.

Graph 6. Percentage of undernutrition in children under 5 in the study countries



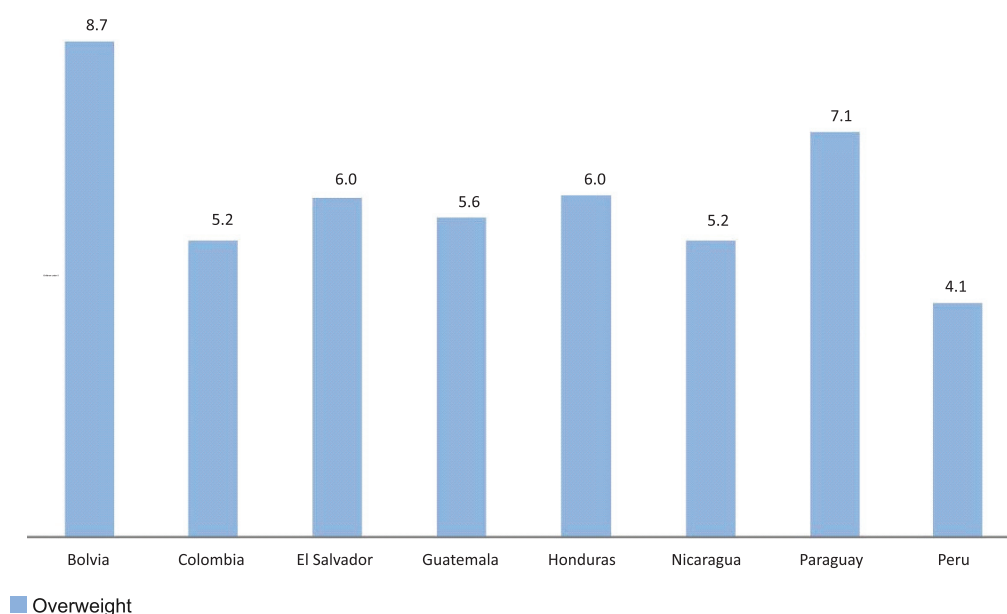
Source: FAO (2012). National studies: School feeding and possibilities for direct purchases from family farming. Project GCP/RLA/180/BRA.
 Note: In the case of Paraguay there are no available data on acute undernutrition.

d) Prevalence of overweight among children under 5

Overweight refers to an abnormal or excessive fat accumulation that may be harmful to health, with multifactorial etiology. The four Central American countries maintain percentages of around 5.8%⁹. In South America, Paraguay and Bolivia have the highest prevalence. The Central American countries have fairly similar rates, around 5-6%.

The eight study countries are in a process of nutritional transition in which nutritional deficiencies and obesity coexist, which implies a double burden, since undernutrition is recorded in some population groups, and overweight and obesity in others (see Graph 7).

Graph 7. Prevalence of overweight among children under 5



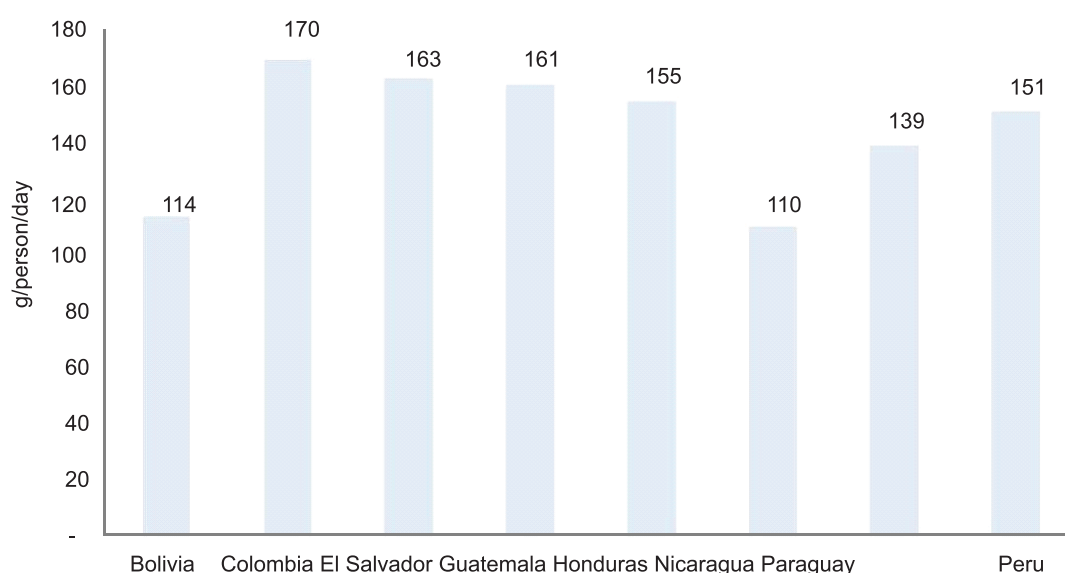
Source: FAO (2012). National studies: School feeding and possibilities for direct purchases from family farming. Project GCP/RLA/180/BRA. In the case of Paraguay's National Report this indicator is not shown and was therefore taken from WHO World Health Statistics 2012.

⁹ OMS. Estadísticas Sanitarias Mundiales 2012.

It must be remembered that there are more than 49 million hungry people living in LAC, a high proportion of which are children under five years, which together with women, are the priority sectors for attention. Furthermore, they live with the challenge of malnutrition (deficit or excess). Thus, progress in reducing undernutrition in the region finds its counterpart in the high rates of overweight and obesity in most countries.

It is interesting to note, although it was not considered in the national studies, the daily fruit and vegetable consumption per person in LAC countries. Data from the eight study countries show that the average intake is below the 400 g/capita/day recommended by WHO¹⁰ (see graph 8).

Graph 8. Fruit and vegetable consumption in LAC, 2009



Source: FAOSAT 2013: Fruit and vegetable consumption in LAC, 2009.

4.1.3 Education

Collecting statistical data related to education is always complex when they are required for comparing the school systems of countries that, by their very nature, are managed in different ways. Accordingly, for the purpose of this study, initial enrolment and dropout rates were compiled in the national studies and are available for consultation in the respective country reports.

To give a better overview of the situation in terms of educational coverage, this section presents information on investment in education in recent years¹¹ and on the number of children who have dropped out of school, according to the education levels reported by each country.

Primary education is essential for the development of learning throughout life. The successful completion of primary education is undoubtedly the gateway to education in general and, therefore, an essential factor for human development. Ensuring that everyone has access to minimum levels of

¹⁰ FAOSTAT. WHO states that the recommended daily intake of vegetables is 400 g/capita/day.

¹¹ Summit of the Americas, Educational Outlook 2010: Pending Challenges. Regional Project of Educational Indicators.

education significantly increases the likelihood of development of the region's countries in every way¹². As a result, access to and persistence in quality primary education are aspects widely considered not only as a necessity, but as a human right.

The obligation that exists within the region's countries that all children of an age to access this level of education are enrolled, demonstrates the effort that has been made in recent years to achieve universal education.

As for investment in education, at the Second Summit of the Americas, held in Santiago, Chile in 1998, the 34 heads of state and government of the member countries of the Organization of American States (OAS) identified education as a regional priority, which consequently led to the adoption of an Education Action Plan, with goals that had to be met by 2010.

The Educational Outlook 2010 relates significant progress in the access to primary and secondary education in the countries participating in the Summit of the Americas. However, that opportunity is not distributed equitably among the various social groups. Many challenges remain, which are even greater if the intention is that the students of these educational levels can effectively complete their studies and receive a quality education that prepares them for life.

Furthermore, it is interesting to note that in relation to the modalities provided, the education system of each country has its own unique particularities, as shown in table 4.

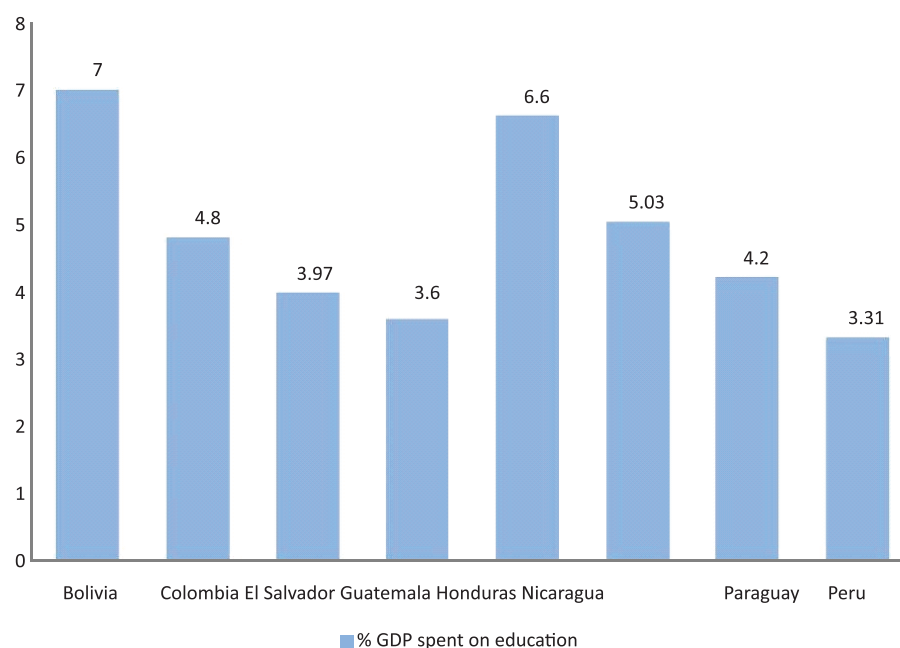
The priority of education as a key tool for development must be expressed by renewing the commitment to gradually assign up to at least 6% of GDP to achieving universal basic education and overcoming existing deficits¹³. However, among the study countries, there is great variation in the expenditure or investment in education as a percentage of the gross domestic product per capita.

The percentages range from 3.6% to 7%, while the average among countries in the South American region is 4.8% and in Central America 4.9%. Bolivia and Honduras are the countries that invest most in education relative to GDP (see graph 9). All these are 2011 data, except those for Colombia, which are from 2010.

¹² See: UNESCO-OREALC. (2007a). Quality education for all is a human rights issue. Document Educational policies in the context of the Second Intergovernmental Meeting of the Regional Project of Education for LAC (EFA/PRELAC). Santiago de Chile: OREALC/UNESCO Santiago

¹³ UNESCO. (2000). The World Education Forum, held between the 26th and 28th April 2000, adopted the Dakar Action Framework - Education for All: Meeting our Collective Commitments. The Forum participants reiterated their agreement with the World Declaration on Education for All adopted in Jomtien (Thailand) a decade earlier.

Graph 9. Percentage of GDP spent on education



Source: FAO (2012). National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

Current status of enrolment in education

In table 1 enrolment in education is grouped according to the three main levels of education. Although all countries manage their education levels differently, as will be seen below, to facilitate this analysis it was decided to group them all equally, according to the pre-school, primary and secondary system, divided according to the type of administration- public or private. According to the data described, in the eight countries there are a total of 31,645,265 children and adolescents enrolled across the three educational levels, in the public and private systems.

It is worth noting that data from the national studies on school feeding programmes are only focused on public education.

Table 1. Reported enrolment for the eight countries

Country	Year	Preschool		Primary		Secondary		Total
		Public	Private	Public	Private	Public	Private	
Bolivia	2011	237,506	34,655	1,331,362	121,197	979,602	144,160	2,848,482
Colombia	2011	616,034	138,714	6,882,112	1,102,151	959,285	188,258	9,886,554
El Salvador	2010	193,653	37,639	1,183,218	136,553	143,227	47,387	1,741,677
Guatemala	2010	399,864	83,187	2,832,643	269,840	405,904	506,826	4,498,264
Honduras	2011	218,308	32,912	1,239,181	116,723	389,582	177,034	2,173,740
Nicaragua	2012	201,563	39,606	758,111	144,679	395,686	108,857	1,648,502
Paraguay	2010	107,458	24,519	945,354	88,196	174,872	36,511	1,376,910
Peru	2011	938,783	354,684	2,849,790	793,330	2,198,489	336,060	7,471,136
Total		2,913,169	745,916	18,021,771	2,772,669	5,646,647	1,545,093	31,645,265

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

¹⁴ In the case of Colombia the final enrolment reported for the year in question was used, because the country does not handle initial enrolment data and dropout data is not available.

The dropout rates in each country are described in table 2. Since dropout data differentiated by type of institution (public or private) is not available for Peru, for this country data for primary school dropout, in urban areas (1.6%) and rural areas (1.5%), and for secondary level in urban areas (7.5%) and in rural areas (10.3%) is shown.

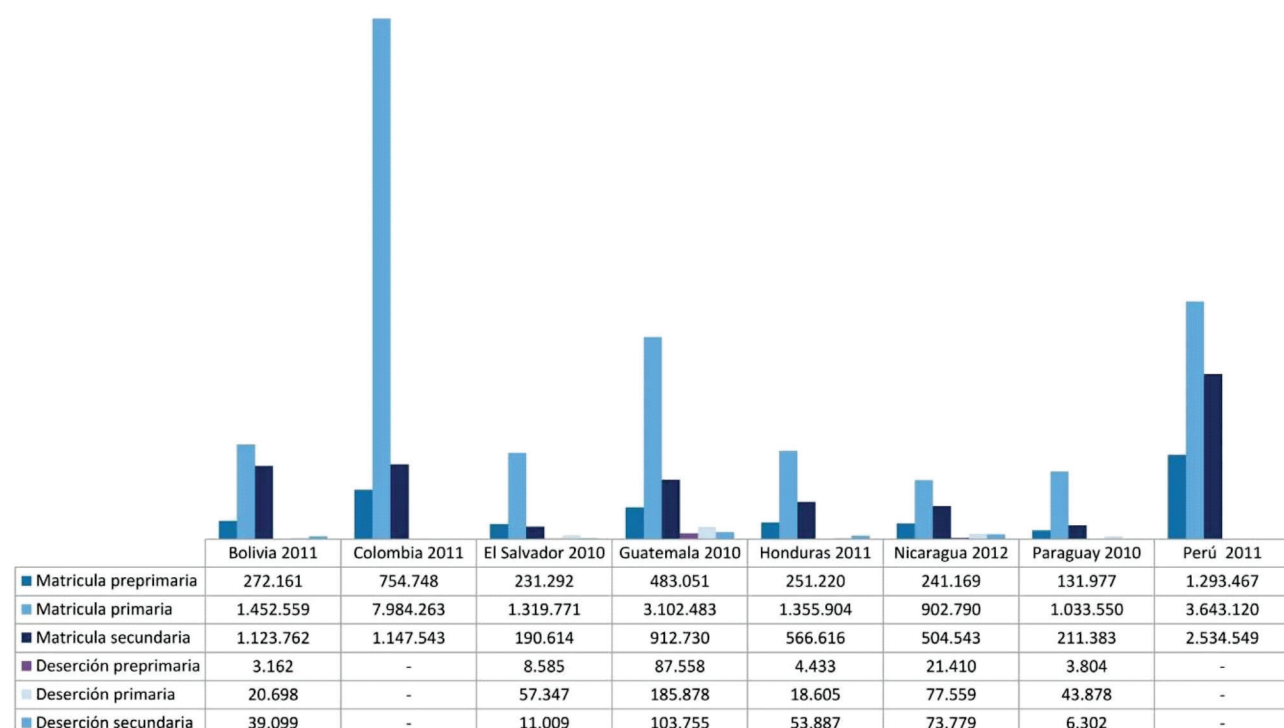
Table 2. Reported dropouts for the eight countries

Country	Year	Preschool		Primary		Secondary	
		Public	Private	Public	Private	Public	Private
Bolivia	2011	1.20%	0.90%	1.50%	0.60%	3.80%	1.30%
Colombia	2011	n/a ¹⁵	n/a	n/a	n/a	n/a	n/a
El Salvador	2010	3.80%	3.10%	4.50%	2.60%	6.30%	4.10%
Guatemala	2010	21.10%	3.80%	6.20%	3.80%	10.20%	12.30%
Honduras	2011	1.80%	1.90%	1.40%	1.00%	11.00%	6.30%
Nicaragua	2012	9.60%	5.20%	9.20%	5.40%	16.50%	7.80%
Paraguay	2010	3.50%	1.50%	4.60%	0.60%	3.30%	1.70%
Peru	2011	Urban	Rural	Urban	Rural	Urban	Rural
		n/a	n/a	1.60%	1.50%	7.50%	10.30%

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

Graph 10 shows the total reported enrolment displayed by country and type of education (preschool, primary and secondary).

Graph 10. School enrolment for preschool, primary and secondary in the eight countries studied



Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

¹⁵ Data not shown in the national study

4.2 School feeding in the region

4.2.1 School feeding background

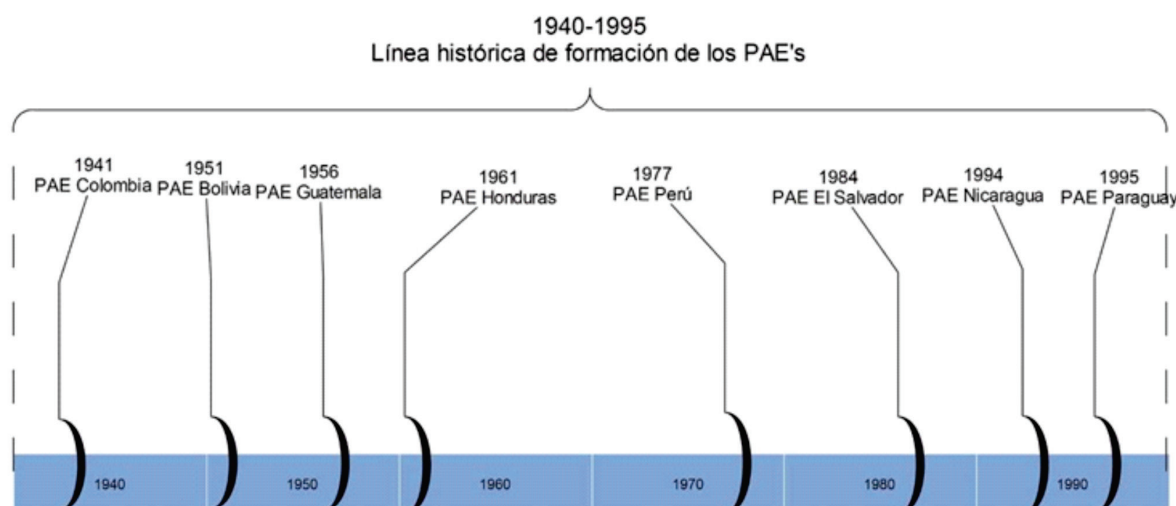
In recent decades, countries have implemented various forms of SFPs as a strategy to combat undernutrition, absenteeism, school dropout and for improving learning. All these programmes have undergone significant changes in their initial conception, objectives, coverage, institutions, mechanisms of social participation and monitoring and evaluation, among others.

School feeding in the Latin American context carries a triple challenge:

- Economic: it means feeding the new generations.
- Social: because feeding a child in school means allowing him or her to be educated and to have an opportunity to leave the cycle of social exclusion.
- Political: because it implies the need for bold public policies and to generate citizen participation in the definition, management and control of these public policies¹⁶.

Graph 6 shows the year in which school feeding modalities started in the eight countries.

Graph 6. Historical development of the SFPs



Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

From Colombia, which has been implementing its SFP since 1941, through to Paraguay, which began its SFP in 1995, the SFPs of each country have advanced, becoming more institutionalized policies. Table 3 shows in more detail the major changes and developments that the SFPs of each country have undergone.

¹⁶ Foundation Charles Léopold Mayer. Sustainable School Feeding in Latin America.



Table 3. Development of SFPs

Countries	Phase 1 start (1940-1995)	Phase 2 (1995-2000)	Phase 3 (2001-2005)	Phase 4 (2006-2010)	Current Phase (2011-2012)
Bolivia	<ul style="list-style-type: none"> Start: 1951 Political/legal framework: Supreme Decree No. 2896 of 1951, ministerial resolution 251-1, establishes the first school breakfasts in the schools of mining, railway and industrial companies. 1953: agreement between the Ministry of Education and Alliance for Progress for food donations to provide school breakfasts in urban public schools. 1968: school breakfasts extend to rural areas through cooperation from the U.S and the WFP. Initial objectives of school feeding NGOs and cooperation agencies: prevent school dropout, increase enrolment, especially of girls, and improve school performance. Municipal objectives aimed at school coverage, nutrition and health: increase children's attention for improved learning. Food: milk, bread, biscuits in urban areas; bread, api¹⁷ in rural areas. Suppliers: companies and then donors and some contributions from the community in rural areas. 	<ul style="list-style-type: none"> Stakeholders: World Food Programme(WFP), Project Concern International (PCI), INTERVIDA and ADRA Bolivia. Political/Legal Framework: Popular Participation Law (1996) and Municipalities Law (1999): drive the development of far reaching school feeding plans. School Feeding and Health Standards (Biministerial resolution 002/2000), Ministries of Health and Education: define the school feeding policy. Objectives: nutritional, educational and health objectives are established. Coverage: urban and rural areas. Food for preparation (rice, oil, api, wheat flour, corn, others). Ready to eat foods are introduced (flavoured milk, fruit juices, fortified breads, fruit etc.). Suppliers: donations and large or medium-sized companies, mainly in capital cities. 	<ul style="list-style-type: none"> Stakeholders: from 1999 the municipal governments gradually take on responsibility, establishing agreements with the stakeholders of phase 2. Food: over time they started providing flavoured cow's milk, soy milk, yogurt, fruit juice, bread (from wheat, quinoa, soya, cañahua, corn flour), biscuits, granola, banana, apple, citrus fruits; among the foods that require preparation: milk replacer¹⁸, corn soy blend (CSB)¹⁹ wheat soy blend (WSB)²⁰, flour, rice, api, tojori²¹, jerky, corn, among others. Coverage: in 2003, the number of school children attended was 1,273,909. Suppliers: donors. 	<ul style="list-style-type: none"> Political/Legal Framework 2007, enactment of the Hydrocarbons Law: consolidates supplementary school feeding (ACE). 2007, through the Technical Committee of the National Council for Food and Nutrition (CT-CONAN), at the head of the Ministry of Education, the CSF Working Table is established. Food: there are 11 types and 29 varieties including food to be prepared and ready-to-eat foods. Coverage: in 2008 1,985,158 children were attended. Suppliers: small, medium and large companies; local producers are inserted in rural municipalities. 	<ul style="list-style-type: none"> Political/Legal Framework: currently there is a Proposal for Nutritional Public Policy for the School Breakfast, a proposal for a Supplementary School Feeding Law and its regulating decree and the creation of the National Programme for Supplementary School Feeding. Coverage: in 2011 2,162,921 children were attended.

¹⁷ Typical drink of the Bolivian high plains, based on ground purple corn kernels.

¹⁸ Prepared by a national company, composed of rice, barley, wheat and soybeans.

¹⁹ Composed of soybean and corn flour.

²⁰ Composed of wheat flour, soybean and milk.

²¹ Typical drink from the high plains and valleys of Bolivia, based on a porridge of coarsely ground corn.

Countries	Phase 1 start (1940-1995)	Phase 2 (1995-2000)	Phase 3 (2001-2005)	Phase 4 (2006-2010)	Current Phase (2011-2012)
Colombia	<ul style="list-style-type: none"> Start: 1941 Political/legal framework: Decree No. 319 of 1941. Budget allocation standards are set for equipping and operation of school restaurants. Stakeholders: central government, WFP, USAID, Colombia Solidarity Foundation. 1955: with support from the United States the government provides some families with food supplements: cheese, soymilk and bread, as part of the food reinforcement programmes. 1968: the Colombian Institute of Family Welfare is created (ICBF). 1970s and 80s: development and use of the Wellbeing food supplement. Modality of provision: SFP is mainly constituted of: 27% Simple snack; 55% reinforced snack; 18% lunch. 	<ul style="list-style-type: none"> Political/legal framework: 1996, the CONPES22 approved the National Plan for Food and Nutrition 1996 - 2005, as an intersectoral tool for addressing food and nutrition problems. Stakeholders: Colombian Institute of Family Welfare, ICBF. Objective: To increase coverage. Modality of provision: for these years the reinforced snack accounted for 70% of the Programme, followed by lunches with 20% and breakfast 10%. The simple snack disappears. 	<ul style="list-style-type: none"> Political/ legal framework: Law 715 of 2001: determines the transfer of economic resources earmarked for the SFP to districts and municipalities. Modality: breakfasts (65%) and lunches (20%). For some years there are school vouchers, which cover non-beneficiaries of the ICBF. Coverage: in 2005 2.6 million children are attended. 	<ul style="list-style-type: none"> Political/ legal framework: in the National Development Plan 2010-2014, Prosperity For All: the responsibility for implementation monitoring and surveillance of the SFP was transferred from the Institute of Family Welfare (ICBF) to the National Ministry of Education (MEN). Objectives: from 2006, the objectives were directly linked as a tool to contribute to increasing enrolment, reducing absenteeism and improving the cognitive function of school children. Modality: breakfasts (60%) and lunches and reinforced snacks (40%). Coverage: in 2006 3.4 million children are attended. For the year 2010 the number attended was in the order of 4 million. 	<ul style="list-style-type: none"> Political/ legal framework: the technical table continues the transfer of the SFP from the ICBF to the MEN. It is expected that by 2014 implementation of the Programme will be entirely the responsibility of the MEN, with guidelines and follow-up from the ICBF. Stakeholders: National Ministry of Education, ICBF. Coverage: SFP coverage at preschool and primary levels reaches 85%. For the whole Colombian school system (preschool, primary and secondary) total coverage reaches 48%. In the year 2012 4,065,000 children were considered.
El Salvador	<ul style="list-style-type: none"> Start: 1984, pilot project by government and WFP. Stakeholders: Ministry of Education (MINED) and WFP. The latter finances the food and the government covers the overheads. Original objective: incentive for children to attend school, in response to the poor level of education and the prevailing problem of undernutrition in marginalized rural and urban areas in the country, in the context of armed conflict. Food: modality of basic food supplies; in 1984, rice, fish or meat, vegetable oil, milk and WFP basket. Days covered: The target was 200 school days although in practice 100 to 120 were covered annually. Coverage: 1984: 33 municipalities; 1995: 166 municipalities, covering pre-school, primary and secondary school children. 	<ul style="list-style-type: none"> Political/ legal framework: SFP inserted in social policy, adopted as a key element of the Healthy Schools Programme (PES), later renamed School Food and Health Programme (PASE), expanding its coverage department by department. Stakeholders: MINED, WFP. Type of food: milk. Coverage: 349.177 children 	<ul style="list-style-type: none"> Political/ legal framework: FANTEL Law (1999) which governs the trust established with funds from the privatization of the telephone company ANTEL and states that 20% of the interest earned by the FANTEL Fund should be assigned to School Feeding projects. Expansion of funding to the national level, with own resources and financial support from USAID. Stakeholders: MINED, WFP, USAID. Coverage: between 2000 and 2003 coverage was expanded to the whole country, growing from 135 to 262 municipalities. 	<ul style="list-style-type: none"> Political/legal framework: General Budget Law, which since 2005 includes an annual budget allocation of US\$ 10 million within the MINED budget for School Feeding. SFP used as a network of social security in 2008 and is extended to urban areas in 2009. 2008: WFP leaves, the MINED assumes total responsibility for the programme and a cooperation agreement is established with WFP for the period 2008-2012 for some activities. Coverage: since 2009 the Programme extends to the third level (7th to 9th grade) of primary education in marginal public schools in rural and urban areas, attending a total of 876.331 children. 	<ul style="list-style-type: none"> Stakeholders: Food Assistance Division (DAA) the Secretariat of Social Inclusion (SIS) of the GOES. Food: unprepared foods. Coverage for 2011: 1.33 million students.

²² National Council for Economic and Social Policy.

Countries	Phase 1 start (1940-1995)	Phase 2 (1995-2000)	Phase 3 (2001-2005)	Phase 4 (2006-2010)	Current Phase (2011-2012)
Guatemala	<ul style="list-style-type: none"> Start: 1956 Stakeholders: CARE and Delta Airline start a food project aimed at twenty thousand students in the capital city, which consists of rations of milk powder and wheat. 1986: The (nutritionally improved) school biscuit is introduced with the support from WFP (donates a portion of the inputs to prepare the school biscuit, as well as the oats and skimmed powdered milk). Objectives: To contribute to the training of students in aspects of food and nutrition, to maintain adequate health, transferring such concepts to their families and the community. Food: rations of milk powder and wheat. In 1986 the fortified nutritious biscuit and fortified porridge as a snack is introduced to all public schools. 	<ul style="list-style-type: none"> Stakeholders: Ministry of Education (MINEDUC), WFP. Political/ legal framework: at the beginning of 1995 a School Breakfast Programme starts composed of soy protein, pastas and vegetables. 1999: school lunch initiatives with 10 dishes (chicken, minced beef, beans and sausages, chicken soup with noodles). 	<ul style="list-style-type: none"> Political/legal framework: the pilot project is completed and the preparation of school lunches is tendered. The preparation of the recipes is awarded to the selected companies, but the project does not take off. 2001: The School Breakfast Programme is made universal with the provision of 1 fortified biscuit and 1 glass of Incaparina. 	<ul style="list-style-type: none"> Political/ legal framework: the Glass of Milk Programme starts, until the 2008 Glass of Milk. School boards are strengthened and funds are transferred for the implementation and purchase of food. 2008: WFP and SHARE Association sign agreement to support the MINEDUC 's SFP for primary schools of 3 departments in conditions of FNINS. 2009: MINEDUC and the Food and Nutrition Security Secretariat (SESAN), with the technical assistance of WFP, develop school snack menus for the School Boards.. Since 2010: the Programme is directed by DIGEPSA and promotes the local purchase of food. 	<ul style="list-style-type: none"> Nutritionists are incorporated to support technical training in the Departmental Departments of Education. Creation of Educational councils and FNS policies for students.
Honduras	<ul style="list-style-type: none"> Start: 1961, the U.S.Programme Alliance for Progress, provides powdered milk and mixed grains. Department of Education: responsible for receiving foreign aid, storing and distributing it among schools. 1970- 1990: support of CARE International to distribute processed foods: soybean flour, cereal and banana purée. Government: limited to raise funds from external cooperation, multilateral agencies and even with national and international companies. Little participation of communities. Full responsibility of the Ministry of Education. 	<ul style="list-style-type: none"> Stakeholders: Ministry of Education, WFP. Political/legal framework: the School Feeding Programme is created with the distribution of maize, rice and bean rations in public schools in very poor communities. 1999: WFP starts humanitarian support after Hurricane Mitch. 2000: institutionalization of the PME, creation of the Technical Unit of the Healthy Schools Programme(PES), responsible for coordinating the implementation of the PME nationwide. Coverage: 3,300 preschool centres, benefiting 98,000 children and 800 primary schools benefiting 181,000 school children in the 18 departments. Increased participation of communities. Organization of local committees. 	<ul style="list-style-type: none"> Stakeholders: Ministry of Education, Presidency of the Republic and WFP. 2001: WFP begins support for the purchase and distribution of food and, until 2003, provides the majority of funds. 2004 to date: the government has increased its contribution from 50 to 90%. Food: incorporation of CSB (fortified blend of corn and soybeans). Coverage: In 2001, coverage of 98,000 pre-school children and 181,000 primary school children. In 2002, close to 400,000 children. 2002: The government signs an operation agreement with the WFP: Investment in human capital for education and training, benefitting about 400,000 schools. Increased involvement of communities, organization of departmental, municipal, and local healthy schools committees. 	<ul style="list-style-type: none"> Political /legal framework: creation of the Glass of Milk Programme- PVL (Glass of Milk Law for Strengthening School Feeding, Legislative Decree 54- 2010) in some municipalities. Creation of the Ministry of Social Development (SDS), to support the Technical Unit of the HSP. Objectives for the PVL: Improved nutritional status of children in public education centres at preschool and primary level, by inclusion of a daily ration of a glass of milk (averaging 200 ml per student), or the equivalent of 1 ounce of derived product in the PME, so as to increase nutritional levels of school children. Procurement process: direct purchase of milk from small producers through the municipalities. PVL Coverage in 2010: 21 municipalities from 4 departments, benefiting 103,112 children. 	<ul style="list-style-type: none"> Stakeholders: Secretary of Social Development runs the Glass of Milk Programme (PVL) and WFP carries out the purchase, distribution and monitoring of the SFP. Legal/political framework: National Policy and Strategy for Food and Nutrition Security, creation of UTSAN. The Technical Unit of Healthy Schools is transferred to the Secretariat of Social Development

Countries	Phase 1 start (1940-1995)	Phase 2 (1995-2000)	Phase 3 (2001-2005)	Phase 4 (2006-2010)	Current Phase (2011-2012)
Nicaragua	<ul style="list-style-type: none"> Start: 1994 Stakeholders: Ministry of Education, WFP, FAO, UNICEF, PAHO²³ and INCAP²⁴ Political/legal framework: start of cooperation agreement WFP - government, with the contribution of food donations from WFP and government counterpart funds. Objectives: To contribute to improving education, health and nutrition of children in extreme poverty and vulnerability to food insecurity, allowing for greater investment in human and social capital, with the participation of the community and in particular families with children. Food: begins with the delivery of a cup of cereal and two micronutrient fortified biscuits. Coverage: 250,000 children. 	<ul style="list-style-type: none"> Stakeholders: Ministry of Education, WFP, FAO, UNICEF, PAHO. Political/legal framework: 1998, the Comprehensive School Nutrition Programme (PINE), passes from the Ministry of Family (MIFAMILIA) to the Ministry of Education as a social programme to provide the school snack in ten departments of Nicaragua. Aims: To expand the coverage of the service for school-age children. Food: rice, corn, beans, cereal, oil in autonomous regions, fortified wheat flour with corn. Coverage: 878.394 children from 137 municipalities. 	<ul style="list-style-type: none"> Stakeholders: Ministry of Education, WFP, FAO, Government of Japan. Political/legal framework: in 2001 due to lack of funding, the school snack was reduced to a cup of cereal. From 2005: large-scale purchases of food are started through the mechanism of public tender. Food: basic national food basket²⁵ including: rice, beans or peas, oil, cereal (CSB) and corn. 2002 to 2004 the Glass of Milk Programme was run. Beneficiaries: PVL: 100,000 children in 7 pilot departments. 	<ul style="list-style-type: none"> Stakeholders: Ministry of Education, WFP, FAO. Political/legal framework: from 2007 the government decreed the free nature of primary and secondary education and substantially improved support to the PINE expanding the coverage to 153 municipalities of the country, one third of which are covered by the WFP. Food: rice, corn, beans and oil Coverage: 996.669 children from 153 municipalities. 	<ul style="list-style-type: none"> Stakeholders: Ministry of Education, WFP, FAO. Political/ legal framework: PINE is integrated within the budget of the Ministry of Education, being funded with donations from WFP, Government of Japan, EU and other governments, also with Internal Relief funds from the Inter-American Development Bank (IDB) and the World Bank (WB) to finance the poverty reduction strategy. PINE has achieved that in Nicaragua, school feeding is recognized and included as one of the central points of Poverty Eradication and FNSS Policies positioning the PINE-MINED as an effective network of social protection. Coverage: more than a million children in the school system.
Paraguay	<ul style="list-style-type: none"> Start: 1995 Stakeholders: Ministry of Education and Culture (MEC). Political/legal framework: Law No. 806/95 creates the Nutritional School Supplement Programme. Objectives: To contribute to the retention of children in schools, improving school performance, ensuring food for students. Food: glass of milk and solid complement (Milk-bread or fortified biscuit). Coverage: targeted at institutions in vulnerable areas. 	<ul style="list-style-type: none"> Stakeholders: MEC, Ministry of Health (INAN). Political/legal framework: Law 1443/99 creates the Nutritional Supplement and Health Control System in schools. Coverage: targeted at institutions located in vulnerable areas. 	<ul style="list-style-type: none"> Stakeholders: MEC, governments and departments. Political/legal framework: from 2001 some institutions started to implement school lunch initiatives. Food: school snack: glass of milk with a solid complement (milk-bread, biscuits, crackers); School lunch: dried foods. Coverage: idem. 	<ul style="list-style-type: none"> Stakeholders: MEC, DIBEN²⁶, ITAIPU, parents. Food: school snack: glass of milk with solid complement (milk-bread, biscuits, crackers); school lunch: popular dishes, such as minced meat, small pieces of meat, pasta with butter, mashed potatoes, rice dishes, pasta with beef, cassava and others, vegetable broth, white rice with chicken, lettuce, tomato or cabbage salad, seasonal fruit. Coverage: idem. 	<ul style="list-style-type: none"> Stakeholders: MEC and Governorates. Coverage: coverage tends to be universal: benefitting 81% of enrolled students, about 527 thousand children in preschool and primary education. The School lunch initiative has only recently begun and only operates in some educational institutions.

²³ Pan American Health Organization.

²⁴ Institute of Nutrition of Central America and Panama.

²⁵ Basic food basket. Available at: <http://www.mitrab.gob.ni/documentos/canasta-basica/CABril2012.pdf/view>

²⁶ National Charity Directorate.

Countries	Phase 1 start (1940-1995)	Phase 2 (1995-2000)	Phase 3 (2001-2005)	Phase 4 (2006-2010)	Current Phase (2011-2012)
Peru	<ul style="list-style-type: none"> Start: food aid begins at the end of the 70's, through the National Bureau of Food Support (ONAA) of the Ministry of Agriculture, with support from the U.S. and WFP. 1977: National Food Support Office is created (Decree Law 21788). 1983: on the initiative of the Municipality of Lima the Glass of Milk Programme is created (Act 24059). 1989: The Direct Assistance Programme (PAD) is created (Supreme Decree of the Ministry of The Presidency No. -MIPRE 059-89). Political/legal framework: 1985, Law 24089 converts the Glass of Milk in a Mother and Child Food assistance Programme. 1992, Supreme Decree 020, creates the National Food Assistance Programme (PRONAA). Glass of Milk Coverage: nationwide, aimed at children up to 6 years of age, pregnant and breastfeeding mothers in poverty and extreme poverty. 1992: Supreme Decree 020-92, creates the National Food Assistance Programme (PRONAA), to support soup kitchens. Later it is extended to schools by providing school breakfasts to improve the nutritional status of the population at high nutritional risk. 	<ul style="list-style-type: none"> Political/ legal framework: in 1996, Decree-Law No. 866 creates the Ministry of Women and Human Development (PROMUDEH) considering the PRONAA as a decentralized public agency of the sector, with the following services: child feeding, school breakfast, emergency care and support to communal canteens. 2000: Supreme Decree 011-2000-PROMUDEH declares PRONAA in functional and administrative restructuring, in order to meet the objectives of contributing to raising the food and nutrition standards of the population at risk in an efficient, effective, economic and transparent way. 	<ul style="list-style-type: none"> Political/ legal framework: 2001, with Law No. 27779, the PROMUDEH is renamed the Ministry of Women and Social Development (MIMDES); in 2002, the Supreme Decree No. 008-2002-MIMDES approves the ROF of the Ministry of Women and Social Development (MIMDES), in which the PRONAA is considered part of this Ministry. Supreme Decree 034-2002, approves the fusion of the National Health Institute's food programmes with the PRONAA. 	<ul style="list-style-type: none"> Political/ legal framework: 2006, PRONAA fuses all its nutritional programmes targeted at children under 12 (PACFO, PANFAR, soup kitchens, school breakfasts and school lunches), under the name Comprehensive Nutrition Programme, PIN ESCOLAR. Objectives of the PIN ESCOLAR: prevention of malnutrition in children up to 12 years, pregnant and breastfeeding women, giving priority to children under 3 years of age in families in poverty or extreme poverty, or in conditions of nutritional vulnerability to improve their quality of life. 	<ul style="list-style-type: none"> Stakeholders: Ministry of Social Development (MDS). Political / legal framework: July 2011, Supreme Decree No. 010-2011-MIDES concludes the transfer of the Comprehensive Nutrition Programme (PIN), to 56 local provincial governments starting in October 2011. Law 29792 creates the MIDIS and assigns the PRONAA to the Social MIDIS, starting from the 1st of January 2012. Supreme Decree 008-2012-MIDIS, creation of the new National School Feeding Programme QaliWarma (vigorous child), which should start in March 2013. QaliWarma objectives: guarantee the food service for children in public educational institutions at preschool level starting at 3 years of age and those in primary education.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

4.2.2 Characterization of school feeding

This section presents the main aspects of the different modalities of school feeding implemented in the countries with regard to management, coverage, institutions, technical and financial implementation, food procurement, quality control, social participation, and mechanisms for monitoring, evaluation and accountability.

Management of school feeding

The eight countries have different modalities of school feeding, each with its particularities in management and implementation. In some countries, in addition to that considered as the main one, there are also other school feeding modalities, which are usually isolated or pilot initiatives, such as the Glass of Milk or school lunch initiatives (see figure 3).

Figure 3. Main modalities of school feeding in the eight countries

	Bolivia: Alimentación Complementaria Escolar (ACE)
	Colombia: Programa de Alimentación Escolar (PAE)
	El Salvador: Programa de Alimentación y Salud Escolar (PASE)
	Guatemala: Programa de Alimentación Escolar (PAE)
	Honduras: Programa de Merienda Escolar (PME)
	Nicaragua: Programa Integral de Nutrición Escolar (PINE)
	Paraguay: Programa de Complemento Nutricional: Merienda Escolar (Vaso de Leche)
	Perú: Programa de Alimentación Escolar Qali Warma

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

Specifically, in El Salvador, other modalities of school feeding that started as pilots are the school lunches in inclusive full time schools and the Presidential Glass of Milk Programme.

In Honduras, the Glass of Milk programme was created in 2010, by decree of law, as a supplement to the School Snack Programme. Currently it is being administered in a targeted and progressive manner with the aim of achieving national coverage.

For these countries, the report will focus on the main modalities of school feeding and only when appropriate will it address these more targeted or pilot initiatives.

Paraguay has a different situation to the other countries, as the Nutritional Supplement Programme currently consists of the distribution of the School Snack (Glass of Milk) and also temporary School Lunch pilot initiatives in certain types of educational institutions in the country. However, unlike other

countries, the Glass of Milk modality is the most institutionalized and has wide coverage, while the School Lunch is an initiative that has only recently started and has limited coverage. Moreover, as discussed below, more consolidated school lunch modalities would constitute a great potential for linking with the local purchase of certain products produced by FF. For these reasons, in the case of Paraguay, the characterization of school feeding will focus on the School Snack and subject to existing information the School Lunch will also be presented.

Peru also created the Glass of Milk Programme in 1983, which was transformed in 1985 into a Mother/Child Food Assistance Programme with coverage throughout the country, aimed at children up to six years of age and pregnant and breastfeeding women in situations of poverty and extreme poverty. According to the National Study from Peru, as it is not really a school feeding programme, it should not be focused on in this document.

It is also important to note that at the time of the preparation of the Peruvian National Report, the National Food Assistance Programme (PRONAA) responsible for, among other activities, school feeding through the Comprehensive School Nutrition Programme (PIN Escolar), was in the process of being closed, remaining in force until December 31, 2012.

At the same time, the new SFP, QaliWarma (vigorous child, in Quechua) was still in the design stage and supposed to start at national level in March 2013. For this reason, it is not possible to provide concrete information on its operation, as at the time that the national study of Peru was carried out the SFP was in a transition phase. However, for the purposes of this regional study, it was decided to present existing information on the new programme, as school feeding in Peru is undergoing a major reform process and it was considered interesting to give information on the new programme to provide an idea of the direction that is being taken. Therefore, it is important to note that much of the information on the SFP of Peru is based on the design of the new programme and its implementation cannot yet be evaluated. Likewise, in the Annex of the Peruvian national report information on the old programme, the PIN Escolar can be found.

a) Main modalities of school feeding and coverage according to educational level

The main modalities of school feeding and the education levels covered in each country are presented in Table 4. It can be seen that all SFPs cover the initial level, which has different denominations in each country (early childhood education, preschool, nursery) and basic education (also called primary). Bolivia, Colombia, Guatemala, Honduras and Peru start the coverage of their SFPs with children aged 3, 4 or 5, while El Salvador, Nicaragua and Paraguay include children from the first few months of life.

An important finding is that some countries are also attending teenagers, which is a group that should not go unnoticed. In this context it is important to mention that Colombia, El Salvador and Honduras attend teenagers until 15 or 16 years of age.



Table 4. Coverage of the main modalities of school feeding according to educational levels

Country	Preschool		Primary	Secondary				
Bolivia ²⁷	Early years education in community family		Vocational community primary education	Productive community secondary education				
	preschool (informal) 4-6 years	preschool (formal) 4-6 years	7-12 years	13-18 years				
	SUPPLEMENTARY SCHOOL FEEDING (CSF) 28			Not covered				
Colombia	Preschool		Basic Education			Secondary education		
	Preschool and kindergarten (3-5 years)	Transition (5 years)	Primary: 1 st to 5 th grade (6-10 years)	Secondary: 6 th to 9 th grade (11 to 14 years)		High-school: 10 th and 11 th grades (15-16 years)		
	Not attended	SCHOOL FEEDING PROGRAMME (SFP)						
El Salvador	Initial Education	Basic Education				Secondary education		
	Child Welfare Centres (CBI) (0-3 years)	Preschool (4-6 years)	1 st Cycle: 1 st to 3 rd grade (7-9 years)	2 ^{do} Cycle: 4 th to 6 th grade (10-12 years)	3 rd Cycle: 7 th to 9 th grade (13-15 years)	General and Technical High School (16-18 years)		
	SCHOOL FOOD AND HEALTH PROGRAMME (PASE)					Not covered		
Guatemala	Prechool education		Nursery		Educación media			
	(5-6 years)		(7-12 years)		Basic cycle (13-15 years)	Diversified Cycle (16-18 years)		
	SCHOOL FEEDING PROGRAMME(PAE)				Not covered			
Honduras	Preschool education		Basic Education		Secondary education			
	Prekindergarten, kindergartenandschool (3-5 years)		1 st to 6 th grade (6-12 years)	7 th to 9 th grade (15 years)		Diversified (16-19 years)		
	SCHOOL SNACK PROGRAMME (PME)				Not attended			
Nicaragua	Preschool education (formal and informal)			Primary Education	Secondary Education			
	1st Level (0-3 years)	2nd Level (3-5 years)	3 rd Level (5 to 6 years old)	1 st to 6 th grade (6-12 years)	1 st to 5 th year (13-17 years)			
	COMPREHENSIVE SCHOOL NUTRITION PROGRAMME (PIN ESCOLAR)				Not covered			
Paraguay	Early Years Education				Primary education			Secondary education
	Playschool	Prekindergarten	Kindergarten	Preschool	1 st level	2 nd level	3 rd level	1 ^o to 3 ^o grade
	(0-5 years)				(6-14 years)			(15-17 years)
	NUTRITIONAL SUPPLEMENT PROGRAMME 29							Not attended
Peru	Early years education		Primary education		Secondary Education			
	Nursery (6-36 months)	Preschool (3-6 years)	1 st to 6 th grade (6-12 years)		1 st to 5 th grade (12-17 years)			
	Not covered	SCHOOL FEEDING PROGRAMME QaliWarma			Not covered			

²⁷ Because school feeding in Bolivia is the responsibility of the autonomous municipal governments, it is not possible to establish a standard or patterns as in other countries. Thus, it does not have just one national school feeding programme. Each autonomous municipal government defines the school feeding service based on factors such as available resources, food availability, ecological zone and geographical location, among others.

²⁸ Bolivia: some municipalities attend secondary mode.

²⁹ Some schools that make up the 3rd level of basic education, especially those serving the poorest strata also receive a nutritional supplement.

b) Types of coverage of the main modalities of school feeding

Looking at the history of the SFPs in the eight countries included in this study, it was found that SFPs began about seven decades ago, the oldest being those of Colombia, Bolivia and Guatemala. As they evolved, SFPs have had to implement a number of selection mechanisms for the participating school population. Thus, this section analyses the types of coverage and the main school feeding modalities.

One mechanism that has been used to ensure that programmes consider the most needy, is the targeting of beneficiaries, using different strategies for this purpose, such as poverty maps, vulnerability of social groups (children, disabled people, indigenous people, displaced people) and recently, information on the FNINS of populations, high rates of absenteeism, school dropout, and undernourishment, among others. One of the objectives of this mechanism is to ensure that social investment is used as effectively and efficiently as possible.

In the present study we found that at least six countries consider their SFPs to be universal. This means that these countries intend to serve all students at the educational levels planned to receive school feeding, with no selection criteria or focus.

Table 5 shows in more detail the type of coverage and modalities of school feeding in each country. It is important to note for the case of Bolivia, that the country considers that its SFP is targeted, and that is how it appears in the table. However, analysing the characteristics of its operation, the following features that could allow it to become universal in the short-term stand out, e.g. children from public preschools and primary schools (and in some municipalities secondary schools) in almost all municipalities (94%) of the country are attended. According to the national report, the reason it is declared as a targeted programme is that it does not have a law or specific regulations establishing universal coverage.

Table 5. Types of coverage of the main modalities of school feeding

Countries	Type of coverage	Modalities of school feeding
Bolivia	Targeted	In Bolivia, CSF programmes are not considered universal, since there is not as yet any legislation requiring autonomous municipal governments to provide the service. There are still some municipalities that do not provide School Feeding. Municipalities that provide school feeding try to cover the largest student population possible. Many of the municipalities that provide this service prioritize early years and primary levels.
Colombia	Targeted	Firstly, coverage of the total population enrolled in preschool and primary in the municipality is ensured, continuing to secondary level, applying criteria for targeting vulnerable groups (rural area, educational modality prioritized in municipality, ethnic groups and displaced people, lower levels of enrolment and assistance, higher school dropout rates).
El Salvador	Universal	The PASE covers school children in preschool education and primary education (1st to 9th grade); however, it is targeted when implementing school feeding modalities such as school lunches in full time inclusive schools and the Presidential Glass of Milk Programme.
Guatemala	Universal	The PAE attends all children in preschool and primary levels in the country-
Honduras	Universal	The School Snack Programme (PME) in Honduras officially attends all public education centres at preschool and primary levels; the latter currently includes up to 9th grade in the case of the Glass of Milk Programme, which operates in a targeted manner based on the HDI.

Countries	Type of coverage	Modalities of school feeding
Nicaragua	Universal	The PAE serves all children in preschool and primary levels of public and subsidised private schools in the country.
Paraguay	Universal	The coverage of the School Snack (Glass of Milk) has gradually increased and in the last two years, the trend has been to reach all public schools and 50% of preschool and primary education up to the 2 nd level of subsidized schools. Some schools in the third level, especially those serving the poorest groups also receive school snacks. As public-policy, the total enrolment for the levels specified by law is assumed. The School Lunch initiatives are targeted. ³⁰
Peru	Universal	Universal programme aimed at children in preschool (from 3 years old) and primary education in public educational institutions nationwide. Starting in 2013, during the first two years the PAE will have a gradual increase in coverage, to reach its goal of 100% in 2016.

Source: FAO (2012). National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

c) Funding sources

In the last decade, it has been observed that along with the commitment to universal school feeding there has been a more active participation of governments, which have been taking more political responsibility for investing in the process of procurement and distribution of school feeding, allocating financial resources from the governments' general budget.

It is worth remembering that in past periods, funds essentially came from technical and financial cooperation through the United Nations World Food Programme (WFP), agencies such as the World Bank and the Inter-American Development Bank (IDB), as well as national and international NGOs involved in the issue. The collaboration of these stakeholders still continues in some countries, but mainly to cover budget gaps to achieve universal school feeding.

According to the analysis that has been made in each of the eight countries, the total annual budget is 938.51 million dollars (reference year 2011-2012), to serve 16,011,906 children from preschool and primary schools; some countries also cater for teenagers- in El Salvador and Honduras in basic education and in Colombia in secondary schools up to 16 years of age.

However, in terms of financial performance, information on the amount executed was obtained for six countries (Colombia did not make this assessment and the SFP in Peru only began its implementation in 2013). US\$280.08 million were planned, of which US\$230.77 million were executed. This equates to an execution of 82% (between 2011 and 2012). This variation of 18% is determined by several factors within the physical and financial administration, in most cases associated with the late disbursement of funds. This underutilisation, which impacts on school children, is manifested in a reduction in the amount of food provided, the number of days covered and, in extreme cases, the suspension of distribution of food for extended periods.

³⁰ The pilot experiences of the capital are aimed at schools located in vulnerable areas of the periphery and the poorest neighbourhoods and in schools that cater for special students. Those that were attended by Itaipu, in 2011, were directed to border schools in the departments in its area of influence (Alto Paraná and Canindeyú). Those supported by DIBEN through soup kitchens or communal canteens related to the comprehensive schools of San Pedro and other schools in 16 departments, are located in peasant and indigenous communities and settlements. Agricultural Vocational Schools are located in rural areas. The School lunch in schools with double schooling, self-managed schools or those promoted by some governorates do not necessarily follow criteria of vulnerability or poverty, but rather follow the initiatives of the school community (parents, students and teachers). Many of these experiences are not sustainable in time, as the governorates provide or support the school lunch for one year or until a given time to students who are included in a strategy or a specific modality; for example double schooling for remedial learning.

A performance summary of the funding sources for each country is presented in Table 6. In this regard, it is important to highlight some aspects for a better understanding of the results:

- Investment description: this is to ascertain which are the areas targeted by the funding sources. It was observed that all countries focused on the issues of acquisition, storage and distribution of food and administrative expenses. There is no budget item for other demands of the SFP, such as infrastructure, safe water, sanitation and hygiene in schools.
- Type of management: when reviewing the management of the governments in relation to the physical and financial implementation of institutional goals, it can be appreciated that El Salvador, Honduras and Nicaragua have centralized management, with the difference that there are cooperation agreements between the government and the WFP, so that the latter manages the acquirement, storage and distribution of food nationwide. Particularly, Nicaragua agrees the process of food distribution at the national level, as purchases are managed centrally.

Bolivia, Colombia and Guatemala have decentralized management with established mechanisms that vary according to the administrative policy, in some cases funds are transferred to municipalities in others directly to school boards.

Paraguay has a centralized management for schools in the capital and decentralized management for the rest of the country. Peru considers the management of its SFP as being devolved, which means that the authority and funds to purchase food are transferred to purchase committees; although this is not considered decentralized management because the management of programme resources is not transferred to the provinces and districts.

- Physical and financial implementation mechanism: according to the type of management, the SFPs make use of incredibly varied implementation mechanisms, such as financial transfers to the responsible ministries, to school boards or parent committees, and to the WFP in the specific cases of El Salvador and Honduras.

Table 6. Funding sources

Country	Funding		Budget		Year	Investment Description	Type of management	Physical and Financial Implementation Mechanism
	Source	Institution	Planned (US\$ millions)	Executed (US\$ millions)				
Bolivia	National Budget	Autonomous Municipal and Departmental Governments	76.00	69.80	2011	Purchase of food, storage, distribution and monitoring	Decentralized	Transfer of funds to the Autonomous Municipal Governments
	Cooperation Organism	NGOs, WFP						
	Subtotal		76.00	69.80				
Colombia	National budget	Central Government	251.00	n/a	2012	Purchase of food, storage, preparation, distribution and control of the provision of rations	Decentralized	Transfer of funds to local territorial authorities
	Cooperation Organism	NGOs, WFP	n/a	n/a				
	Subtotal		251.00	n/a				
El Salvador	National budget	Central Government	27.00	n/a	2012	Purchase of food, storage, distribution and technical assistance	Centralized with WFP support	Transfer of funds to the WFP until the beginning of 2013
	Subtotal		27.00	14.60				
Guatemala	National budget	Central Government	82.90	52.19	2012	Purchase of food	Decentralized	Transfer of funds to
	Subtotal		82.90	52.19				
Honduras	National budget	Central Government	22.10	22.1	2011	Agreement between government and WFP for the purchase, storage and distribution of food to district education departments	Centralized with support from WFP	Transfer of funds to WFP.
	Cooperation Organism	WFP	n/a	n/a				
	Subtotal		22.10	22.10				
Nicaragua	National budget	Central Government	14.70	14.70	2012	Purchase of food, storage, distribution, FNS training, planning and evaluation, monitoring and recently promoting school gardens	Centralized and supported by WFP for distribution	Funds are administrated and executed through the mechanisms of the Ministry of Education and with specific conventions with cooperation agencies
	Cooperation Agency	WFP	2.80	2.80				
	Financial Cooperation Agency	WB	4.30	1.80				
	National NGO	Nicaraguan American Foundation	1.80	4.30				
	Financial Cooperation Agency	IDB	0.80	0.80				
Subtotal			24.40	24.40				
Paraguay ³¹	National budget	Central Government (Finance Ministry) and Ministry of Education	47.68	47.68	2012	Purchase of food, storage, distribution and technical assistance	Centralized for schools in the capital/ decentralized for other areas of the country	The Programme is limited to the budgetary execution of the Nutritional Supplement (purchases of milk and solid food) by the MEC or governorates and distribution to the schools
		States						

Country	Funding		Budget		Year	Investment Description	Type of management	Physical and Financial Implementation Mechanism
Subtotal			47.68	47.68				
Perú	National budget	Central Government Programme will raise funds from public and private institutions, and resources from national or international cooperation grants	407.43	n/a	2013	Food purchasing, educational complement, monitoring and	Gestión desconcentrada. ³²	Transfer of funds to the purchasing committees
Subtotal			407.43	n/a		tracking.	Devolved management. ³²	
Total			938.51	230.77 ³³				

Source: FAO (2012). National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

d) School days covered and costs of school feeding

Table 7 shows the number of school days per year, which are used for planning the number of days in which food will be provided and the number of days of coverage.

A relevant point which emerges in this regard, is that most countries do not cover the total number of school days established by the educational system, although in some a proportion close to the total of class days are planned. The countries serve between 76 and 190 school days, as stipulated by each Ministry of Education.

Table 7. School days in the education systems and the planning and implementation of days with school feeding

Country	Total school days	Number of days school feeding is planned	Number of days covered with school feeding	Year of reference
Bolivia	200	n/a	165	2009
Colombia	200	n/a	Between 100 and 180	2012
El Salvador	200	n/a	76	2011
Guatemala	180	n/a	180	2012
Honduras	200	200	125	2011
Nicaragua ³⁴	200	152	152	2012
Paraguay	190	190	190	2011
Peru	191	191	n/a ³⁵	2013

Source: FAO (2012). National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

³¹ Budgets are calculated for the total enrolment for the levels listed in table 4. The budget provides for two modalities, the School Snack and the School Lunch initiatives. In the case of the capital, the budget corresponds to the School Snack and the School Lunch pilot projects.

³² The co-management arrangement for the food service of the national SFP QaliWarma, provides a mechanism that involves coordinated participation and cooperation between stakeholders from civil society and the public and private sectors, in order to provide a quality service to users of the national SFP QaliWarma.

³³ This execution total includes Bolivia, El Salvador, Guatemala, Honduras, Nicaragua and Paraguay. Data for Colombia is not available and implementation in Peru began only recently in 2013.

Table 8 presents the daily and annual costs per child in each country. It is noted that Bolivia, Guatemala and Honduras have differentiated the daily and annual cost of the ration per child, by area- rural, urban and others (corresponding to special areas), This value is obtained from the data of annual purchases made by each programme (between 2011 and 2012). Thus, on average, for urban areas the cost per ration is US\$0.16, for rural areas US\$0.17, and for others- indigenous and remote areas, the cost of the daily ration is between 0.17 and 0.18 US dollars per child. In the case of Peru, because of its difference with other countries, the data are presented separately.

Table 8. Daily and annual ration costs of school feeding

Country	Cost per child/day			Cost per child/year		
	Urban (US\$)	Rural (US\$)	Other (US\$)	Urban (US\$)	Rural (US\$)	Other (US\$)
Bolivia	0.18	0.12	-	29.80	20.80	-
Colombia	Breakfast (0.51), afternoon dietary supplement (0.51), Lunch (0.69) ³⁶					
El Salvador	0.14	-	-	10.98	-	-
Guatemala	0.14	0.20	-	25.20	36.00	-
Honduras ³⁷	0.15	0.15	0.17 ³⁸	18.13	18.13	21.25 ³⁹
Nicaragua	0.16	-	-	24.5	-	-
Paraguay ⁴⁰	0.48	-	-	91.8	-	-

Source: FAO (2012). National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

The budget planning process for the SFPs is executed on the basis of the value of the ration assigned to each child. The data presented in Table 9 is for 2012. As can be seen, the cost of the ration in Paraguay, per day and per year, is different to the other countries, due to the nutritional complement, corresponding to the glass of milk provided to students, which has a higher cost than the rations provided in the other countries.

For Colombia, Paraguay and Peru, the cost structure of the daily and annual serving is higher than in the other five countries, as various factors, including the purchase of ready-to-eat foods and, in the case of Peru, the differentiation according to age group, educational level and geographic area, affect costs (see the example of Peru in tables 9 and 10, with values corresponding to 2013).

Table 9. Daily and annual value of prepared rations (breakfast and lunch) in US dollars in Peru⁴¹

Cost serving arrangement: prepared rations								
Cost per child/day (US \$)	Cost per child/day (US\$)				Cost per child / year (US\$)			
	Breakfast Proposal		Lunch Proposal		Breakfast Proposal		Lunch Proposal	
Coast and Mountains	Forest	Coast and Mountains	Forest	Coast and Mountains	Forest	Coast and Mountains	Forest	Selva
Preschool	0.48	0.58	0.47	0.58	91.68	110.78	89.77	110.78
Primary	0.56	0.66	0.59	0.69	106.96	126.06	112.69	131.79

Source: FAO (2012). National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

³⁴ Nicaragua has established 200 school days annually, however, due to teacher training days, in reality there are only 182.

³⁵ The intention is to cover all schooldays.

³⁶ In the case of Colombia, the daily and annual costs per child cannot be calculated because the planning scheme is different, calculated per ration and not per day.

³⁷ These amounts relate to the average amounts for the preschool and primary level.

³⁸ This amount refers to the Atlantic region.

³⁹ Idem.

⁴⁰ In the case of Paraguay, there are school lunches; these have a cost of US\$1.34 per child per day.

Table 10. Daily and annual value of the basket of products in US dollars (perishable and non-perishable foodstuffs for breakfast and lunch) in Peru

Modality: basket of products	Servings	Cost per child/day		Cost per child/year	
		Preschool (US\$)	Primary (US\$)	Preschool (US\$)	Primary (US\$)
Coast and Mountains	Breakfast	0.43	0.502	82.13	95.88
	Lunch	0.426	0.529	81.36	101.03
	2 rations	0.856	2.031	163.5	388.8
Forest (Madre de Dios, Ucayali, Loreto, Amazonas and San Martin)	Breakfast	0.521	0.59	99.51	112.69
	Lunch	0.514	0.62	98.17	118.42
	2 rations	1.035	1.21	197.68	231.11

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

For purposes of planning school feeding, the countries studied (with the exception of Colombia) use the following variables: initial enrolment or final enrolment of the previous year, number of days that school feeding will be provided and the cost of the daily ration (average calculated according to market prices and costs of recent purchases).

In the case of Colombia, budget planning is done, in the first instance, from the preliminary draft budget based on:

- The feeding quotas expected to be provided during the term according to the modality (breakfast or lunch), seeking to ensure that coverage is not reduced in relation to the preceding year (enrolment information is not used), in compliance with the provisions of Law 1176 of 2007⁴²
- The number of days the school feeding service is expected to be provided.
- The value of the ration for each of the modalities in which the service is provided. Once the budget definition process is determined and the investment ceilings approved by the Ministry of Finance and Public Credit are reported to the implementing agency, some of the elements used to project the budget required for the operation of the programme may vary.

Considering that on average a child receives food for a 150-day period, in Bolivia, El Salvador, Guatemala, Honduras and Nicaragua, the average annual investment in school feeding per child is US\$24 in urban areas, US\$25.5 in rural areas, and US\$27 in special zones.

e) Coverage of School feeding

According to national studies, there is full geographic coverage in the departments and provinces. As for the number of municipalities served, SFPs are present in 88% (over 2,413) of the municipalities that make up the administrative units studied (excluding Peru) (see table 11).

⁴¹ School Feeding Programme QaliWarma. Guidelines for school menu planning (Departmental Resolution No. 001).

⁴² Article 19. Increases in the number of quota in the School Feeding Programme that local authorities carry out with additional resources to the special allocation for school feeding from the general system of contributions and resources from the Colombian Institute of Family Welfare, should be maintained permanently. In no case may coverage be expanded until the continuity of resources to finance such expansion is guarantee.

It is very important to note that although in table 11 it is observed that several of the countries have a high percentage of coverage and many have been classified as having universal coverage, there are many limitations for this to become effective. Not all countries are able to cover all the schools planned, since the schools themselves do not contemplate coverage for their total enrolment, nor the total school days planned.

In short, it can be seen that there is political will on the part of all governments, as well as significant progress in strengthening the financial capacity of the SFPs to meet the demand for school feeding and to universalize arrangements for preschool and primary levels.

Table 11. School feeding coverage

Countries	States			Municipalities			Public education centres			Universe and students covered by school feeding		
	Total	Covered	%	Total	Covered	%	Total	Covered	%	Total	Covered	%
Bolivia	9	9	100	337	317	94	15,870	13,823	87	2,418,677	2,162,921	89
Colombia	32	32	100	1,122	812	72	0	0	0	4,725,270	4,063,906	86
El Salvador	14	14	100	262	262	100	5,461	5,199	95	1,342,803	1,327,348	99
Guatemala	22	22	100	333	333	100	27,636	23,573	85	2,852,769	2,723,654	95
Honduras	18	18	100	298	298	100	23,256	20,931	90	1,457,489	1,404,101	96
Nicaragua	17	17	100	153	153	100	10,504	10,504	100	1,020,447	1,020,447	100
Paraguay	1843	18	100	238	238	100	7,049	n/a	6044	879,540	527,724	60
Peru ⁴⁵	2546	25	100	1,841	n/a	0	59,751	n/a	0	3,844,524	2,781,805	72
Total	155	155	100	4,584	2,413	88	149,527	74,030	89	18,541,519	16,011,906	86

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

Of the 18,541,519 children officially enrolled in the levels which should be covered by the feeding modalities in the countries, only 16,011,906 are attended; in other words 86% of the demand for school feeding is being met in these countries.

According to the same description, there are a total of 2,529,613 children who are not receiving school feeding.

If an average annual cost of US\$25.5 per child is established, an approximate additional cost of US\$65 million would be required to reach full coverage in all countries. This projection does not include the number of children of school age who did not enter the education system.

School feeding institutionalization

a) Institutional framework of school feeding

For the proper functioning of the SFP there needs to be legal and policy frameworks to regulate their implementation, monitoring and social control.

⁴³ Includes the 17 states, plus Asunción.

⁴⁴ This percentage is an estimate, because it has been calculated based on the number of localities actually covered.

⁴⁵ Due to the gradual growth of the Qali Warma Programme, coverage will begin in 2013 by attending approximately 2,780,000 children. In 2013 the programme intends to cover all public schools that were previously handled by the National Food Assistance Programme (PRONAA) and also those schools that are in the poorest districts of the country, according to classification by the National Institute of Statistics and Computing. In 2014 schools located in districts in quintiles 2, 3 and 4 will be incorporated, finally incorporating schools in less poor districts between 2015 (40% of quintile 5) and 2016 (60% of quintile 5) thereby gradually progressing towards universal coverage. It is hoped that universal coverage of 3,800,000 children will be reached in 2016.

⁴⁶ Includes 24 regions and one constitutional province.

In the LAC region, SFPs have become increasingly recognized as a tool for social protection and the application of the HRF, which is understood as one of the key components of sustainable human development. Thus, SFPs constitute a protection and risk prevention factor in relation to the limitation of learning and school performance and school dropout; the reduction of family budgets, as the SFPs can be treated as a transfer of resources to the most vulnerable families; FNINS in situations of financial, political and environmental instability; nutritional deficiencies and chronic non-communicable diseases⁴⁷.

In this section it is stressed that, with the exception of Paraguay, which has a Nutritional Supplement Law and Peru, which has the Supreme Decree of QaliWarma, the other countries do not have specific laws for school feeding, although several have rules and regulations for school feeding at the level of the governing body.

While SFPs are becoming very relevant public policies for these countries, and some, such as Honduras, El Salvador and Nicaragua, even make reference within its design to its contribution to FNS and HRF, SFPs are still governmental, rather than state policy.

In this regard, there is a phenomenon in some countries, which in the case of Honduras, Nicaragua and recently El Salvador is highly significant, as laws have been formulated to legally support the provision of a glass of milk to school children, but where there is no specific legislation to institutionalize national school feeding programmes.

If this trend of not strengthening the institutional framework of SFPs continues, the progress made in the last decade will not have a legal basis to sustain it. Moreover, the same trend prevents a comprehensive response to the growing demand for SFPs. However, some countries like El Salvador, Honduras, Nicaragua and Bolivia are making efforts to develop initiatives for school feeding laws, incorporating the element of sustainability and mainstreaming the human right to adequate food.

It is important to remember that the SFPs represent a great potential for the development of FF and local markets, contributing to local economic development, interrupting the cycle of poverty and promoting FNS.

The main legal frameworks of school feeding in the eight countries are described in Table 12.

⁴⁷ FAO.(2012). Expert Forum on Sustainable School Feeding Programmes for LAC. Santiago, Chile. Available at: <http://www.rlc.fao.org/es/programabrasilfao/proyectos/alimentacion-escolar/>

Table 12. Institutional frameworks that favour school feeding programmes

Countries	Institutional frameworks
Bolivia	<ul style="list-style-type: none"> - State Constitution. - Law No. 070 on Education AvelinoSifiani - Elizardo Pérez, 20 December 2010. - Law No. 144 on Productive Community Agricultural Revolution, adopted on 26th of June, 2011. - Law No. 2028, Municipalities Law, Article 8 competences in sustainable human development, 28th October 1999. - Law No. 2235 on National Dialogue 2000, 31st July, 2000. - Law No. 3058 or Hydrocarbons Law, 17th May, 2005. - Supreme Decree No. 28667 amends the National Food and Nutrition Council, CONAN, 5th April, 2006. - Supreme Decree No. 0181, for the procurement of food intended for school breakfast and nutrition programmes, 28th June 2009. - Bi-ministerial Resolution No. 002/00 of 01/08/00 on School Feeding and Health Policy
Colombia	<ul style="list-style-type: none"> - Political Constitution of Colombia 1991. - Law 715 of 2001 establishes and regulates the transfer of economic resources specifically destined for SFP to districts and municipalities, in addition to resources permanently allocated by the ICBF. - Law 1098 of 8/11/2006 establishes that the ICBF will define technical guidelines that entities must fulfil in order to guarantee the rights of children and adolescents, and to ensure their restoration among these SFP guidelines. - Law 1176 of 27/12/2007 ratifies the allocation of resources for theSFP. - Law 1283 of 5/1/2009 establishes the use of resources from royalties and monetary compensation. - ICBF resolution No. 3858 of 2007 and resolution No. 5440 of 2009 make it mandatoryfor mayors and governors to follow and implement these guidelines for the development of school feeding programmes, among others.
El Salvador	<ul style="list-style-type: none"> - Political Constitution of El Salvador. - Law on the special fund for resources from the privatization of ANTEL
Guatemala	<ul style="list-style-type: none"> - Constitution of the Republic of Guatemala. - Law of the National Food and Nutrition Security System, 2005. - National Education Law.
Honduras	<ul style="list-style-type: none"> - Constitution of the Republic. - Glass of Milk Law 2010, creation of the Glass of Milk Programme - Decree PCM 00-2000 2000, creation of the PES. - Decree 2005, setting the PME budget. - Decree PCM 002-2000, 2010, transfer of the PES from the Secretariat of the President to the SDS. - Glass of Milk Act, 2010. - Regulation of the Glass of Milk Programme, 2010. - GOH-WFP Cooperation Agreement, 2012, regulatory framework which stipulates the commitments of the signatories on behalf of the government and WFP, 2012.
Nicaragua	<ul style="list-style-type: none"> - Law No. 693 on Food and Nutrition Security and Sovereignty (FNSS). - Children and Adolescents Code, Law No. 287. - General Education Law No. 582. - Law No. 688 on the Dairy Sector Development and the School Glass of Milk.
Paraguay	<ul style="list-style-type: none"> - Law No. 806 of 1995, creates the School Nutritional Supplement Fund - Law No. 1443 of 1999, creates the Nutritional Supplement and Sanitary Control System in Schools. - Law No. 1793, 2001, amends the previous law and creates the possibility of implementing the school lunch. - Law No. 4098, 2010, amends and expands the previous one.
Peru	<ul style="list-style-type: none"> - General Education Law recognizes education as a public service, when it is offered free by the State at all levels and modalities and obligatorily complemented by feeding programmes in preschool and primary levels. - Supreme Decree 007-2012/MIDIS, deactivation of PRONAA - Supreme Decree 008-2012/MIDIS, creation of the National School Feeding Programme QaliWarma.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

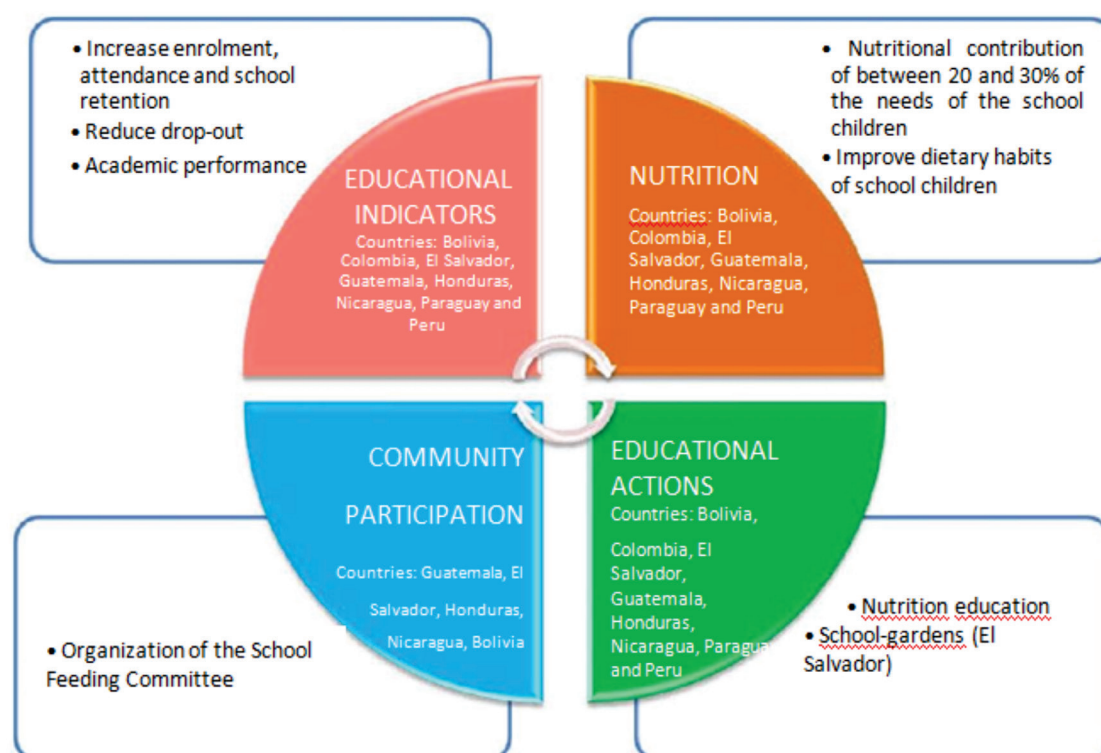
b) Theoretical conceptual organization of programmes

Objectives of the SFPs

The study analysed the design with which the SFPs operate and are organized, considering the objectives highlighted below (see Figure 4):

- Educational indicators: the eight countries aim to increase enrolment, attendance and retention, intending to achieve better academic performance, contributing to the improvement of educational quality.
- Nutritional status: all countries incorporate the concept of improving the students' diet through school feeding or other nutritional supplements, e.g. the glass of milk, which is the most common among the countries.
- Educational activities: although all countries aim to improve eating habits through nutrition education, only El Salvador stresses in its objectives the implementation of school gardens as part of food and nutrition education activities.
- Community participation: there is a strong component of community organization and participation in the four Central American countries, as well as in Bolivia, which includes strengthening of community organization and involvement in schools through school feeding committees (SFC), which have the responsibility to mobilize human resources for the implementation of the various activities taking place in relation to school feeding. Similarly, in Peru the co-management of the SFP with the community stands out.

Figure 4. Objectives of the school feeding programmes



Institutional functioning

This section describes the functioning of the main stakeholders that are directly linked to the implementation of SFPs in each country (see Table 13).

Table 13. Institutional arrangement

Country	Institutional functioning
Bolivia	Ministry of Education: Governing sector of school feeding. Autonomous municipal governments are responsible for implementing SFPs. Among the institutions that have been continuously working and supporting school feeding are the WFP, PCI, Cuna Association, Samaritan's Purse, ADRA, FUNDESA. Among those who contributed occasionally are: World Vision, Development Partners, CARE Bolivia, USAID and others.
Colombia	Colombian Institute of Family Welfare (ICBF): governing body responsible for leading the management of the SFP, responsible for establishing and publicizing the guidelines and standards for the implementation of the SFP and appropriating financial resources for the service's operation in the municipalities each year. Furthermore, it is able to sign agreements with non-profit organizations, NGOs and private companies for the provision of services to children and provides technical assistance and supervision of resource investment and the provision of childhood services (i.e. it sets the technical guidelines of the SFP). Ministry of National Education (MEN): of the same order of hierarchy as the Colombian ICBF, as it successfully characterizes the beneficiaries of the SFP jointly with the ICBF, issuing guidance for coordination between educational establishments, the education secretaries of local authorities and operators which provide school feeding services. Territorial entities: formed by the municipalities and departments, in this case the municipality has the primary role in planning, funding and developing the Programme. Its leadership and involvement is essential in the integration of stakeholders and resources within a single SFP in the municipality.
El Salvador	Ministry of Education (MINED): the PASE is managed by the MINED, in the Headquarters of School Food and Health, which is part of the Integrated Citizen Administration Management under the National Department of Education. In its implementation, it has two strategic partners: the Food Assistance Division (DAA) of the Ministry of Social Inclusion and the WFP. WFP, as a strategic partner, purchases food and non-food items, provides logistics for distribution, undertakes monitoring and evaluation of the distribution and operation in the schools and provides technical assistance in building capacities of the PASE, including developing new modalities for fortified foods and lunch for full time inclusive schools.
Guatemala	Ministry of Education (MINEDUC): institution responsible for the national SFP, which it coordinates through two departments: - DIGEPSA: responsible for the study and control of the expenditure of the support programmes (school supplies, educational materials for teachers and school feeding). Its main function is the accountability of the parent organizations (POs). - DIGEFOCE: responsible for the technical assistance programme through training of POs and parents in the selection and preparation of school meals, it is also responsible for defining the guidelines and programmes for training and participation of the POs. PO: At the municipal level the POs are decentralized organizations with legal status, formed by parents, guardians, teachers, head teachers and community leaders working democratically to improve the educational process. They are responsible for supporting the implementation of the SFP in each school.
Honduras	First Lady's Office: through this office significant physical and financial resources are raised for school lunches. Secretariat of the Presidency: instrumental in the creation and development of the School Snack Programme (PME) and currently responsible for the implementation of the 10,000 Bonus Project and the functionality of the FNS Technical Unit (FNS TU). Ministry of Social Development: aims to guide, promote and evaluate social policy development. It runs the Glass of Milk Programme (GMP) and coordinates the Healthy Schools Programme (PES), which in turn coordinates the implementation of the PME. Secretary of Education: through the department of the Honduran School Feeding Service (SAEH), it has the responsibility to contribute to the PES in coordinating the School Feeding Programme. WFP: by signing cooperation agreements, the WFP develops the whole process of purchase and acquisition of food, transportation, storage and distribution to the collection centres of the 293 district offices of the Education Secretariat, at the national level.
Nicaragua	Ministry of Education: responsible for school feeding through the Comprehensive School Nutrition Programme (PINE). It has a close relationship with the WFP, with which it has a collaboration agreement for the distribution of food and with FAO, with whom it has an agreement for strengthening the FNS strategy for the education sector. It also has noteworthy collaborations with other stakeholders such as WB, ANF, Fabretto Foundation, Inter-vida, IDB, among others.

Country	Institutional functioning
Paraguay	Implemented by the Ministry of Education and Culture (MEC) and departmental governments. MEC: Tenders for the provision of food for the school snack and the school lunch pilots in the area of the capital, distributes food to educational institutions in the capital, monitors and evaluates the Programme. Governorates: Tender for the provision of food for the school snack, distribute food to educational institutions, and report to the MEC on the implementation of the Programme. Educational institutions: receive food and distribute it to the children that the Programme serves.
Peru	Ministry of Development and Social Inclusion (MIDIS): responsible for managing the Programme. The SFP QaliWarma is responsible for issuing technical standards, planning to ensure equitable budget planning and the transfer of resources to the Purchasing committees, accountability and the overall supervision of the Programme. Purchasing committees: composed of representatives from local governments, health networks and parents of public education institutions, among others. They have the legal capacity to purchase goods and hire services. School feeding committees (SFC): carry out the main function of monitoring and managing the food service in educational institutions.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

Execution processes

a) Characteristics of the implementation of SFPs

The implementation of SFPs in schools should be properly carried out, which involves, among other elements, having technical support from nutritionists, with menus prepared according to age appropriate nutritional recommendations, and special nutritional needs according to culture and diversity. The main findings in this section are:

- Existence of nutritionists: in most countries, the SFP has nutritionists. However, the number is limited and insufficient to meet the demand. In Bolivia, only some capital cities, NGOs and cooperation agencies have nutritionists; Guatemala's SFP does not have any nutritionist, Honduras has specialists in education, but no nutritionists. In general, countries only have this professional assistance at the SFP headquarters and not at municipal or local school level.
- Menu: in most countries, the nutritionist working at the headquarters prepares the menu. In Guatemala, it is prepared by the executing agency; in Honduras and Nicaragua trained mothers and teachers prepare the menu.
- Number of meals delivered: in most countries school meals are provided once a day, except in Bolivia and Colombia, where in cases of high vulnerability and available resources, two meals are possible. In Peru, in rural areas, in addition to breakfast, lunch will also be provided.
- Provision modalities: are determined by the time of classes- morning or evening. In general, the provision of breakfast and a snack is more common, followed by the provision of lunch.
- Type of preparation: in most countries, foods offered are prepared in schools or in family homes. In the capital cities of Bolivia and in some schools in Colombia companies provide industrial ready-to-eat products.
- Type of food: A great variety of food is offered by the different SFPs. In countries where the WFP is still present, in general, the foods supplied are basically dry foods (basic grains) such as corn, beans, rice, and corn soy blend (CSB). In these countries, fresh food is provided by parents or obtained from the school gardens. In the other countries, and even in Paraguay's school lunch initiatives, there is

a larger variety of foods, including fruits and vegetables, dairy drinks, eggs, various meats and also processed foods.

- Nutritional value of school meals: most countries have recommendations for the number of calories to be provided by the SFP, which range from 12% to 33% of the caloric recommendations for each age group. Half of the countries have specific recommendations for proteins. However, it is important to note that there is no information on whether SFPs are actually meeting these recommendations, because it seems that the countries studied (except Guatemala⁴⁸) have not assessed the nutritional content of the school meals offered (see table 14).

Table 14. a) SFP implementation characteristics

Modalities	Bolivia	Colombia	El Salvador	Guatemala	Honduras	Nicaragua	Paraguay	Peru
Existence of	In some capital cities, NGOs and cooperation organisms.	At the headquarters of the ICBF and hired by the operators	A nutritionist in the PASE.	There is no nutritionist for the SFP.	The PME has a professional certified in FNS education in the SFP.	The PINE has a nutritionist at the headquarters.	The central institutions have nutritionists: MEC, INAN and DIBEN.	There are nutritionists at the central level and in all departments and provinces.
Menu	<ul style="list-style-type: none"> • Urban municipalities: Developed by nutritionists. • Rural municipalities: Developed by schoolboards, sometimes with the support of NGOs and cooperation organizations. 	The ICBF nutritionists produce template menus and deliver them to operators.	Prepared by the nutritionist of the PASE in 2009.	DIGEFOCE elaborates the basic school food basket (BSFB) and menu recipes.	Prepared by trained mothers and teachers.	Prepared by trained mothers and teachers.	School Lunch: Menu developed by the MEC and validated by the INAN.	Developed by nutritionists, recipes are validated by the National Centre for Food and Nutrition (CENAN).
No. daily meals	1 or 2 ⁴⁹	1 or 2 ⁵⁰	1	1	1	1	1	1 or 2 ⁵¹
Supply Modalities	<ul style="list-style-type: none"> • Breakfast (67% of municipalities). • Breakfast and lunch (33% of municipalities, Mainly rural municipalities)⁵² 	<ul style="list-style-type: none"> • Breakfast. • Food supplement In the afternoon session. • Lunch. • Snack 	<ul style="list-style-type: none"> • PASE: snack. • Glass of milk pilot: 2 days a week in some schools. • Lunch pilot: Inclusive fulltime schools. 	<ul style="list-style-type: none"> • School snack 	<ul style="list-style-type: none"> • Breakfast 	<ul style="list-style-type: none"> • Breakfast/ lunch 	<ul style="list-style-type: none"> • School snack (Glass of Milk): breakfast or snack. • School lunch: lunch. 	<ul style="list-style-type: none"> • Breakfast: schools located in districts of quintiles 3, 4 and 5 of poverty. • Breakfast and lunch: schools in rural areas in quintiles 1 and 2 of poverty.

⁴⁸ The energy provided by the school snack in Guatemala should be 30% of the students' daily energy requirements, however, in the diagnosis of the school snack in 2011, it was found that the energy (kcal) provision per serving is in the range of 15-20%.

⁴⁹ In rural municipalities, where there are sufficient resources and input from parents, either economic or in kind, two servings are provided each day per student- breakfast and lunch.

⁵⁰ If the municipality or the SFP have an especially vulnerable population, and there are resources available, two supplements can be offered per child or two eating times, a main meal (breakfast or lunch) and a snack.

⁵¹ Children attending schools in less poor districts receive breakfast and children attending poor and extremely poor schools receive breakfast and lunch. The National School Feeding Programme Qali Warma plans the school feeding service with one or two servings of food per day, offered during the school year with differential attention according to geographical area, which meets students' energy needs.

⁵² Data from the 2008 administration, but according to the national report, the outlook has not changed.

⁵³ Methodology for measuring poverty which is defined by a poverty line that represents the income necessary for an individual or family to reach an acceptable level to meet their basic needs.

Modalities	Bolivia	Colombia	El Salvador	Guatemala	Honduras	Nicaragua	Paraguay	Peru
Preparation type	Capital cities: Ready-to-eat, finished products provided by companies. Rural municipalities: rations prepared in schools by mothers.	Rations prepared on site, rations industrially prepared.	Prepared in schools or homes.	Prepared in schools.	Prepared in schools or homes.	Prepared in schools or homes.	School snack: served in schools. School Lunch: food prepared in the company plant and served in schools; in some, it is prepared in the schools.	In less poor areas (quintiles 3, 4 and 5 of poverty): rations are prepared. In poor areas (quintiles 1 and 2 of poverty): food prepared in schools.
Types of food	Urban Municipality ⁵⁴ : extract of soy with cacao, bread, cereals, legumes, cereal bar, cow's milk, fruit drink, dairy beverage, wholemeal pasty. Rural ⁵⁵ breakfast: tea with bread, mate with bread, gruel with bread api with tortilla. Lunch: chilli rice, beetroot salad with rice, rice soup, vegetable soup.	Bienestarina® ⁵⁶ , Chicken breast, minced beef, egg, lentils, beans, spaghetti, rice, potato, tomato, onion. ⁵⁷	Milk, beans, rice, sugar, fortified beverage, vegetables. ⁵⁸	Incaparina®, Bienestarina®, sugar, corn tortillas, rice, herbs, vegetables, fruits, powdered milk, eggs, corn flour, oil.	Corn, beans, rice, oil and corn soy blend (CSB) ⁵⁹	Rice, beans, or corn tortilla flour cakes (Caribbean), CSB	School snack: glass of milk and biscuit or milk-bread or biscuits. School lunch: chicken, noodles, meat, lentils, beans, polenta, potatoes, rice, lettuce, cabbage, tomato, fruits, fresh juices. ⁶⁰	Breakfast: preparations such as thick beverages and gruels (made from milk, cereals such as oats, quinoa, amaranth, wheat, corn or corn flour; or legume flours); in some areas soup or chowder type preparations with milk or cheese; solid foods like breads or crackers with margarine or jam, mousse, sandwiches, sweet potato, yucca, broad beans, roasted corn. Lunch: cereals (rice, pasta, quinoa, wheat), tubers (Potato, sweet potato, yucca, oca), pulses (dried beans, lentils, split peas, beans), meat, products and seasonal fruit.
Nutritional value of each meal served	Minimum values: kcal: 450 proteins: 12 g	Breakfast: minimum of 20% of the daily recommendations for energy and nutrients, according to age group. Food supplement: at least 20%. Lunch: minimum of 30%. Snack: minimum of 10%, in addition to one of the above.	12 to 15% of daily nutritional requirements of children between 6 and 12 years.	30% of the daily energy recommendations according to age group.	33% of calories (573 kcal) and 47% of proteins needed per day, for a child of 6 to 12 years old.	27% of calories, 29.37% of the daily protein requirements.	25% of the recommended Calorie requirements for school age (450kcal).	Breakfast: 25% of the recommended calories and proteins and 10 to 25% of the recommended iron for children of 3 to 11 years. Lunch: 35% of the recommended calories and iron and 50% of the recommended proteins for children of 3 to 11 years.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

⁵⁴ Menu of the municipality of La Paz.

⁵⁵ Menu Nazarene Education Unit - Potosí.

⁵⁶ Bienestarina® and Incaparina®: wheat and soy flour fortified with vitamins and minerals consumed as gruel.

⁵⁷ Based on the menu for the supplemented snack for the Cundinamarca region.

⁵⁸ Food supplements are supplied by the mothers or the school and school gardens in those schools where they are available.

⁵⁹ CSB: mixture of corn and soybeans. Fresh foods are incorporated through provisions from parents who prepare the snack, and other food produced by students in the school vegetable- gardens.

⁶⁰ Optionally corn, carrots, peas, beetroot or cucumber can be added. Food based on the menu for a week of school lunches in Asuncion (2010 - 2012).

b) Infrastructure in schools for implementing school feeding

This section analyses some aspects related to the responsibility for implementing school feeding in schools, the handling of food and sanitary conditions for the preparation and consumption of food. Furthermore, school infrastructure for the development of several related activities, such as the availability of storage space, safe water, electricity, sanitation, space for physical education and the implementation of school gardens is highlighted (see tables 15 and 16). The main results are:

- Responsibility for preparation and distribution in schools: in the eight countries analysed there was a strong presence of school children's mothers, who do the work of storing, preparing and distributing food. Only Bolivia (in urban municipalities) and Colombia have hired professionals specifically for this activity.
- Storage space: the countries that need warehouses because of their feeding modality mostly do not have these spaces, using classrooms or parents homes as an alternative.
- Place of food preparation: in countries where food preparation is required, this is mostly done in schools, but only some have kitchens. In some countries mothers do the preparation in their own homes. Sometimes food is prepared in classrooms, playgrounds or corridors.
- Eating place: most schools do not have suitable premises for the consumption of school meals, such as canteens. Only Colombia foresees the installation of these facilities in the majority of schools. In other countries the school meal is consumed in classrooms, playgrounds, corridors and kitchens.
- Cooking and eating utensils: regarding cooking utensils, governments and schools do not provide this kind of material. In general, as in the case of Colombia, they are provided by families, cooperating agencies or operators. It has been found that in many cases, if students do not bring their utensils to school they cannot receive the food offered.
- Water, electricity and health services: These services are not present in all schools, especially in those located in rural areas. Sometimes facilities exist, but are not available year round or are not in good conditions.
- Lack of infrastructure: it is important to mention that SFPs do not have enough resources for infrastructure projects in schools, such as kitchens, equipment, canteens and utensils. Often they do not have the necessary conditions for preparing food (furniture, utensils and water). Furthermore, even when there are physical spaces and facilities they are in poor condition.
- Families' input in implementing meals: since most countries do not have specific professionals for conducting school feeding, this involves a lot of expense to the families who have to contribute their time, spices, food, money and even stoves, wood and gas for cooking food.
- Spaces for practicing physical education: it has only been possible to identify whether schools have space for practicing physical education in five of the eight countries and not all schools in these countries do.

Table 15. Conditions for storage, preparation and consumption of school feeding

Features	Bolivia	Colombia	El Salvador	Guatemala	Honduras	Nicaragua	Paraguay	Peru
People/entity in charge of preparation and distribution in schools	Urban areas: Food prepared and distributed by supplying companies.	Trained staff hired by operators of the ICBF.	Volunteer mothers (majority) and paid cooks.	Parent Organizations (majority); Hired person (In some cases).	Parents and teachers.	Mothers.	Glass of milk: Teachers. School Lunch: in the capital the allotted company. Comprehensive schools: Trained volunteer mothers	Less poor districts: ready-to eat school breakfast provided By company and distributed by the SFC Poorer Districts: school breakfast prepared and distributed in the school by the SFC. School lunch: prepared and distributed in the school by the SFC.
Place of Food storage	Urban areas: Food arrives prepared, there is no storage space. Rural areas: n/a	Most schools have warehouses; others use kitchens.	Classrooms used as warehouses.	n/a	Few schools have warehouses.	Classrooms/ family homes used as warehouses.	School snack: Storage not needed School Lunch: arrives pre-prepared.	Schools in which food is prepared must allocate a specific space for storage
Preparation site	Urban Areas: foods come ready prepared; there is no place for preparation. Rural Sector: kitchen or in the playground. ⁶¹	School kitchens. ⁶²	School kitchens (majority), family homes.	Kitchen or specific space for cooking, classroom, family homes.	Schools (majority), homes of families or teachers.	Schools/ Family homes	Glass of milk: no preparation required School lunch: In the capital food arrives pre-prepared Others: prepared in schools equipped with food and dining hall with support of the FAO, or in schools with precarious conditions	Schools must allocate a space for the kitchen. When conditions are not suitable, community or parents must provide a place.
Eating place	Urban Areas: playground. Rural Areas: classrooms or playgrounds.	Canteens.	Kitchens, classrooms, corridors, playgrounds.	Classroom, playground or corridor.	classrooms or improvised kitchens	Classrooms.	Glass of milk: classroom or improvised canteens. School lunch: canteens improvised or assembled in classrooms, corridors and playgrounds.	Canteens (few) or classrooms.
Utensils for eating	Plastic cups and plates provided by families or donated by aid agencies	Plastic utensils, provided by operators, territorial entities or private entities.	Plastic utensils, Provided by schools (mostly) or by their families.	Plastic utensils or melamine provided by families.	Provided by families, the HSP, WFP, private companies international cooperation.	Plastics utensils, generally provided by families.	Glass of milk: provided by families. School Lunch: supplied by the provider	Less poor districts: provided by the providers (polypaper, PET or Plastic cups). Poorest districts: Plastic utensils provided by parents.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

Table 16. Infrastructure in schools for implementing school feeding

Features	BOLIVIA	COLOMBIA	EL SALVADOR	GUATEMALA	HONDURAS	NICARAGUA	PARAGUAY	PERU
Drinking water	Urban municipalities: Yes. Rural: many do not have.	Yes, especially the newer centres.	Water system in 100% of schools, but supply is not always available.	Approximately 65% of schools.	Most have.	Many schools do not have.	Yes, but no exact data.	Mostly the service is inadequate or does not exist. There is no official data.
Electric light	Urban municipalities: Yes. Rural: many do not have.	Yes, especially the newer schools.	In 92.8% of schools.	Approximately 75% of schools.	Not available in all, especially in rural areas.	Not available in all, especially in rural areas.	Yes, but no exact data.	Mostly the service is inadequate or does not exist. There is no official data.
Health Services	Urban municipalities: Yes. Rural: many do not have.	Yes, especially the newer schools.	100% of schools.	Approximately 70 % of schools.	Most have.	Lacking in many schools.	Yes, but no exact data.	Mostly the service is inadequate or does not exist. There is no official data.
Space for physical education	n/a	n/a	They have spaces but not all have sports pitches.	n/a	Most have.	Most have.	Yes, but no exact data.	In some there is no official data.
Space for school gardens	Some schools.	Some schools.	Some schools.	Some schools.	Most have.	Most have.	Yes, but no exact data.	In some, especially in rural areas. There is no official data available.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

⁶¹ Some aid agencies (WFP, PCI) promote the construction and use of ecological cookers.

⁶² The infrastructure should follow the technical guidelines of ICBF.

c) Programmes linked to school feeding

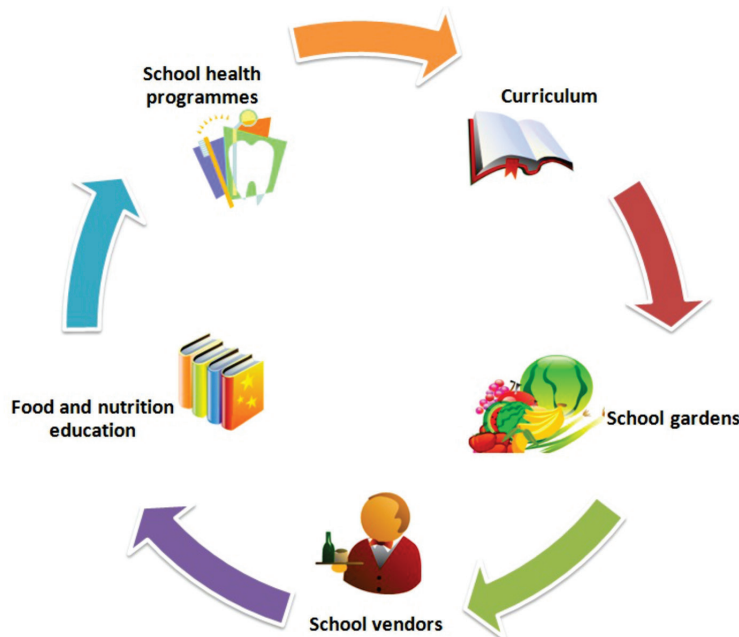
As described above, SFPs in Latin America have been evolving over the last decade, which is demonstrated by the fact that they are no longer limited to supplying food to students.

The concept of food as a bio-psycho-social phenomenon is gradually gaining importance in the SFPs of the countries of the region, generating a broad view on the contribution of these programmes, in which the value of nutrition is part of biological development, and the aspects of human development, coexistence and social participation also acquire importance.

Food in school, through the symbolism of the act of eating, constitutes an educational instrumentalization capable of promoting socialization, the interaction of individuals with their peers and the articulation of the different types of knowledge present in social life.

Thus, it is essential to reinforce the importance and the social role of each educator in forming the individuals within the school, for two important reasons: because students are in a formative stage of their personality, values and concepts and because the legitimacy for such forming is delegated to the school, under the legitimate authority of the teacher. Figure 5 describes, in general terms, some programmes linked to school feeding in the different countries.

Figure 5. Programmes linked to school feeding



There are many aspects that need to be better coordinated in order to get the best out of them. Although there is some coordination between actions, which is the ideal for each SFP, there is still much work to be done to strengthen coordination.

Another aspect that cannot be ignored is the growing trend to link other activities with school feeding. In the region there are a variety of related actions, which are described below with the intention to provide a general conceptualization of each component:

- **School vendors:** In all urban and rural schools, with the exception of remote communities, there is a kiosk (shop, school canteen). These sell food that is eaten on campus during the school day. Often these foods are called “junk” as they are unhealthy and high in fat and sugar. In this context, several countries have been working on physical and health regulations for the kiosks regarding the quality of the food that they offer, as well as proposals for their nutritional improvement.
- **School health programmes:** another practice identified in the countries is that of health programmes that are linked with schools and which are quite variable depending on the country. In general, ministries and secretariats of Health are responsible for these programmes, and sometimes cooperation agencies and NGOs. Oral health, deworming, vaccination and nutritional surveillance programmes were identified, among others.
- **FNS curriculum:** in several countries, including food and nutrition education (FNE) or FNS is a complex process. However, some have been very successful in this process, such as Bolivia, Guatemala and Nicaragua, where FNS issues are included in the basic national curriculum.
- **Food and nutrition education (FNE):** in the study, FNE is differentiated from the curriculum, as several countries, although they do not have a curriculum, develop specific FNE activities in those educational levels in which the SFP is implemented.
- **School gardens:** like the other actions described, school gardens are a pedagogical tool linked to children’s learning processes. The vegetable-gardens reinforce subjects in the curriculum and serve as a school “laboratory”. However, it has been seen that in the region better coverage is needed in schools.
- **Training for teachers, families and SFC in FNS and FNE:** another level of training that the SFP have developed is informal education using participatory methodologies for teachers, families, school boards and SFCs on FNE and FNS topics, linked to the SFP. This is a common practice, since it is a space for capacity building in the educational community (see table 17).

Table 17. Programmes linked to school feeding

Features	Bolivia	Colombia	El Salvador	Guatemala	Honduras	Nicaragua	Paraguay	Peru
Existence of kiosks/ school shops / canteens in schools	Most schools, especially urban areas.	Most schools.	In all schools.	Most schools.	Most urban schools and some rural schools.	All urban schools and the biggest rural schools.	Yes, but no quantitative data.	In all schools, with the exception of the most isolated rural schools
Existence of legislation regarding the sale of food in school shops/ kiosks	None	Regulations under development by ICBF and Ministry of Education, for those who administer the shops or school cooperatives.	Normative guidelines For the basic functioning of healthy school shops, 2011. ⁶³	Regulation of Healthy School Shops (TES), there is no specific mechanism for the control of shops. ⁶⁴	Regulations in preparation by the Secretary of Education.	Nicaraguan Mandatory Technical Regulation NTON03 08-09 Kiosks and cafes in educational centres. Health and Hygiene Requirements. Ministerial Resolution on Nutrition and Hygiene Guide for School Kiosks (MINED).	Resolution No. 12774/03 of the Ministry of Education and Culture, regulations for The canteen service. Educational materials produced by the Ministry of Public Health and Social Wellbeing, National Institute of Food and Nutrition (INAN).	Ministerial Resolution 0155 - 2008-ED: Guide for the design, administration, operation, management and awarding of kiosks in public educational institutions. Ministerial Resolution 363-2005-MINSA: Guide to safe marketing of food in warehouses and manual of good practice for handling. Viceministerial Resolution of the MINEDU, proposal for a healthy kiosk project developed by the mixed team of MINEDU and MINSA.

Features	Bolivia	Colombia	El Salvador	Guatemala	Honduras	Nicaragua	Paraguay	Peru
Health programmes linked to the school	Central, departmental and Municipal Governments: oral health, fluoridation and sealing, deworming and micro nutrients supplements. Cooperation agencies/ NGOs: School Health Programme, Nutritional education, Health care service, Dental care, Psychological care, worming, Detection of anaemia.	Municipal and Provincial Ministry of Health, the entities responsible the Ministry of Health and social protection: worming, vaccination	Ministry of Health: worming, vaccination, oral health, general medicine, nutrition programme (monitoring weight/height, diet). ⁶⁵	Ministry of Health in coordination with the Ministry of Education: deworming (primary), vitamin A, iron and folic acid supplements (under 5s).	Ministry of Health: deworming, oral health, vitamin supplements, medical consultations, Nutritional monitoring system, school gardens, and infrastructure (wells, latrines, warehouses, kitchens).	Ministry of Health and donor organisations: worming and education in personal health.	Ministry of Education and Public Health, departments, governorates municipalities, parents organizations: School Health Programme (PSE 2008): health education, creating healthy psychosocial and physical environments, health and nutrition services, infrastructure and equipment. Institutions involved. However, the programme has only offered some isolated services with fairly occasional fulfilment.	School Health Programme: components include comprehensive evaluation of student health, encouraging healthy behaviour and healthy environments. ⁶⁶
FNS Curriculum and food and nutrition education (FNE)	Incorporation of FNE in the academic curriculum for the preschool, primary, and secondary levels and in Teacher training.	FNS issues not included in the academic curriculum. Programmes of the National Ministry of Education, Health and ICBF: address the factors of nutritional state, food culture, healthy lifestyles and food guides for the Colombian population ⁶⁷	FNS issues not included in the academic curriculum SFHP: training for students about health, education and nutrition. Activities for Food and Nutrition Education, including healthy eating and FNS for Grades 1 to 9 with support from FAO in 2009.	FNS included in the Basic national curriculum In all grades of preschool and primary covered by the SFP. Actions of DIGEFOCE: awareness and promotion to parents and students of good practices for FNS.	Development of educational materials For the inclusion of FNS issues in the basic national curriculum. With the support of FAO. ⁶⁸ However, this has not been implemented due to lack of resources.	FNS issues incorporated in the curriculum.	FNS issues not included in the academic curriculum. There are MEC programmes that form part of the Programme for Strengthening Education for Food and Nutrition Sovereignty and Security (PRONAFED). ⁶⁹	The Multisectoral Food and Nutrition Commission has provided the guidelines for the design of educational and communicational interventions in food and nutrition which should be used in schools, health centres and communities.

⁶³ The MINED is responsible for providing education to the shop owners based on this standard, developed jointly with CONASAN. The school-garden project supported by FAO, has begun working with the Ministry of Health to strengthen supervision of the shops.

⁶⁴ However, the training given to the PO on food management, quality and hygiene, in most cases also includes the person in charge of the school shop; this particular Cooperation of the Federal Republic of Germany (PACE-GIZ), provides technical assistance in the certification of the school shops according to the regulation of the Government Agreement 1088-66. The regulations, operation and suggested products to be sold in a school shop come from this agreement. This strategy is being implemented in municipalities of Huehuetenango.

⁶⁵ The actions of the Ministry of Health in the PASE are unscheduled. The Monitoring of the WFP 2010 identified health actions in 94.6% of centres with the following services: vaccination schedule: 67%, dentistry campaign 43.8%, worming campaign 26.8%, general medicine 26.5%, nutrition programme (diet, weight/height monitoring) 10.4%, among the most frequent.

⁶⁶ Activities are expected to start in April 2013 in Metropolitan Lima, and coverage will gradually be extended to other regions of the country from June. Towards the end of 2013, the School Health Programme will include in the educational curricula various topics for the Promotion of Health in coordination with the education sector, aimed at improving healthy lifestyles in 100% of the students of educational institutions in the scope of the QaliWarma Programme.

⁶⁷ These dietary guidelines can be used in activities in educational institutions, developed by the entities that make up the family welfare system in the territory or by the programme operator who meets the cost of carrying it out.

⁶⁸ Special Programme for Food Security SPFS/FAO, 2011.

⁶⁹ These programmes are: Feeding the Mind to Fight Hunger Programme, with the implementation of educational materials for the three levels of primary school education; Healthy Schools, Healthy Canteen Programme, School-Gardens Programme.

Features	Bolivia	Colombia	El Salvador	Guatemala	Honduras	Nicaragua	Paraguay	Peru
School gardens	Pilot projects supported by NGO and cooperation organisms as educational tools ⁷⁰	Used as an educational tool in some educational centres.	Vegetable gardens in 14.6% of centres ⁷¹ Sub-programme of the PASE (2010-2012): Implemented in 100 school centres, in 6 departments, executed and technically advised by FAO.	Educational school gardens (ESG). ⁷²	Used as an educational tool in some educational centres.	Used as an educational tool in 2700 schools	School gardens implemented with the support of the Paraguay Plan. ⁷³ Living Schools Programme supported by the IDB. ⁷⁴ Schools in my Community Programme. ⁷⁵	Some centres, especially in rural areas.
Training for teachers, families or School Feeding Committees in FNE and FNS.	In 2010, under the School Food Education Project, the Ministry of Education trained 2000 teachers in 52 rural municipalities.	n/a	PASE: training on health, education and nutrition for teachers, parents and PASE committees (every three years if no budget). School gardens with support from FAO: educational material directed at teachers, students and school shops on FNS.	Actions of DIGEFOCE: awareness and promotion to parents of good practices for FNS for schools and their families. Quality Teaching Circles for FNS guidance at the school level.	Training by Ministry of Social Development to parents and local committees of healthy schools.	PINE through MINED has strengthened the component of training to the educational community through monthly workshops in each municipality.	n/a	The Ministry of Health's Health Strategy for food and nutrition: Teacher and community training.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

Food procurement process

In the present study, much relevance is given to the issue of the procurement of food for school feeding and the distribution service for the SFP, in consideration of two important points: firstly, because it is a funding priority in budgets and, secondly, because of the legal frameworks governing procurement. With regard to the latter point, legal paths and regulations are sought to allow food purchases for school feeding from family farmers.

As noted, the procurement processes are regulated by legal frameworks related to the administrative and financial processes of the public administration, with funds from the national budget. When it is not like this, it is because it is regulated according to the funding agency or international financial institution, for example the WFP or World Bank, among others.

⁷⁰ Project Concern International (PCI): implementation of vegetable-gardens, in addition to school greenhouses, fish farming and bee-keeping projects, chicken farms and small animal husbandry, building productive infrastructure. WFP: Sustainable-SFP Project, finished in 2011: school-gardens, greenhouses, and guinea fowl rearing, encouraging local producers.

⁷¹ For El Salvador, the percentage data are from the WFP 2010 monitoring report.

⁷² Many of these vegetable-gardens are sponsored by projects by FAO, Save the Children, MAGA, among others.

⁷³ School-gardens implemented in the departments of San Pedro, Guaira, Caaguazú and Paraguari, with courses for teachers, follow up support to students, implementation of school-gardens, food production and producing menus from vegetable produce.

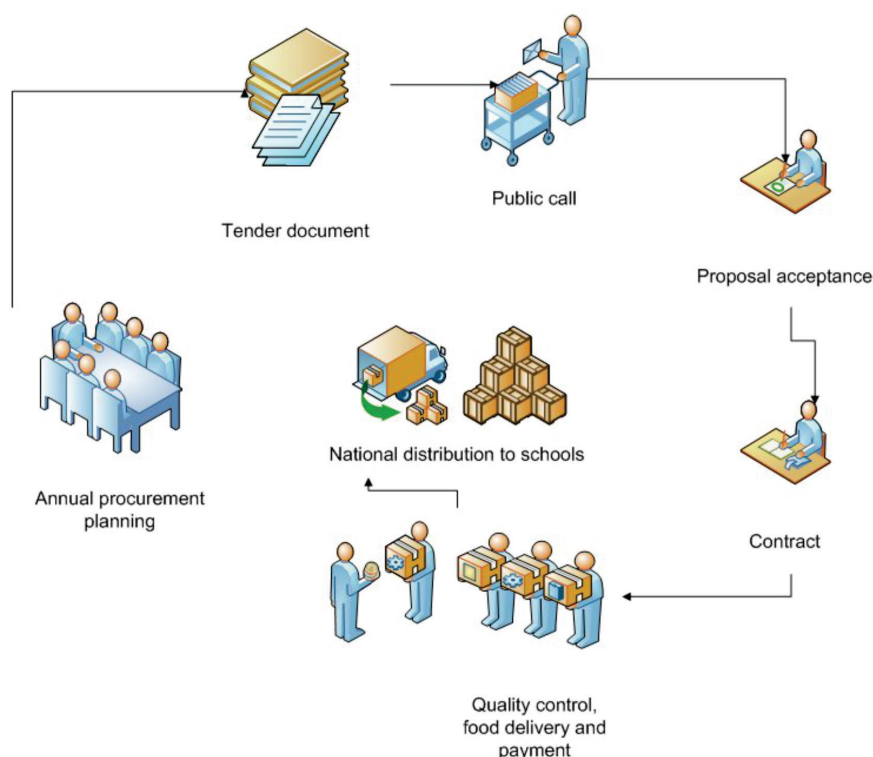
⁷⁴ Funding for 2700 rural schools across the country (46% of all rural institutions), implementing school-gardens and educational activities.

⁷⁵ Within the framework of the implementation of the nutritional supplement, the Governor of the Central Department carries out the Schools in my Community Programme, benefiting 29,114 children from 101 schools in 19 districts of the department, with the distribution of school meals, provision of seedlings and seeds for school-gardens, providing nutritional training to students, parents and teachers.

The tendency of the SFPs is to take full responsibility for funding and, in cases of necessity, appeal to cooperation agencies. Therefore, it is relevant to classify the three modalities identified in the study:

1. Centralized procurement modality: This process relates to the public procurement of food for the SFP, when carried out under any of the figures established by laws and regulations. They are generally public tenders that are carried out by the headquarters of the implementing agencies, usually in the countries' capital cities (see figure 6).

Figure 6. Centralized procurement modality



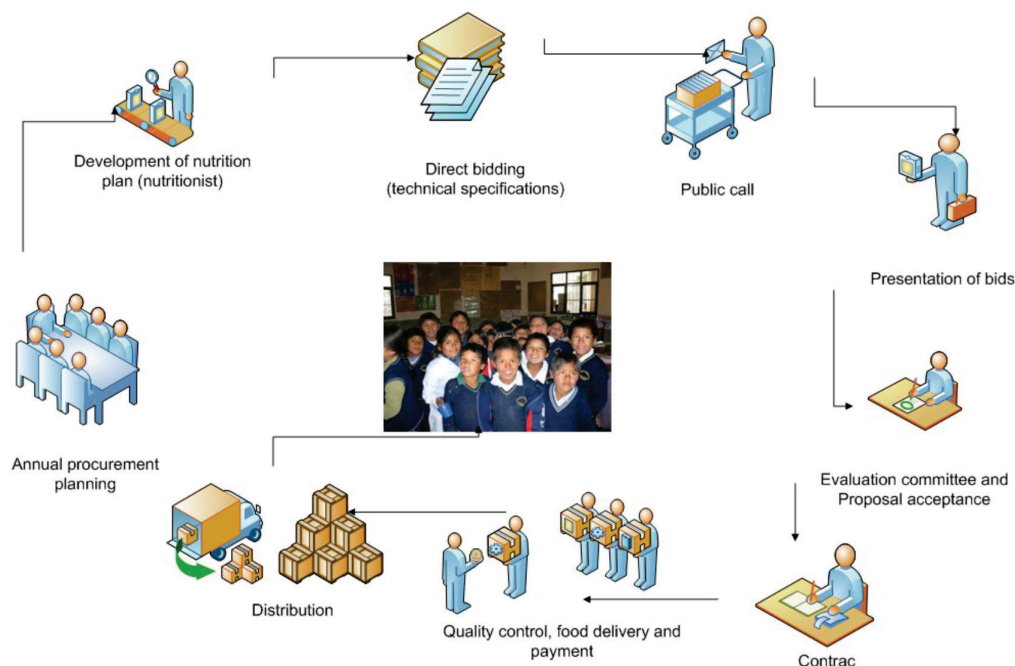
Another feature of this process is the centralized storage and subsequent distribution to the various provinces, counties, municipalities and schools. This model is applied in Paraguay (in the case of the capital) and Nicaragua.

It is noteworthy that in Paraguay, in the case of states, the School Snack also functions in a decentralized way. The Ministry of Finance transfers resources to the provincial governments, who tender for the provision of food by a company.

2. Decentralized and devolved procurement modality: This process relates to the procurement of food for the SFP when made under any of the figures established by law and regulations, but following a logic of decentralization (in the cases of Bolivia, Colombia and Guatemala) and devolution (in the case of Peru) of public procurement at the departmental, municipal or school level.

In this category are Bolivia and Colombia, which operate as shown in figure 7.

Figure 7. Decentralized procurement modality



Guatemala has a decentralized process, making transfers to the parent organizations (PO), which are in charge of purchases at their respective schools.

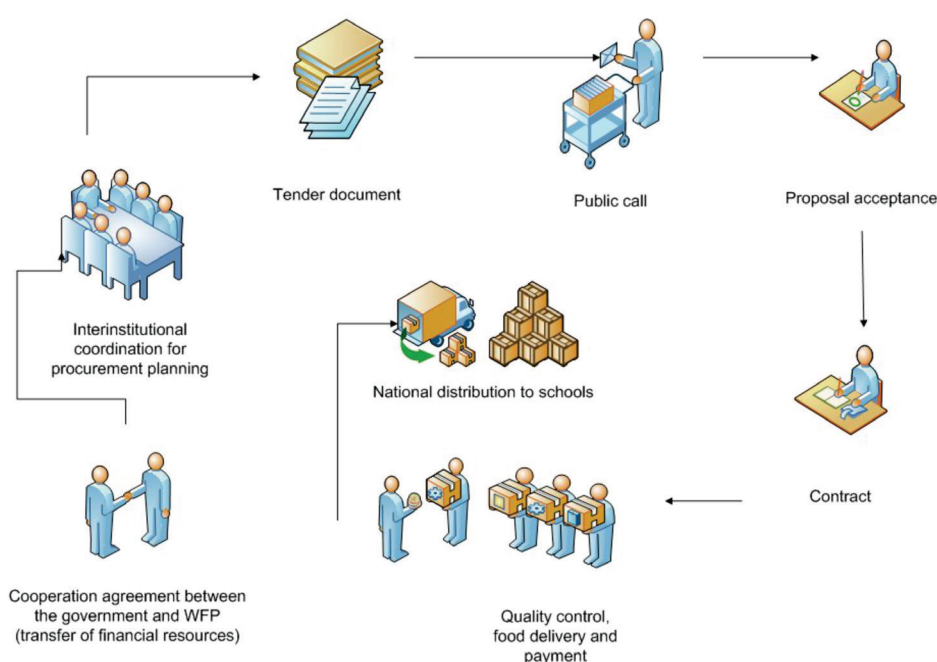
In the case of the QaliWarma Programme of Peru, where the procurement model is decentralized, funds will be transferred to the Purchasing committees for local procurement. This committee, once recognized by QaliWarma has the legal capacity to procure prepared rations and baskets of perishable and non-perishable produce.

3. Centralized procurement modality through the WFP: in Central America, as in the rest of Latin America, the WFP has played a major role in the construction of SFPs. Thus, in El Salvador and Honduras, governments through the implementing agencies have signed technical and financial cooperation agreements, where the government provides funds to the WFP for the latter to take over the procurement and distribution processes of school feeding.

In both countries, the WFP operates in the context of country programmes that are signed every five years. Both national studies mention food procurement, especially corn, from cooperatives within the framework of the Purchase for Progress Project (P4P), also describing the tendering processes of this UN agency.

It should also be noted that Nicaragua signed a cooperation agreement with WFP to ensure the logistics of national food distribution, which remains centralized (see figure 8).

Figure 8. Procurement modality through an agreement between the government and WFP



In the three management types described above, the most commonly used procurement modality is tender. These public tenders are governed by the laws, which establish the requirements for participating in public procurement for SFPs. In this process the main economic agents that participate are medium and large intermediaries. When it comes to dry rations and ready-to-eat foods, it is medium and large companies. The exception is Guatemala, where funds are transferred to the parents' organizations (POs), which then make local purchases. However, despite making purchases in local markets, supermarkets and shops, usually POs do not purchase directly from family farmers, as only a few providers that are organized in cooperatives and associations, are able to issue invoices and provide food of the required quality and quantity.

It is important to mention that for the analysis of this study special relevance has been given to this process, since it is considered key to find alternatives for linking public procurement for school feeding with FF, which will be discussed in detail later on (see table 18).

Table 18. Methods of procurement processes for school feeding

Country	Management of the procurement system	Procurement modalities for the SFP	Requirements	Supplier Register	Suppliers
Bolivia	Decentralized at municipal level.	<ul style="list-style-type: none"> Public tender. Lesser procurement: is the most flexible and therefore would present facilities for the participation of FF. Modality of Support for National Production and Employment (ANPE): as well as the difference in the procurement amounts, the ANPE modality is more flexible than tender with regard to the required papers. Procurement by exception: allows the purchase of fresh and perishable foods. This modality could be used by FF. 	All companies or suppliers which produce, import or fraction food and beverages, are obliged to be registered in the single national register for health, food and beverages Issued by the National Agricultural Health and Food Safety Service (SENASAG).	<ul style="list-style-type: none"> There is no supplier register for School Feeding. Register of production units.⁷⁶ 	Suppliers are classified according to the four categories of municipalities established by the state. ⁷⁷
Colombia	Decentralized at the operator level.	Operators: public tender, direct hiring and inter-administrative agreements.	ICBF Technical Guidelines establish a clause in the specifications that mentions that "in order to acquire good quality food at the best possible price, the operator should prioritize the purchase of food produced regionally or supplied by cooperatives, in order to promote the development of local production and remove as much intermediation as possible".	There are no provider records. ICBF purchases large volumes of rice, oil and non-perishable produce through the Stock Exchange.	The absence of provider records means that it is not possible to establish who the suppliers are.
El Salvador	Centralized, at WFP level.	Public Tender.	Quality and price requirements of the PMA. ⁷⁸	WFP has a confidential database of suppliers.	In general, large commercial companies- both national and foreign and FF producer organizations participate in the Purchase for Progress project (P4P).
Guatemala	Decentralized to POs of each school.	Direct Purchase.	Possess a tax identification number (NIT) to be able to issue invoices.	n/a	Supermarkets, shops, grocery stores. ⁷⁹
Honduras	SSP: centralized, at WFP level. Glass of Milk: decentralized at municipal level	<ul style="list-style-type: none"> Tender. Public tender. Direct Procurement.⁸⁰ 	SSP: Quality and price requirements of WFP. ⁸¹ Glass of Milk: the milk supplier must be certified by the National Agricultural Health Service (SENASA)	SSP: the WFP has a confidential database of providers. Glass of Milk: supplier register, updated by the mayor's office.	PME: companies outside the country (inside and outside Central America) and national suppliers ⁸² Glass of Milk: small dairy producers or small traditional cheese producers, within the municipality, association or nearby community, selected by the Glass of Milk Committee. Urban area: large dairy industry
Nicaragua	Centralized, at the MINED level.	<ul style="list-style-type: none"> National Public tender, also allows the simplified process, due to the characteristics of the beneficiaries. When funding comes from financial institutions (WB, IDB), it is governed by the procedures of these institutions, generally they are international public tenders. 	Public tender, allows the participation of any individual or legal entity, according to the current standards of Law 737.	The department of Public Procurement has a register of businesses that supply the state, which participate in tenders. These companies must meet all formalization requirements required by Law No.737.	Government: purchases from large national suppliers. WFP: purchase just a few products in the country: corn (sometimes from cooperatives of the Purchases for Progress project (P4P) and has purchased up to 80% of the CBS of a large national company.

⁷⁶ Register of production units: kept by PROBOLIVIA, decentralized agency of the Ministry of Productive Development and Plural Economy, created to provide business development services for micro and small enterprises, FF economic organizations, producer associations, cooperatives and other producer organizations. Registered production units can access business development services and benefits offered by the state in public tenders for government procurement.

⁷⁷ According to the procurement process, the following categories have been established: category D municipalities: medium and large companies, usually through public tender; category C municipalities: medium and large companies on the one hand and on the other small businesses and small producer associations which include family farmers, generally through the ANPE, but also through public tender and lesser procurement; category B municipalities: local associated or individual providers, usually through ANPE and lesser procurement; Category A municipalities: foods are generally procured through ANPE and lesser procurement. Most of these municipalities do not provide resources for CSF, and therefore rely on cooperation agencies (WFP, PCI, FUNDESA) and departmental governments that make food donations or co-finance CSF programmes.

Paraguay	The nutritional supplement (school snack and school lunch pilots) is centralized in the capital through MEC. Decentralized in departments through the departmental governments. ⁸³	<ul style="list-style-type: none"> Public tender⁸⁴ 	Established in the bases and conditions of the tender.	The department of Public Procurement has a register of businesses that supply the state, involved in tenders. These companies must meet all the requirements of Law No. 2051 on Public Procurement and The Ministry of Finance. ⁸⁵	Large or medium-sized enterprises (dairy, food or intermediaries). ⁸⁶
Peru	Decentralized through Purchasing Committees	<ul style="list-style-type: none"> Public call: in a first stage. Direct procurement⁸⁷, in case any item (district) is not covered or is declared deserted because no bid was made or because no offer meets the provisions of the requirements of the technical proposal, the purchase committee may use this modality, to procure from the winning bidders of the purchasing process of other items, for which it will assess the service capacity and price. 	Established in the purchases manual, bases and technical specifications approved by the Programme.	It is not necessary to be included in the state suppliers register. However, because the programme is new, QaliWarma implemented a mechanism through the website, so that companies interested in serving food or prepared rations can express their interest through this medium	Individuals or legal entities, which may include: <ul style="list-style-type: none"> - Companies partnered with small producers. - Companies partnered with small farmers in the district, county or department in which the food service is provided. - Companies partnered with communal canteens, local restaurants or local collective eating businesses or the like that are registered in the district, province or department where the services are provided. - Partnership or consortium of small producers that includes producers from the district, province or department in which the feeding service is provided.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

Description of control

a) Quality control

The eight countries studied have adopted laws and regulations related to food, which are part of the framework of human health, or of strategies of public health laws or health protection. In this sense, these standards are applicable to the quality control of SFPs.

⁷⁸ In order for the WFP to be able to make national purchases, when national prices are higher than the global market, the MINED has to send a note establishing national purchases as mandatory. In September 2012, as a result of the MINED-MAG agreement for local purchases of basic grains, the WFP purchased beans from commercial family farmers' organizations.

⁷⁹ Although purchases are made locally, they are rarely made directly from family farmers. Only some small producers which are organized in cooperatives and associations that issue invoices may provide food for the SFP. Most belong to informal economy.

⁸⁰ The Glass of Milk Law stipulates the procurement modality through public or private tender. However, one of the strategies implemented is purchasing milk from several small producers who meet quality and safety requirements. This allows direct procurement, fulfilling the spirit of the Law on Government Procurement.

⁸¹ Under the latest agreement signed with the government, WFP should aim, as far as possible, to make purchases from small scale producers of basic grains.

⁸² The agreement signed with the government in 2012 commits the WFP to purchasing, as far as possible, from small national producers, who they must train in the cultivation and management of corn and beans. Generally, the WFP imports rice as the country's production is deficient.

⁸³ There are also (poorly documented) school lunch initiatives that combine the purchases of provincial governments, municipalities, DIBEN and the contributions of organized parents (mixed).

⁸⁴ Except parents' contributions.

⁸⁵ Furthermore, the winning supplier must have records issued by the National Institute of Food and Nutrition (INAN).

⁸⁶ In the case of the "soup kitchens" in San Pedro and other school lunch initiatives, organized parents are also suppliers, usually of perishable foods.

⁸⁷ The Public Sector Budget Law for the Fiscal Year 2013 exempts the National School Feeding Programme QaliWarma from purchasing through the processes established by state procurement regulations, regulated by Legislative Decree No. 1017 and its regulations. This exemption is based on the co-management model that establishes that procurement for the provision of feeding services is conducted in a decentralized way through purchasing committees. It is for this reason that the Public Sector Budget Law 2013, in its eighty-fourth final supplementary provision and the Supreme Decree No. 001-2013-MIDIS, define provisions for transfers of financial resources to the committees or organizations constituted to provide the goods and services of Qali Warma.



It is important to have laws on food safety to reduce the risk of communicable diseases, which ensure that all food produced, imported and consumed is safe. Equally, the development of mechanisms for food safety and quality control that have been established at the central level should be consolidated in the municipalities and in each school.

However, it is also necessary to consider that establishing these standards can cause difficulties for family farmers who do not have, in general, the resources needed to meet the requirements and, consequently, their participation in the procurement processes for school feeding may be limited.

Another relevant point for SFPs is the responsibility for quality control in schools. Who fulfils this role and what are the responsibilities of each of its members is of relevance, since these controls must be sufficiently clear to all parties.

As mentioned earlier, the schools' infrastructure in terms of quality control for the storage, handling and preparation of food is limited. Consequently part of this control is performed by the educational community, which guarantees the storage, preparation and distribution of food (see table 19).

Table 19. Control of food quality for the SFP

Country	Existence of mechanisms at municipal level	Conditions of the school feeding at schools	Responsibility for quality control in schools
Bolivia	It is difficult to establish a documented reference with respect to the quality of school meals. ⁸⁸ Only a few municipal governments have a municipal regulation service. ⁸⁹	Ready to eat rations (especially dairy): problems in transport from the capital cities to remote rural municipalities, there is no cold chain, nor the conditions for its preservation. Municipalities where the servings are prepared: the infrastructure in rural municipalities is quite precarious, some units have spaces for the storage and preparation of food, but they are not suitable. No kitchen appliances such as refrigerators, freezers and stoves. This compromises the quality of the school meals provided.	Responsibility of school boards.
Colombia	Monitoring of good manufacturing practices (GMP) undertaken by ICBF, through the monitoring and evaluation group of the SFP. Control also carried out by parents and teachers and reported to the appropriate authorities (ICBF, municipalities). There is no information as to the existence of a municipal regulation service	In general, suitable conditions, mainly in new schools. Poor municipalities: more precarious conditions.	Responsibility of the head teachers of the school centres and the operator's officials
El Salvador	Control mechanisms of the WFP and the Food Assistance Division (DAA): checking conditions of schools and food delivery by PASE and WFP monitors. There is no information as to the existence of a municipal regulation service. Facility inspections by environmental health inspectors.	Infrastructure, equipment and hygiene conditions of facilities for the consumption of food are very basic	Responsibility of the head and teacher designated to apply school feeding guidelines.

⁸⁸ Due to the lack of references on quality, the different modalities of procurement, the different conditions for storage, preparation, distribution, consumption and the variety of providers, it is difficult to establish a documented reference with respect to the quality of school food.

⁸⁹ Such is the case of the municipality of La Paz, which implemented the System of Municipal Regulation and Supervision (SIREMU), which in its various functions performed quality control of school feeding.

⁹⁰ The provision of training to POs related to hygiene, quality control, management, distribution and storage of food is contemplated. With the support of international cooperation some departments have been performing this type of control.

Country	Existence of mechanisms at municipal level	Conditions of the school feeding at schools	Responsibility for quality control in schools
Guatemala	At the municipal level, there is a Department of Health-Control and Registration, but it basically focuses on checking food quality of restaurants or street vendors. POs are trained to carry out controls, but there is no specific follow-up to see if they are implementing it. ⁹⁰ Some field visits by staff of DIGEPSA.	Several problems compromise the quality of food in some municipalities: low availability of potable water, lack of equipment (refrigerator, freezer), lack of space for food preparation.	Responsibility of the POs.
Honduras	WFP is primarily responsible for ensuring the quality of food distributed in the PME, through the services of a superintendent, who may be national or international. This superintendent is in charge of monitoring conditions for the storage, transport and distribution of foods that are delivered to district departments. Supervision by the promoters, supervisors and monitors of the various institutions involved in the PME, accompanied by the respective municipal and local committees of healthy schools, included among which are the regional technicians of the Health Secretary and SENASA, who check the quality of food in schools.	Most schools: the lack of equipment, furniture and infrastructure poses a risk of physical, chemical and biological contamination when eating food.	Responsibility of mothers, teachers and others involved in food preparation (receive training).
Nicaragua	Hygiene standards are established for the transport and storage of food. There are rules for storing food in schools, plus guides and manuals for their preparation.	Given the limited staff available in the MINSA for performing inspections on the implementation of the rules for handling and preparation of food, in coordination with PINE, actions are being developed for the implementation of a certification in food handling aimed at parents.	Responsibility of the school head with the support of the SFC.
Paraguay	School lunch in the capital: The directorate of the MEC along with the INAN or the National Institute of Technology and Normalization (INTN) perform controls in the production plant of the company hired. At the governorate level control actions are not known for school snacks or for school lunch initiatives.	School snack: the conditions are good due to the characteristics of the kind of food provided and there is no need for particularly complex infrastructure or equipment for storage and distribution. School lunch: most schools do not have infrastructure for this service, such as kitchens, dining rooms, refrigerator, freezer and other specific equipment and necessary utensils.	School snack: responsibility of manager or director. School lunch in the capital: the company hired, distributes and serves the lunch and those responsible for receiving it are the head teachers or persons authorized by the head teacher.
Perú	Monitoring food quality control at the local level is by national tender conducted by the General Department of Environmental Health, DIGESA, Ministry of Health, for the prepared rations and non-perishable food basket. In the case of perishable foods, it is run by the National Service of Agricultural Health, SENASA, an entity belonging to Ministry of Agriculture.	In the case of food preparation in schools, there is a problem of infrastructure and maintenance of schools. In many schools, classrooms and administrative environments have been enabled for food preparation and therefore do not meet the required standards for these purposes. Neither do they have refrigeration to keep food fresh in warm places.	Local monitoring is done by local monitors that are part of the local technical staff of the SFP and parents through the SFC. In schools receiving prepared foods, quality control is primarily the responsibility of the SFC and parents.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

b) Social participation in school feeding

A value that has promoted school feeding has been the social empowerment, organization and participation in this process. Over the years in which this process has been built up, parents, guided by teachers, have gradually assimilated each of the stages from the moment that the food arrives in schools, initiating social control, viewing school feeding as a community asset that is understood by the educational community as an integral part of school activities.

Therefore SFPs can easily be linked with other activities, as described in previous sections. Furthermore, a very high percentage of families offer hours of community service (transportation, food preparation), and even dietary supplements to enrich the diet of school children; all of which should be systematised through an in-depth study.

In several countries, parents are the mainstay of the school feeding supply. Without this un-quantified and almost always unpaid contribution, it would be difficult for 16 million children in these countries to receive food at the established times.

However, social participation in school feeding is not without challenges. One is the regulation of these processes of participation and social control for purposes of audit and accountability in the schools and communities to which they belong. In the countries of the study this expression of community has different names, such as: school boards, school feeding committees, parent organizations, among others.

Most countries studied recognize the value of social control for the sustainability of SFPs and manuals have been developed for its operation. Table 20 lists the names used in each of the countries and the activities with which it is being linked. Another important aspect to point out is training, which is a major focus for the sustainability of social participation, as is the exchange of knowledge between the SFPs and families. Similarly, the main strengths and challenges for the coming years are described.

Table 20. Social participation in SFPs

Country	Name	Activities linked to the SFP	Have training	Strengths	Challenges
Bolivia	School Boards	<ul style="list-style-type: none"> • Verify the hygiene and nutrition conditions of the SFP. • Participate in the selection of suppliers. • Rural Municipalities: participate in the development of weekly menus and in food preparation. 	Yes	<ul style="list-style-type: none"> • Teachers and school boards constitute the organizational and operational basis of the SFP and an important mechanism of social control. 	<ul style="list-style-type: none"> • Ensuring the smooth running of School Feeding. • Fulfilment of economic contributions, in kind or in labour, to ensure sustainability of the service
Colombia	School Feeding Committee (SFC)	<ul style="list-style-type: none"> • Assist in the selection and assignment of places within each school and ensure correct implementation of the SFP. 	n/a	n/a	<ul style="list-style-type: none"> • Development of the organization and participation of the community in general and the educational community in particular (school managers and teachers, parents and students)⁹¹
El Salvador	School Feeding Committee	<ul style="list-style-type: none"> • Organize and monitor the role of parents, the transfer and storage of food and provision of the snack to students. • Manage the funds to pay a cook or additional food supplements 	Yes	n/a	<ul style="list-style-type: none"> • Updating parents in FNE.
Guatemala	Parent Organizations (POs)	<ul style="list-style-type: none"> • Support implementation, plan, purchase and prepare food, control everything related to school feeding. 	Yes	<ul style="list-style-type: none"> • Existing structure of educational supervisors at departmental and municipal levels. • Parents actively involved in the development of the SFP. 	<ul style="list-style-type: none"> • More financial support for educational supervisors to strengthen the activities of POs within their role of supervision and management of the MINEDUC support programmes. • Training sessions for POs in coordination with the educational supervisors so they can integrate the different activities and responsibilities of each.
Honduras	Local Committees for Healthy Schools	<ul style="list-style-type: none"> • Make contributions to the SFP. • Manage resources, coordinate activities, plan and implement projects and benefit activities for the community. • Support the preparation and distribution of food. • Check food quality and safety. 	Yes	<ul style="list-style-type: none"> • Strong involvement of parents in the implementation of the SFP. • Important role as auditing authorities of the implementation of the PME Programmes and GMP. 	<ul style="list-style-type: none"> • On-going training on FNS and issues related to school feeding.
Nicaragua	School Feeding Committee (SFC)	<ul style="list-style-type: none"> • Collect food from delivery points. • Convene parents for planning and evaluating the SFC. • Organize the role of parents. • Take control of the reception, administration and consumption of food. 	Yes	<ul style="list-style-type: none"> • Participation is fundamental for the implementation of the SFP 	<ul style="list-style-type: none"> • Maintain the level of involvement of some parents, primarily in urban schools.⁹²

⁹¹ Only once the findings of the System of Monitoring and Tracking of the School Feeding Programme (SEMPAE) are made known, may other potentials and challenges be identified.

⁹² In families with greater economic resources, the children do not receive food, so their parents do not engage in the SFP or they excuse themselves due to their participation in the formal and informal labour market; they do not want or are unable to participate in the role of the school kitchen.



Country	Name	Activities linked to the SFP	Have training	Strengths	Challenges
Paraguay	Associations of School Collaborators (ACE) ⁹³	<ul style="list-style-type: none"> PME: ACEs have had little involvement, as by its nature, the programme is not participatory. School lunch: (ACE and teachers) ask for support from the departmental and municipal authorities. Raise funds themselves through other activities. Make provisions in kind.⁹⁴ Organize the cooking and serving of lunch.⁹⁵ 	Yes	<ul style="list-style-type: none"> Existence of a particular structure of parent participation legally recognized by the MEC (ACE), which in the institutions where they have been recognized and have acted have a track record of management of public and private resources that could be used by the school lunch. Willingness and commitment from parents and teachers to improve the quality of education and the need to install lunch pilots. Existence of specific experiences of social community participation for running the school lunch. 	<ul style="list-style-type: none"> Promoting greater knowledge on the right to food, and the principles of food security and sovereignty, particularly the Nutritional Supplement Law and the importance of the school lunch. Documentation of existing experiences of community and social participation to make the most of lessons learnt. Articulation of stakeholders involved: producers, parents, teachers, students and local authorities, as part of the action and effort to promote the school lunch.
Peru	School Feeding Committee	<ul style="list-style-type: none"> Manage the collection and storage of produce or prepared rations delivered by suppliers. Issue conformity of the receipt of the produce and servings. Organize the preparation of food. Deliver and distribute food. Monitor food consumption and communicate to the Programme any issues regarding the delivery or provision of the food service through its territorial units. Comply with good food handling practices. Participate in training sessions, courses and workshops provided by QaliWarma. Keep track of people attended and report on rations or products delivered. 	Yes	<ul style="list-style-type: none"> Active participation of parent associations. Commitment and involvement of parents and teachers through the SFC. Peru has at least two decades of experience of using the modality of direct participation of communities in the management of public resources. 	<ul style="list-style-type: none"> Improvement of kitchen and storage infrastructure in schools. Increase the offer of training and technical assistance to school feeding committees. Greater involvement of local governments (municipalities). Collaboration with institutions and stakeholders involved locally.
	Local Purchase Committees	<ul style="list-style-type: none"> Lead the process of purchasing goods and rations according to technical criteria defined by QaliWarma. Sign contract with selected suppliers, settle contracts in case of default. Authorize payments to suppliers and ensure accountability for resources transferred by the Programme. 	Yes	<ul style="list-style-type: none"> Participation of local government. Process with higher levels of transparency. 	<ul style="list-style-type: none"> Streamline the processes of payment to suppliers by the purchasing committee.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

c) Monitoring and evaluation mechanisms

One element for the sustainability of a SFP is the use of monitoring and evaluation mechanisms, thus most of the eight countries studied use them. However, it can be said that these basically consist of a periodic review of process indicators. Mostly, they report on goals related to the fulfilment of the provision of rations, distribution carried out, number of children attended, number of meals or volume of food consumed by students (see table 21).

⁹³ ACE are parent organizations which usually perform fundraising activities to supplement the deficient resources of the educational institutions.

⁹⁴ Small producers that are members of the community organization and whose children are beneficiaries, contribute perishable foods: mainly vegetables, cassava (manioc), beans, pulses and fruits, as part of the counterpart for the realization of the agreement.

⁹⁵ Some of these experiences are not sustainable over time. Furthermore, new experiences of school lunches within the country such as that of San Pedro have significant community involvement. Indeed, DIBEN signed an agreement with the community organization committing the parties to the provision of food. The DIBEN provides non-perishable food and the family farmers provide fresh food. Likewise, it is community volunteers that organize the preparation and serving of lunch, with the advice and training of social workers and nutritionists from DIBEN. These organizations are formally recognized as an association and meet weekly or biweekly to monitor the implementation of lunch in these canteens. This model of comprehensive schools in San Pedro, with strong community involvement, is interesting to develop further.



To this end, there are a variety of tools that the countries have developed, from online computer systems (online applications) as in Colombia and Peru, and desktop applications (off line), with the possibility of updating the various public administration departments or users that require it in other countries.

Most countries have few human resources allocated to this component, since, as coverage extends within the municipalities, the demand for monitoring and evaluating all the processes described increases. This represents a major challenge for SFPs in the region, considering that there are weaknesses in the information systems for designing SFPs, caused by the lack of availability of financial resources to design methodologies for measuring intermediate outcomes and impact.

An assessment system is necessary to constantly review the SFP and as a basis for decision-making. Decisions are taken by public managers who need information in order to know if the school feeding programme is running effectively and efficiently; this is relevant for the programmes' sustainability⁹⁶.

Table 21. Monitoring and evaluation

Country	Monitoring and evaluation system	Monitoring and evaluation mechanisms	Human resources
Bolivia	Despite the existence of a regulation ⁹⁷ which establishes monitoring mechanisms, in practice there is no monitoring and tracking system at the national level. ⁹⁸ Cooperation agencies and NGOs monitor and track their interventions.	The education information system (SIE for its Spanish initials) generates data on coverage at departmental and municipal level by grade. There is no information on the establishment of baselines, midterm evaluation mechanisms and cost-effectiveness and impact assessments. WFP conducted midterm evaluations and impact assessments for the project PAE- Sostenible (Sustainable SFP).	In general, there are not sufficient resources or personnel.
Colombia	The ICBF System of Monitoring and tracking the School Feeding Programme (SMTSFP) of the ICBF.	Each of the seven components of the SEMPAE described below has specific indicators: 1. Normative 2. Strategy 3. Financial 4. Coverage 5. Contractual 6. Recipient and 7. Service Operation	There are specific personnel for this task.
El Salvador	Monitoring system run by PASE together with departmental and municipal education departments, in coordination with WFP.	From 2012, a new monitoring system is in the process of being implemented at the national level, with impact and management indicators: 1. Preparation and management 2. Physical facilities and sanitation conditions 3. Practice of hygienic habits by the children 4. Participation and input from parents WFP, through an agreement with MINED, created a baseline in 2009.	The combined staff of PASE, WFP and departmental education departments is not sufficient.
Guatemala	There are no specific regulations for tracking and monitoring. Currently there are local monitoring initiatives between the union and the Departmental Education Department.	There are no baselines, midterm evaluation mechanisms or impact assessments. Currently work is being done on the definition of indicators for the scope of Programme outcomes	The staff hired by MINEDUC is not able to fulfil 100% of visits for the purpose of support, advice and social auditing.

⁹⁶ Albaneide Peixinho (2012). Strategy to keep a SFP sustainable. FAO: Expert Forum on School Feeding. Santiago, Chile. Read more at: http://www.rlc.fao.org/fileadmin/templates/fondobrasil/documentos/Foro_exper-tos/Articulos/Articulo_Albaneide_Peixinho.pdf

⁹⁷ The Biministerial Resolution 002/00 establishes mechanisms for monitoring: coverage, fulfilment of management contracts, technical quality and performance of companies or institutions hired by the municipality, management and flow of information, user satisfaction.

⁹⁸ Some municipal governments that have the resources and technical personnel, such as La Paz, perform nutritional monitoring and surveillance activities. Others perform monitoring of the consumption of food and its acceptability to the student population.

Country	Monitoring and evaluation system	Monitoring and evaluation mechanisms	Human resources
Honduras	Monitoring and Evaluation Information System (SIME for its Spanish initials), established by WFP in coordination with the Department of Education, the Healthy Schools Programme and the Ministry of Social Development.	WFP share information with SDS and PES, basically to obtain indicators for: 1. Coverage of the snack. 2. School attendance (increased coverage, reduced absenteeism and drop out). In the design of the PES, impact indicators were defined for making medium and long-term evaluations related to the coverage of school meals, the nutritional status of the students, teacher training in relation to the development of strategies for healthy schools, the number of healthy school committees formed, number of school vegetable- gardens, infrastructure for the storage and preparation of food and training for parents in the production and handling of the snack, hygiene, water use and management, among others. However, it has only been possible to assess the indicators related to the coverage of the snack and training. Currently, the SDS is in the process of implementing the results based management system (RBM) that includes all of these indicators	WFP makes arrangements for staff. SDS has a team of 240 developers at national level.
Nicaragua	At the central level of MINED, there is a system for monitoring and evaluation of key indicators of the SFP, implemented at the departmental and municipal level in the MINED agencies.	PINE-MINED Process indicators: 1. Number of children served 2. Days Covered 3. Number of rations served 4. Number of tonnes distributed 5. Community Participation 6. Assistance 7. Retention There is no document establishing a baseline for the SFP, or a mechanism for evaluating the effectiveness of the Programme, relative to the costs associated with it.	The human resources destined to the monitoring in schools are insufficient.
Paraguay	There is no system or institutionalized monitoring and evaluation mechanism for the nutritional supplement.	There is no incorporated evaluation mechanism, as there is no programme designed with its own instruments: such as baseline, logical framework, performance indicators, and impact assessments. Existing mechanisms: • Ministry of Finance: monitors budget implementation, but has no power to influence it. • Governors: report to the MEC on the implementation of the Programme • School snack and school lunch initiatives in the capital: have greater monitoring and transparency.	n/a
Peru	The PNAE QaliWarma will establish an information system based on supervision sheets that will feed the monitoring and supervision unit.	The system is an online modular tool that consists of: • Registration Module: includes a record of sample data sheets and beneficiaries and a search system. • Monitoring Module: includes monitoring logical framework indicators and implementation of goals. • Reporting Module: generates operational and analytical reports and regional unified registry of beneficiaries (RURB). • Maintenance Module: where accounts and users are administrated. The Programme will be evaluated periodically and after operating for three years its continuity is expected to be evaluated.	The monitoring and supervision unit has a technical team at the national level with monitors in each of the 25 territorial offices at national level.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

Accountability and auditing of SFPs

Public programmes should be audited by internal and external mechanisms, i.e. programme monitoring should be performed by the government itself and by civil society.

The importance of accountability lies in monitoring the quality of the programme's implementation and budget expenditure. The importance of informing how much has been spent in order to show the degree of efficiency and its quality is obvious, because in this way the programme's effectiveness is guaranteed.

The SFPs of the eight countries have accountability mechanisms for physical and financial aspects (rations served, tonnes of food purchased and distributed, and financial performance). The countries that have systems that go beyond physical and financial accountability have the challenge to establish more developed mechanisms so that the participating educational community can receive feedback that includes accountability for the quality of the school feeding service.

Another relevant aspect is the local audit of SFPs. In all countries there is involvement of the participating families, which together with other members of the educational community have reached a level of development and empowerment to be able to monitor school feeding. Also, as previously mentioned, there is an involvement in several other processes that strengthen school feeding, providing food, labour and supporting the creation of school gardens. Participating families have been the feedback channel of the SFP guidelines, i.e. the presence of parents as SFP watchdogs is significant, and because of this, other mechanisms must be developed to integrate accountability and inspection processes (see table 22).

Table 22. Accountability and auditing of SFPs

Country	Accountability and auditing of SFPs	Auditing of the SFP
Bolivia	All institutions at central, provincial and municipal level must present the monthly budget execution	School boards and parents are responsible for overseeing quality and safety and should demand that municipal governments programme economic resources for School Feeding.
Colombia	The process of accountability is established by the ICBF, which must publish a report each year.	Members of the educational community are responsible for reporting and participating in monitoring surveillance, and control activities, communicating with ICBF, operators, municipal legal entities and citizen oversight.
El Salvador	The MINED/PASE is audited annually by the Court of Auditors, through a process of financial accounting based on its work plans and budget execution.	n/a
Guatemala	The POs are responsible for accountability to the educational community bimonthly or quarterly and at the end of the school year. The POs are subject to direct audits by the Superintendence of Tax Administration (SAT).	Parents and teachers audit, and report to the municipal, departmental and national levels
Honduras	Accountability mechanism established by the government through the Financial Management System (SIAFI) of the Financial Secretariat. The Superior Court of Auditors is the body responsible for monitoring and evaluating the administration of the PME funds.	The SDS through its promoters carries out inspection activities regarding the implementation of the PME and the PVL. Locally: parents and teachers oversee the respective local healthy schools committees. WFP: has its own controls and necessary logistics with monitors at departmental level which track the implementation of the PME.

Country	Accountability and auditing of SFPs	Auditing of the SFP
Nicaragua	The Comptroller General of the Republic is responsible for auditing the resources for the SFP, which it performs in conjunction with the Financial Department of the MINED.	Nationally, the inspection of the PAE is conducted through the audits and accountability performed by The National audit office (Comptroller General) of the Republic and the external audits performed by donor organisms. Local inspection is carried out by parents represented in the SFCs, civic power, PINE technical staff and the educational community itself.
Paraguay	The Comptroller General of the Republic is responsible for auditing the programme resources. There are no mechanisms for accountability to the community because beneficiaries and the education community have little knowledge of the programme and the programme itself is not structured for this activity.	At local level, in the education institutions, there is a person in charge of receiving food and controlling the quantity and quality delivered by the company or governorate. The programme does not have its own inspection mechanisms.
Peru	The Programme's operating manual establishes a Unit of Transfers and Accountability responsible for the planning, organization and supervision of the process of accountability of financial resources transferred to the purchase committees.	Each sector has an office of institutional control that establishes control mechanisms and conducts audits nationwide. The purchase committees are also subject to such audits, as well as to those executed by the Comptroller General of the Republic. At school level the parents are the best control mechanism, thus the QaliWarma Programme has a free complaints hotline.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

Strenghts and challenges for monitoring and evaluation

Major opportunities and challenges for the monitoring and evaluation of SFPs are described in Table 23, highlighting the role of the educational community in this process

Table 23. Strenghts and challenges of monitoring and evaluation

Country	Strenghts of monitoring and evaluation	Challenges of monitoring and evaluation
Bolivia	Well-organized parents through school boards, play an essential role in monitoring and control to guarantee ACE services	<ul style="list-style-type: none"> Establishment of specific mechanisms and indicators for monitoring and evaluation. Conducting impact and cost effectiveness assessments. Implementation of the National ACE Information system established in the ACE draft law Resource management for monitoring and assessments at municipal level.
Colombia	n/a	<ul style="list-style-type: none"> Develop mechanisms to ensure correct implementation of the country's School Feeding Programme. Due to the complexity of the operation of the SFP in Colombia and budget constraints, monitoring is costly.
El Salvador	n/a	<ul style="list-style-type: none"> Up-to-date information on the PASE. Limited funding is available for these activities and for required corrective measures. The implementation of the new on-line monitoring system.
Guatemala	Organization by DIGEPSA according to the supervisors who are in the field performing various monitoring activities	<ul style="list-style-type: none"> To have a system of monitoring and evaluation in order to optimize resources and provide a quality service. Recruitment of specialist staff specifically responsible for the Programme.
Honduras	Participating institutions in the PME have their own monitoring and evaluation systems, which means that there are human resources and institutional experience for the respective short, medium and long term evaluations. The information that supports these programmes is generated by the National Institute of Statistics through the on-going household survey, of the national demographic and health surveys among others.	<ul style="list-style-type: none"> Integration of PME and PVL monitoring systems (through the PES, SAEH and WFP) in a unified monitoring system. Investment in local training and computer equipment.

Country	Strengths of monitoring and evaluation	Challenges of monitoring and evaluation
Nicaragua	Very good links with the educational community that allow any incident to be detected within the national territory.	The expansion of the field-monitoring network through the recruitment of trained staff.
Paraguay	In recent years there has been training in monitoring and evaluation with the aim of capacity building and raising awareness of public officials regarding evaluation.	<ul style="list-style-type: none"> • Monitoring and evaluation is generally absent from the country's social policies. • Impact assessments of social programmes are very rare. • Raising the issue of evaluating the impact of the Programme, as this would highlight the absence of design tools in the Programme and could drive their development, as well as encouraging a redesign towards the school lunch. • Incorporating mechanisms for accountability to the community so as to achieve greater transparency in the implementation of the Programme.
Peru	QaliWarma has the human resources to implement the monitoring and supervision system, both centrally and in departments and provinces.	Implementing in the short term a monitoring and evaluation system involving all allies and strategic partners as well as innovative strategies for information gathering.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

4.3 Family farming and possibilities for its linkage with school feeding programmes

Linking SFPs with FF is a complex process, since its effective implementation requires a number of conditions that go far beyond the field of operation of the institution directly responsible for school feeding.

In order to make food purchases for school feeding from FF possible and for these purchases to be made locally, there must be organized and trained family farmers who can supply the school feeding market throughout the year, with foods in sufficient quantity and quality, which are in accordance with the local food culture and at competitive prices.

For these conditions to occur, it is essential that the small-scale agriculture sector is well developed, which can only happen when a country has policies, strategies and mechanisms to foster agricultural institutionalization, production and marketing aimed specifically at this group, as well as a broad institutional and intersectoral coordination between different stakeholders, including governmental and non-governmental organizations working with the agricultural sector.

It is also necessary to have legal and regulatory frameworks for public procurement that not only allow, but also facilitate the inclusion of FF in public purchases, specifically for SFPs. When these policies and support mechanisms do not exist or are weak or difficult to access, farmers are not able to compete on equal terms with large producers and suppliers.

Therefore, in order to achieve effective linkage between SFPs and FF, it is essential to implement actions aimed at strengthening institutional capacities, stimulating and optimizing production and facilitating fair trade for family farmers.

This section will examine the issue of FF in each country. For this purpose, FF will be analysed from the point of view of its institutional, productive and marketing capacities. Additionally, the countries' main regulatory frameworks for public procurement and some of the key experiences of procurement from family farmers, mainly for school feeding, will be described, highlighting the successes and challenges encountered.

However, it is important to note that it has been quite difficult to obtain up to date information on FF for all countries, as not all have a recent agricultural census. This fact has important consequences, as the lack of detailed and up to date information on agriculture, and specifically FF, hinders the knowledge and diagnosis of the actual situation of these stakeholders, among other important details, their location and production, hindering the development and integration of public policies aimed at the sector.

Due to the lack of official data, at times, data was sought from other sources, such as studies or research conducted by cooperation agencies, which could somehow respond to the needs of this study. Similarly, the national studies do not always provide the information in a uniform manner. The regional document strives to systematize the country information in the best way possible, taking into account the particularities of each country (see table 24).

Table 24. Most recent agricultural census

Country	Year	Observations
Bolivia	1984	Census of Family Farming Economic Organizations, CIOEC, 99 2009
Colombia	1970-1971	In 2013 an agricultural census will be conducted
El Salvador	2007-2008	
Guatemala	2005100	
Honduras	1992	
Nicaragua	2011 (Only preliminary data is available)	2005 (the most recent published)
Paraguay	2008	
Peru	2012 (At the time of the study only preliminary data was available)	1994 (the most recent published)

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

4.3.1 General overview

The concept of FF is still under construction, both in the region and the world. In many countries, the terms small scale farmers, small producers, smallholders and peasant farmers are also used. Consequently, there is no internationally accepted definition of who these farmers are, although some countries have national definitions that are used for the purpose of data collection and policy making¹⁰¹.

However, the concept of FF and its potential has gained ground in Latin American intellectual thought and social movements and, consequently, has influenced the development of public policies and institutions in the region.

⁹⁹ Coordinator of Integration of Family Farming Economic Organizations.

¹⁰⁰ National Agricultural Survey (NAS).

¹⁰¹ FF: conceptual evolution, challenges and institutions in LAC, HFLAC 2011. Available at: http://www.rlc.fao.org/fileadmin/templates/iniciativa/content/pdf/gt2025/2011/agricultura_familiar-adoniram_sanches.pdf



In addition, the emerging concept of sustainable rural development incorporates innovative elements which are necessary in the dynamics of policies for the rural sector and give new attributions to FF: FNS, good agricultural practices, environment, local development (strengthening of municipalities), productive social inclusion, among others. But, what must be highlighted is not the character and interpretations that this phenomenon has been receiving, but the recognition that the concept of the rural world no longer refers only to agricultural economic activities but has come to incorporate other dimensions such as concern for nature, rural households, landscape, cultural heritage and traditions, food production and food sovereignty, among others¹⁰².

Countries, based on their different programmes and public policies, have a mix of criteria for identifying, targeting and supporting family farmers, although there is an agreement in that the family production model has some variables that characterize it and help to define legal criteria for targeting public policies: there is an intimate relationship between labour and management, the production process is managed by the owners, there is an emphasis on productive diversification and the durability of natural resources, the use of complementary hired labour, immediate decision making related to the high degree of predictability of the production process; income predominantly from rural activities on the property and criteria of limited production area (ha)¹⁰³. A summary of some data on FF in the study countries is presented in Table 25.

4.3.2 Institutional capacities aimed at family farming

The institutional framework is a key factor in developing the potential of FF. Therefore, it is essential to have mechanisms that help farmers to overcome institutional barriers, and barriers related to production and marketing, so that they can provide the school feeding market with an uninterrupted supply of quality products in the quantities needed and at competitive prices.

To achieve and strengthen links between school feeding and FF, it is important to involve various government agencies and non-governmental organizations that contribute to the agricultural sector in the country, as well as civil society and other key stakeholders. The actions necessary for the implementation, operation and monitoring of this SFP model should be implemented, not only by the agency directly responsible for the SFP, but by all of these entities, in a comprehensive and coordinated manner.

In order to analyse the institutional capacities aimed at FF in the countries, this study looks at the level of support and encouragement for FF from the countries' governmental and non-governmental institutions involved at all levels. Thus, it is analysed whether there is a supportive environment for family farmers, including the development and implementation of legal instruments, policies and strategies related to this sector, inter-institutional and inter-sectoral coordination mechanisms, budgets for planned actions, strategies of local ownership and involvement of local government structures and civil society.

Typology of family farming

This section begins with the definition of the family farmer, which is a great challenge, since, as already mentioned countries apply a mix of criteria for the typification of FF.

¹⁰¹ Family farming: conceptual evolution, challenges and institutions in LAC, HFLAC 2011. Available at: http://www.rlc.fao.org/fileadmin/templates/iniciativa/content/pdf/gt2025/2011/agricultura_familiar-adoniram_sanches.pdf

¹⁰³ Idem.

A study of FF conducted by the FAO Regional Office for LAC in conjunction with the IDB¹⁰⁴ makes a proposal for the typology of FF.

- Subsistence FF (SFF): in conditions of FNINS, with limited land availability, no access to credit and inadequate income.
- Transitional FF (TFF): use techniques to conserve their natural resources, have greater agricultural resources and greater production potential for self-consumption and sale. Their resources are sufficient for the reproduction of the family unit, however, they are not sufficient to generate enough surpluses to develop its production unit, likewise, they have limited access to credit and markets.
- Consolidated FF (CFF): have greater agricultural resources potential, which allows them to generate a surplus for the capitalization of their productive life. They are more integrated into the commercial sector and productive chains, have access to irrigation, credit and markets; the natural resources of their land have a better degree of conservation and use, and they are able to overcome rural poverty.

Other authors use different definitions to categorize FF, which could be defined as a group made-up of self-employed agricultural workers whose principal occupation is farming, and agricultural micro-entrepreneurs who lead establishments which employ up to five people, assuming that the production unit combines the direct labour of the producers, their families and some permanent paid labourers. Agricultural micro-entrepreneurs is a provisional name, which could also be small-scale employers¹⁰⁵. Table 26 describes these aspects in the countries of the study.

¹⁰⁴ FAO/IDB.(2012). Family Farming Policies in Latin America.FAO Regional Office for LAC.

¹⁰⁵ FAO-Ruta.(2011). Economic and social characteristics of the family farmers and aspects of the evolution of the afri-food trade between Central American countries. Available at: <http://www.ruta.org/Documentos-CD/Otros%20Documentos/PDF/ValoracionEconomica%20de%20la%20Agricultura%20Familiar%20en%20CA1.pdf>

Table 25. General overview of FF

Country	Number of family farmers / farms/ family farming production units	Urban farmers	Rural farmers	Participation of FF relative to total agricultural establishments	Participation of FF in relation to the total agricultural area	Participation of FF relative to the gross production value generated in the country	Participation of FF in total agricultural production	Participation of FF in the main types of agricultural production
Bolivia ¹⁰⁶	No data.	No data.	No data.	No data.	No data.	No data.	No data.	No data.
Colombia ¹⁰⁷	No data.	No data.	No data.	No data.	No data.	No data.	No data.	No data.
El Salvador	390,475 farmers ¹⁰⁸	15.2% ¹⁰⁹	82.8%	Male: 88.0% Fem.: 11.5%	Male: 86.6% Fem.: 11.3%	No data.	No data. ¹¹⁰	Beans: Male: 68.8% Fem: 8.8 % Corn: Male: 65.2% Fem: 8.4 % Rice: Male: 5.2% Fem: 0.7 %
Guatemala	790,671 ¹¹¹ households	No data.	84.2% ¹¹²	78%	85%	No data.	52.5%	Corn, beans, rice: 65% Herbs and vegetables: 20 % Fruits: 10 %
Honduras	191,831 ¹¹³ farms or households	1% ¹¹⁴	99%	60.5%	7.3%	3.5%	11%	Corn: 4% Beans: 0.5 % Rice: 0.3 % Sorghum: 0.4 % Vegetables: 5.4% (except melon and water-melon)
Nicaragua ¹¹⁵	156,053 farms	1%	99%	67.5%	6.67%	10.7%	60%	Beans: 80% Corn: 70% Sorghum: 30% Rice: 20 %
Paraguay	269,047 farms ¹¹⁶	7.6% ¹¹⁷	92.4% ¹¹⁸	92.5% ¹¹⁹	12.6% ¹²⁰	10.4% ¹²¹	33.4% ¹²²	Cassava: 92.6 % Bean: 92.1 % Corn: 16.7% Potato: 88.6 % Peanuts: 37.4% ¹²³
Peru	2, 292, 772 production units ¹²⁴	36%	64%	No data.	66%	Between 6 and 7%	92.1%	No data.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

¹⁰⁶ There is no up to date statistical data on FF, the last agricultural census was in 1984.

¹⁰⁷ There is no up to date statistical data on FF, the last agricultural census was in 1970-1971; in 2013 a new agricultural census will be conducted.

¹⁰⁸ This figure refers to small producers and small commercial producers.

¹⁰⁹ The percentages of urban and rural farmers do not add up to 100% because the category of agri-industrial producers (2%) is missing.

¹¹⁰ The official source, the Ministry of Agriculture, Livestock and Food (MAGA), do not have this information

¹¹¹ This figure refers to the number of households.

¹¹² According to the national report there is no official information. The figure of 84.2% of rural farmers that is available was taken from: Eduardo Baumeister. (2010). Economic and social characteristics of family farmers in Central America. Central American Institute for Social Studies and Development (INCEDES).

¹¹³ This figure refers to families with land equal to or less than 3 hectares, using the selection criteria and approach of the Productive Solidarity Bonus Programme (BSP) of DICTA-SAG.

¹¹⁴ No specific data were found, however, the national agricultural census INE 1993, volume 1: type of producer, land use and tenure, Page 2 refers to almost all agricultural activities found in rural areas. Based on technical estimates of the Ministry of Agriculture and Livestock of Honduras, August 2012, the percentage

¹¹⁵ Preliminary data with information from MAGFOR and results preview from the IV agricultural census conducted in 2011, not published.

¹¹⁶ Is the number of FF farms, as defined in Paraguay. The national agricultural census (CAN 2008) uses the farm as the unit of survey rather than families of producers.

¹¹⁷ EPH 2010, DGECC.

¹¹⁸ Idem.

¹¹⁹ Of all farms. The national agricultural census (CAN 2008).

¹²⁰ The national agricultural census (CAN 2008).

¹²¹ Gross value of agricultural production in thousands of (current) Guarani. BCP, System of National Accounts, 2010.

¹²² The national agricultural census (CAN 2008).

¹²³ Idem.

¹²⁴ Preliminary data from the IV agricultural census, CENAGRO, developed in 2012. INEI.

Table 26. Typology of FF

Country	Definition of family farmers/small farmers	Classifications of family farmers
Bolivia	The National Food and Nutrition Policy which is currently in the process of being prepared, has the following definition: "A FF is one which prioritizes the use of family labour, with limited access to land and capital resources, and the use of multiple strategies for survival and income generation". ¹²⁵ However, there is no regulatory framework on the subject.	In Bolivia FAO and IDB classification is used ¹²⁶ : Subsistence FF (SFF): in conditions of FNINS, with limited availability of land, no access to credit and inadequate income. <ul style="list-style-type: none"> • Transitional FF (TFF): use techniques to conserve their natural resources, have greater agricultural resources and greater production potential for self-consumption and sale. Its resources are sufficient for the reproduction of the family unit, however, are not enough to generate sufficient surpluses to develop its production unit; similarly, access to markets and credit is limited. • Consolidated FF (CFF): have greater potential agricultural resources, which allow the generation of surplus for the capitalization of productive life. Are more integrated into the commercial sector and supply chains, have access to irrigation, credit and markets, the natural resources of their land have a better degree of conservation and use, are able to overcome rural poverty.¹²⁷
Colombia	In Colombia the term FF is not used at the institutional level. For legal purposes Colombia uses the term small-scale producer. Requirements to qualify as a small-scale producer: ¹²⁸ <ul style="list-style-type: none"> • Total assets do not exceed 82,171,500 (US\$ 46.009). • At least 75% of assets are invested in agriculture or no less than two-thirds (2/3) of its income comes from farming. • Small-scale producer or association of producers when all members individually qualify as small-scale producers. 	The national report does not contain this information.
El Salvador	FF refers mainly to families that carry out agricultural, forestry, fishery and aquaculture production activities, which use family labour in their processes, generate income and contribute to food and nutrition security in the territories. ¹²⁹	For purposes of the study, FF in El Salvador includes subsistence farmers and commercial family farmers: <ul style="list-style-type: none"> • Subsistence farmers: depend on family labour for production, represent a latent potential for agro-economic development that could encourage local purchases, mainly supply basic grains. • Commercial family farmers: most of their income comes from farming and the main destination of their production is the market, they have some infrastructure and technology appropriate to their field of production, use family labour and occasional hired labour. This group represents the agents of change that could respond immediately to opportunities for local purchases and that would become models for emulation by subsistence farmers who wish to improve their quality of life. Their offer is diversified; in addition to basic grains they produce vegetables, fruits and livestock products.
Guatemala	FF is considered to be: agricultural production on a small scale, on farms that are domestic units for production and consumption, with unpaid family labour as its principal work force ¹³⁰ .	Two main types of FF are identified: <ul style="list-style-type: none"> • Small entrepreneurial agriculture: within this the strongly market oriented surplus farmer is defined. • Peasant Agriculture: within this are the infra-subsistence and subsistence farmers, which often combine household use and sale of produce, in varying proportions, in addition to other activities.
Honduras	In Honduras the term FF is not used and the closest concept to it is that of small, mainly subsistence producers and farmers, engaged in cultivating basic grains (maize and beans) and in recent years also vegetables. For purposes of this study, FF are defined as those families with a land area equal to or less than 3 hectares ¹³¹ .	The national report does not contain this information.

¹²⁵ General Secretariat of the Andean Community.(2011). Agro-ecological FF in the Andean Community, an option to improve food security and biodiversity conservation.

¹²⁶ FAO/IDB.(2007). FF Policies in LAC.

¹²⁷ According to the study Supplementary School Feeding in Bolivia, a story of progress, Ministry of Education, 2011, of the total FF in Bolivia, 67.2% represent subsistence FF (SFF), 22.8% transition FF (TFF) and 10% consolidated FF (CFF).

¹²⁸ According to the Ministry of Agriculture and Rural Development (MARD), Fund for the Financing of the Agro-livestock Sector (FINAGRO).

¹²⁹ Plan for FF and rural entrepreneurship for food and nutrition security, FFP 2011-2014. Ministry of Agriculture and Livestock. 2011.

¹³⁰ Agricultural Policy 2011-2015.

¹³¹ Using the selection criteria and approach of the Productive Solidarity Bonus Programme (BSP) of DICTA-SAG.

Country	Definition of family farmers/small farmers	Classifications of family farmers
Nicaragua	There is no legislation defining or classifying smallholders or family farmers. Various parameters are used for their classification according to the aim of the study or implementation of programmes and projects. Within this group are: <ul style="list-style-type: none"> • Those who have small production areas (less than 10 manzanas (approximately 6,971m2). • Those which use traditional production methods (horse or ox plough, planting sticks). • Those using traditional planting techniques, but especially those who are not remunerated for their work. 	The national report does not contain this information.
Paraguay	FF is any rural productive activity that depends mainly on the family workforce for the farm's productivity; that does not hire more than 10 seasonal workers during the year and which does not utilize, under any conditions, whether owned, leased or through any other relationship, over 50 ha in the Eastern region and 500 ha in the Western region, regardless of the production type. ¹³²	There is no official stratification of FF in Paraguay. Recently, the Vice Ministry of Agriculture (2011) has worked with the following proposed stratification: <ul style="list-style-type: none"> • Type 1: produces for self-consumption; income is generated outside the farm; not articulated to markets; no access to credit; 0.1- 5 ha very small scale of production. • Type 2: produces for self-consumption and surplus for sale; income generated mainly outside the farm; not articulated to markets; preferably links to local domestic markets; mostly without access to credit; 5-20 ha, small scale production. • Type 3: produces for sale; the main source of income is the farm; linked preferably to foreign and domestic markets; mostly with access to credit; 20-50 ha, medium production scale.
Perú	A small local producer is a person or legal entity engaged in agricultural, livestock or hydro-biological activities or producers of processed agricultural products such as bakeries and others, who develop their productive activities within the geographical boundaries under the area team's responsibility and satisfy the conditions stated in Article 3 of this regulation. ¹³³	The national report does not contain this information.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

It can be seen that each country has its own definition of what can be called a family farmer. In this sense, some common elements that stand out among the eight countries are distinguished:

- Unpaid family labour.
- Small-scale producer or small-scale subsistence production.
- Produce in small areas of land, adjusted to the situation of each country.
- The use of traditional farming techniques.

Family farmers and association

There is a fairly significant amount of family farmers in all countries, most located in rural areas. Association and cooperatives are essential for strengthening the institutional, productive and commercial capacity of these small-scale producers. Based on national studies, it is possible to say that there is some level of organization in all countries. However, it has been difficult to estimate the exact amount, due to the lack of recent agricultural census and the difficulty of obtaining this type of information. In most cases, the data presented in table 27 regarding the number of organized farmers does not correspond exactly to the total family farmers within the countries and, therefore, does not provide a clear idea of their levels of organization.

¹³² Definition proposed by Paraguay in the Specialist Meeting on FF (REAF), MERCOSUR, 2007.

¹³³ The only existing definition of the FF or small-scale producer is this, from the Supreme Decree No. 005-2008-MIMDES, which approves the regulations of Law No. 27060, which provides for the direct purchase of food by the National Food Assistance Program (PRONAA) from local producers. This definition was only used for the purpose of purchases by PRONAA; the programme closed in 2012. Currently, Peru is in the process of updating several policies and frameworks related to FF.

However, it is recognized that in most countries of the region, small-scale farmers associations or cooperatives are weak or nonexistent¹³⁴, representing serious obstacles for these producers to improve their market access, relations with public institutions and other institutional, productive and marketing support structures. In the annexes of some national studies there are lists of formalized family farmers associations or cooperatives.

Table 27. Organization of family farmers

Country	Number of family farmers/ farms/ productive units	Organized family farmers (number of cooperatives or other forms of organization)
Bolivia ¹³⁵	n/a	778 organizations (101,768 members) ¹³⁶
Colombia ¹³⁷	n/a	n/a
El Salvador	390,475 farmers	Basic Grains: 65 associations (40,026 partners) Vegetables: 62 organizations (3,986 members) ¹³⁸
Honduras	191,831 farms or households	Small and medium producers in Honduras Farmer associations: 179 Agricultural cooperatives: 848 Agroforestry Cooperatives: 237 Rural Banks: 3,760
Nicaragua	156,053 farmers	262 cooperatives and 470 family groups ¹³⁹
Paraguay	269,047 farms	28% of organized farmers (74,064)
Perú	2, 292, 772 agricultural units	Agricultural cooperatives: 77 ¹⁴⁰ Agricultural coffee cooperatives: 55 ¹⁴¹ Savings and credit unions: 206 ¹⁴²

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

Institutional and intersectoral nature of family farming

This section lists key stakeholders from government, international and national NGOs, UN agencies and other cooperation agencies that are linked with providing support to FF; in addition, it identifies some coordination mechanisms, mostly led by the ministries of agriculture and its dependencies.

In the eight countries of the study, several non-governmental and governmental institutions for the promotion of agriculture exist. In general these institutions focus their efforts on capacity building, technology development and technology transfer, economic and financial support by means of access to credit and investment programmes, strengthening infrastructure, linking with markets and integration into production chains. The activities of each are detailed in the respective national studies.

The interinstitutional coordination processes aim to assist the development of family farmers. However, their focus has not been on linking the purchasing power of the state with this sector's supply capacity, with the exception of some countries such as El Salvador, Honduras and Bolivia, who are starting to address this issue with the various stakeholders described.

¹³⁴ FAO.(2012). Medium-term Strategic Framework of FAO cooperation in FF in LAC 2012-2015.

¹³⁵ There is no up-to-date statistical data on FF, the last agricultural census was in 1984 and there has since been significant development.

¹³⁶ Census of rural economic organizations conducted by the Integration Coordinator of Bolivian Rural Economic organizations (CIOEC) 2009.

¹³⁷ There is no up to date statistical data on FF, the last agricultural census was in 1970-1971; in 2013 a new census will be conducted.

¹³⁸ Information compiled by the MAG in 2012, based on unfinished data on agricultural cooperatives of basic grains and vegetables.

¹³⁹ Family groups: families whose members contribute labour for the production of their land without receiving a wage.

¹⁴⁰ There is no information regarding how many are FF.

¹⁴¹ Idem.

¹⁴² Idem.

The inventory of interinstitutional and intersectoral stakeholders gives a general idea of how articulation, from the point of view of governmental and non-governmental administrators, can connect their interests in the promotion of FF for direct public purchases for school feeding.

It is important to consider developing working committees in order to pay due attention to small farmers, as several of the study countries are initiating discussions, but in others the issue has not yet been put on the public policy agenda (see table 28).

Table 28. Governmental and nongovernmental stakeholders and interinstitutional and inter-sectoral coordination mechanisms

Country	Governmental support	Nongovernmental support (NGOs and international organizations)	Interinstitutional and intersectoral mechanisms for the FF sector
Bolivia	<ul style="list-style-type: none"> Ministry of Land and Rural Development (MDRyT), Food Production Support Business (EMAPA) National Institute of Agricultural and Forestry Innovation (INIAF) Food Security Support Programme (PASA) National Agricultural Health and Food Safety Service (SENASAG) Ministry of Productive Development and Plural Economy National Institute of Agrarian Reform (INRA) 	<ul style="list-style-type: none"> FAO WFP Inter-American Institute for Agricultural Cooperation (IICA) 	<ul style="list-style-type: none"> National Council for Organic Production (CNAPE): composed of representatives of ministries, institutions and social organizations, has the objective of defining policies, strategies and regulations of ecological agriculture. Integration Coordinator of Bolivian Rural Economic Organizations. (CIOEC): representation and integration of the OECA. Plurinational Economic Productive Council (COPEP): comprised of the president of Bolivia, ministers of the productive area, representatives of indigenous peasant organizations, intercultural and afrobolivian communities at the national level, representatives of the National Agricultural Confederation. Departmental, regional, provincial and municipal Productive economic councils.
Colombia	<ul style="list-style-type: none"> Colombian Institute for Rural Development (INCODER) Colombian Agricultural Institute (ICA) Colombian Corporation of Agricultural Research (CORPOICA) Colombian Agricultural Bank S.A. Fund for Agricultural Financing (FINAGRO) Agricultural Development Trust Company S.A. (FIDUAGRARIA S.A.) Colombia International Corporation (CCI) Special Administrative Unit for Restitution of Appropriated Lands (UAEGRTD) Unit of Rural Land Planning, Land Adaptation and Agricultural Uses (UPRA) 	<ul style="list-style-type: none"> FAO International Centre for Tropical Agriculture (CIAT) Inter-American Institute for Agricultural Cooperation (IICA) International Fund for Agricultural Development (IFAD) The Climate and Development Knowledge Network (CDKN) Peasant Association of Middle and Lower San Juan (CA-DESAN) Colombian Peasant Action (ACC) 	<ul style="list-style-type: none"> National Intersectoral Commission (CIN): consists of entities in the public and private sector, including the Ministry of Agriculture and Rural Development, Ministry of the Environment and Sustainable Development (MADS); National Planning Department, aims to assess and articulate the proposals for partnerships between smallholders and new markets.
El Salvador	<ul style="list-style-type: none"> Ministry of Agriculture and Livestock (MAG) National Centre for Technology and Forestry (CENTA) Agricultural Development Bank (BFA) Mortgage Bank Development Bank of El Salvador (BAN-DESAL) 	<ul style="list-style-type: none"> FAO Inter-American Institute for Agricultural Cooperation (IICA) ALBA Food 	<ul style="list-style-type: none"> Interinstitutional and intersectoral coordination: at the operative level, led by MAG through technical tables in the FF Programme for Chain production (PAP), formed in each of the chains, with representatives of producer organizations, unions, companies, institutions with direct links with the chain (e.g. financing, intermediaries, processors). CONASAN.

Country	Governmental support	Nongovernmental support (NGOs and international organizations)	Interinstitutional and intersectoral mechanisms for the FF sector
Guatemala	<ul style="list-style-type: none"> Ministry of Agriculture, Livestock and Food (MAGA) Institute of Agricultural Science and Technology (ICTA) Land Registry (RIC) National Forest Institute (INAB) National Council for Agricultural Development (CONADEA) Fruit and Agribusiness Development Project (PROFRUTA) Land Fund (FONTIERRA) National Institute of Agricultural Marketing (INDECA) Central National School of Agriculture (ENCA) Ministry of Social Development (MIDES) Agricultural Training Schools (EFA) 	<ul style="list-style-type: none"> Chemical Agricultural Guild Association (AGREQUIMA) National Association of Deciduous Fruit Producers (ANAPDE) Federation of Agricultural Associations of Guatemala (FASAGUA) FAO 	<ul style="list-style-type: none"> CONADEA: body for coordination, information exchange, consultation and rapprochement between the different social agricultural bodies. Facilitates interaction between MAGA, institutions and organizations of the non-governmental agricultural sector in order to guide policy for the agricultural, livestock, hydro-biological and forestry sectors. Agricultural chains and livestock production chains.¹⁴³ CONASAN.
Honduras	<ul style="list-style-type: none"> Department of Agricultural Science and Technology (DICTA) Honduran Institute of Agricultural Marketing (IHMA) National Bank for Agricultural Development (BANADESA) National Programme for Sustainable Rural Development (PRONADERS) National Agrarian Institute (INA) National Institute of Forest Conservation and Development (ICF) National Agricultural Health Service (SENASA) Agricultural Education and Training Service (SEDUCA) General Department for Fisheries and Aquaculture (DIGEPESCA) 	<ul style="list-style-type: none"> FAO WFP IICA Honduran Agricultural Research Foundation (FHIA) Foundation for Rural Enterprise Development (FUNDER) National Federation of Farmers of Honduras (FENAGH) 	<ul style="list-style-type: none"> Agri-food chain committees formed by SAG: committees for dialogue, for identifying and solving problems and developing the chains potentials. With the participation of public and private institutions, universities and external cooperation. 34 chains have been prioritized.¹⁴⁴ There is no interinstitutional or intersectoral platform for local purchases where policies and strategies are defined. The IHMA and WFP are the only institutions (one national and one international) which make centralized purchases directly from producers. The municipalities that make local milk purchases with SDS transfers, in the framework of the PVL do so under the coordination of the local Glass of Milk or similar committee. Regional Development Committees: are developing interinstitutional and intersectoral coordination platforms for regional development, which incorporate institutions of the central, provincial and municipal governments, local authorities, NGOs, churches, producer associations, private companies, civil society, general public. These committees could be platforms for directing actions for the development of FF.
Nicaragua	<ul style="list-style-type: none"> Agricultural Rural Public Sector (SPAR) Ministry of Home, Community, Cooperative and Associative Economics (MEFCCA) Ministry of Agriculture, Livestock and Forestry (MAGFOR) Ministry of Environment and Natural Resources (MARENA) National Agrarian Institute (INA) National Institute of Agricultural Technology (INTA) National Institute of Technology (INATEC) Nicaraguan Basic Food Company (ENABAS) Ministry of Health (MINSA) Nicaraguan Institute of Territorial Studies (INETER) Ministry of Development, Industry and Trade (MIFIC) Nicaraguan Institute of Cooperative Development (INFOCOOP) Produce Bank 	<ul style="list-style-type: none"> Foundation for Agricultural and Forestry Technological Development of Nicaragua (FUNICA) IICA FAO Centre for Promotion, Research and Rural and Social Development (CYPRESS) Association of Producers and Exporters of Nicaragua (APEN) WFP United States Agency for International Development (USAID) various NGOs Private Sector Universities 	<ul style="list-style-type: none"> Ministry of Household, Community, Cooperative and Associative Economics (MEFCCA)¹⁴⁵: governs policies and strategies aimed at the FF sector, coordinating the ministries and institutes that carry out organizational, training, technology transfer, funding and marketing actions. The law creating MEFCCA demands the creation of a council of family, community and associative economics, whose main function is to achieve synergies which allow increased production, productivity, higher added value, more associability and cooperativism, territorial management and higher income for families, recognizing the need to constitute partnerships and interinstitutional coordination. CONASSAN. Departmental Committee on Food and Nutrition Security and Sovereignty (CODESSAN) and Municipal Commission on Food and Nutrition Security and Sovereignty (COMUSSAN).

¹⁴³ Agrichains: onion, tomato, chilli pepper, potato, avocado, beans, lemon, rice, cocoa, corn, rambutan. Livestock production chains: chicken meat, table eggs, mutton, pork, beef, bees, cow's milk, goat's milk, tilapia.

¹⁴⁴ Chains: corn, rice, beans, rambutan, citrus fruits, sesame, aquaculture, coffee, beekeeping, cattle (meat and milk), palm oil, cocoa, sugarcane, potato, cashew, moringa, vegetables, Asian vegetables, allspice, avocado, pineapple, ornamentals, poultry, tomato, onion, carrot, biofuels, papaya, roots and tubers, green banana, coconut, banana and chilli.

¹⁴⁵ Law 804, Reform Law and additions to Law No. 290, Law of Organization, Jurisdiction and Procedures of the Executive Power.

Country	Governmental support	Nongovernmental support (NGOs and international organizations)	Interinstitutional and intersectoral mechanisms for the FF sector
Paraguay	<ul style="list-style-type: none"> Ministry of Agriculture and Livestock (MAG) National Institute of Land and Rural Development (INDERT) National Plant and Seed Quality and Health Service (SENAVE) Paraguayan Institute of Agricultural Technology (IPTA) National Animal Quality and Health Service (SENACSA) National Development Bank (BNF) Agricultural Credit (CAH) National Institute of Cooperatives (INCOOP) Yacyreta Binational Entity (EBY) Binational Entity (Itaipu) Paraguayan Indigenous Institute (INDI) Social Action Secretariat (SAS) Marketing Centre for Organized Supply Producers (CECOPROA) 	<ul style="list-style-type: none"> Production Cooperatives Federation of Production Cooperatives (FECOOPROD) MERCOSUR Specialized Meeting on FF (REAF MERCOSUR) IICA FAO International Fund for Agricultural Development (IFAD) various NGOs 	<ul style="list-style-type: none"> Integrated Management System for Agricultural Development (SIGEST), in the MAG: its objectives are to define and install the organic sector policy framework, promote integrative sectoral management, monitor, coordinate and evaluate agricultural and rural development programmes and projects and support the coordinated process of participatory sectoral planning and budgeting. Executive Coordinator for Agrarian Reform (CEPRA), led by INDERT: national intersectoral coordination mechanism which aims to coordinate and promote economic, social, political and cultural development, boost public policy management in relation to created settlements and contribute to agrarian reform. Food Production Development Programme (PPA): has made inter-institutional coordination efforts by shaping part of the proposed guidelines of the comprehensive agrarian reform. The implementation of the PPA has made several interinstitutional articulations with organizations of the public and private sector, civil society and organizations of small family producers in the framework of the coordination of the social office of flagship programmes. National Plan for Food Security and Sovereignty (PLANAL): supported by FAO and implemented mainly in the department of San Pedro, was another local interinstitutional coordination initiative; among its results are the "communal dining halls" or "soup kitchens" that support the 11 comprehensive schools in peasant and indigenous communities. MERCOSUR Specialized Meeting on FF (REAF): who's local entity is led by MAG, and is a permanent forum for debate and interinstitutional coordination, with the participation of public institutions and organizations of small family farmers. No specific coordination mechanisms are known for local purchases from FF.¹⁴⁶
Peru	<ul style="list-style-type: none"> Ministry of Agriculture (MINAG) Rural Agrarian Productive Development Programme (AGRORURAL) Institute of Agricultural Innovation (INIA) National Agricultural Health Service (SENASA) National Cooperation Fund for Social Development (FONCODES) 	<ul style="list-style-type: none"> FAO WFP IICA Centre for the Study and Promotion of Development (DESCO) Peruvian Centre for Social Studies (CEPES) Development and Participation Study Centre (DESCO) (CEDEP) Centre for Research, Education and Development (CIED) Action Against Hunger (ACH) 	<ul style="list-style-type: none"> Round Tables and production chains: these work forming and operating technical tables with the main agricultural associations, to build a consensus agenda and foster competitiveness agreements by promoting production chains.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

Government support for purchases from family farming

The review of governmental support on linking family farmers to formal markets has shown that the role of FF in FNS and the rural economy has been enhanced through the design of policies and strategies aimed at the sector. One strategy is the implementation and strengthening of local purchases aimed at this sector.

¹⁴⁶ Recently with the food emergency plan implemented as a consequence of agricultural losses caused by drought (in late 2011 and early 2012), among several courses of action, the direct purchase of seeds from organizations of family farmers has been tried; although the experience needs to be documented, it is known that mainly middlemen and only few farmers organizations participated.

During the analysis of the eight national studies, a number of policies, programmes, projects and pilot initiatives were identified, through which the governments express their political will to encourage family farmers.

The actions that have been identified can provide lessons in each of the countries for adjusting and strengthening institutional capacity, FF production capacity and the marketability of its products in a formal market, such as public procurement (see table 29).

Table 29. Government support for local purchases

Country	Government support strategies for local purchases
Bolivia	<ul style="list-style-type: none"> Local procurement is a priority for the government. Adoption of Supreme Decree No. 27328. Buy Bolivian: in government procurement preference is given to purchase from national producers with tender amounts of up to 8 million bolivianos (approximately US\$ 114,000), fragmenting the proposal specifications for small and medium entrepreneurs and giving subsidies to national producers in big tenders. Creating reverse fairs: the institutions share their needs and allow bidders to accommodate themselves to these, encouraging local production. One of the guidelines of the Law of Community Agriculture Productive Revolution is to promote the consumption of local products.
Colombia	<ul style="list-style-type: none"> The Productive Partnerships Support Programmes (PAAP) and the Food Security Network (RESA)¹⁴⁷ fall short in their scope as local purchase support programmes. The efforts of the Ministry of Agriculture are not enough to meet needs for capacity building for supporting local purchases and this is demonstrated by the fact that there is no binding law on local procurement; efforts are concentrated in one or two projects.
El Salvador	<ul style="list-style-type: none"> Local procurement is a priority for the government. Ministry of Education: has been purchasing shoes and uniforms, as well as school materials from local small-scale producers and suppliers since 2010. Priority Action of FNS policy: to develop a programme of local public procurement to boost local food production from productive processes, preferably linked with FF. Strategic actions: MAG and MINED initiated a process of procurement from agricultural producers in the Programa Presidencial Vaso de Leche (Presidential Glass of Milk Programme), in which the MAG, through an interministerial agreement, provides technical support to producers and investment funds for the required technology, while the MINED guarantees the purchase of fluid milk for the PASE. In 2012 another agreement was signed between MAG and MINED to encourage the purchase of basic grains and which also includes technical support from MAG for producers to ensure stability of supply and purchases by the MINED of beans, corn and rice through the PASE budget.
Guatemala	<ul style="list-style-type: none"> Local procurement is a priority for the government. Government Agreement 154-2012 of the MAGA: expansion of the Land Fund (FONTIERRA)¹⁴⁸ budget, through a MAGA transfer, to be administrated and run by the Extraordinary Programme Dignity Triangle, whose priority is to support small-scale producers and the beneficiaries of the fund in the production of basic grains, thereby contributing to self-consumption, an increase in national production and the supply of markets. The Vice Ministry of Food and Nutritional Security (VISAN): through the Department for Strengthening Productive and Trade Organization, it works with organized surplus producers and trains those which are not yet organized, to do so, in order to strengthen their capacity for marketing their products nationally and internationally. Zero Hunger Plan: aims to improve incomes and family finances, through actions geared towards the development of potential to improve production levels for self-consumption and the creation of necessary conditions for surplus production of agricultural and non-agricultural goods oriented to the national and international market. Includes actions for generating income and local food production.
Honduras	<ul style="list-style-type: none"> The government has shown political will with respect to local purchases: especially of basic grains, through the IHMA in harvest season in the main production areas. Efforts to expand the PME and orientate WFP purchases towards small farmers. Implementation of the GMP, in which one of the main objectives is to strengthen local rural economies. SAG Competitiveness Projects: provide financial assistance for production, training, infrastructure and marketing to groups of producers with reliable markets, such as the PME and the PVL.
Nicaragua	<ul style="list-style-type: none"> Local procurement is a priority for the government. Creation of MECCA. Reactivation of ENABAS: developing strategies to improve farmer's production levels and mechanisms for grain stockpiling. Government strategy for local purchases Fair Trade Network: ensure fair food prices for producers and consumers through an alternative distribution network and the creation of basic ENABAS reserves to reduce the impact of inflation and high prices of the main products of the basic food basket.

¹⁴⁷ Productive Partnerships Support Project (PPSP) of the Ministry of Agriculture: targeting small agricultural producers and entrepreneurs that could be suppliers of inputs, or buyers or transformers of the production thereof. The Food Security Network Programme (RESA) under the Department of Social Prosperity (DPS): supports local purchases, focused on the establishment of production units for self-consumption of a group of people, generating positive aspects in the beneficiary families.

¹⁴⁸ FONTIERRAS: decentralized state institution aimed at facilitating funding for landless peasants or those with insufficient land, individually or as organized groups, for the purchase or lease of land, productive projects and technical assistance.

Country	Government support strategies for local purchases
Paraguay	<ul style="list-style-type: none"> Proposed Decree (not yet in force and still under discussion and analysis by MAG and the National Directorate of Public Procurement (DNCP)): expresses the intention of incorporating organized and formalized FF producers in public procurement tenders of various state institutions. In the framework of the Project GCP/RLA/180/BRA¹⁴⁹ two consultancies are analysing the supply and demand and the capacity of some local governments; as well as the level of the current legal framework to determine in more detail the capacities and possibilities of governments and municipalities for local procurement. Some project plans are: <ul style="list-style-type: none"> - Coordination between MEC, MAG and FAO. - MAG, in conjunction with the MEC has defined the departments and districts where it will start the implementation of a pilot plan for linking school feeding and public procurement from FF. Currently there is a team working on the articulation of sectors, capacity development, the socialization of experiences, strengthening of organizations, and the generation of demand with the implementation of the school lunch. Rural Paraguay Project: formalization of farmer organizations in five regions of the country, most of them running with business plans and producing, among others, traditional FF products (corn, cassava, legumes, vegetables, fruits, etc.) that can be linked with school feeding. MAG in cooperation with INCOOP: has promoted the formalization of organizations for marketing.
Peru	<ul style="list-style-type: none"> There is no clear policy to support local purchases. There is little experience in organizing demand for buying products from smallholder agriculture. There are programmes that prioritize local procurement, including the SFP QaliWarma. Existing sector strategy: promote the association of small producers with the purpose of providing technical assistance and generating a marketable volume in order to articulate them with the market.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

4.3.3 Agricultural development capacities

In order for small farmers to supply SFPs and other government programmes and even other markets, it is essential that they have appropriate conditions for the production of sufficient quality food; thus, countries must have programmes and actions specifically targeted at this sector, in order to increase the production and quality of food.

The analysis of agricultural development capacities involves knowing, in a first instance, which main products are produced by family farmers in the countries and identifying their capacities in relation to some of the essential elements for production development, such as access to production technologies, infrastructure and its ability to mitigate risks, among others.

Production capacity

Estimating the actual production capacity of family farmers in the region is a challenge for a number of reasons: lack of recent agricultural census, estimates based on different methodologies or criteria for classification of FF, among others.

However, it is known that FF is especially important in food production and FNS in LAC. FF may represent in some countries in the LAC region more than 80% of farms, more than 60% of total food production and agricultural land, and over 70% of agricultural employment¹⁵⁰.

Farmers in the region are important producers of basic grains. Only in Central America (Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica and Panama), there are more than two million families (more than 10 million individuals) producing basic grains, comprising corn, beans, rice and sorghum; almost all of them are small-scale farmers, representing 52% of the rural population in Central America. If we consider only Guatemala, El Salvador, Honduras and Nicaragua, there are a total of almost 9 million people producing basic grains¹⁵¹.

¹⁴⁹ Cooperation project between FAO, ABC/MRE or FNDE/MEC. Strengthening School Feeding Programmes in the Framework of the Hunger Free Latin America and the Caribbean 2025 Initiative.

¹⁵⁰ FAO.(2012). FF Newsletter of Latin America and the Caribbean.

¹⁵¹ FAO-RUTA.(2010). Small Producers of basic grains in Central America. Available at: http://www.pesacentroamerica.org/pesa_ca/pequenos_productores.php

In an attempt to ascertain the production of the eight countries of the study, listed below are some of the countries' main FF products and, if possible, their percentage in relation to the total agricultural production. It has not been possible to identify the amounts or percentages of production from FF in all countries, since, as already noted, some do not have official up-to-date information.

In the eight countries studied, we see a clear description of the responsibility of FF in production and their participation as main producers of corn and beans, but FF also produce rice, a large variety of fruits and vegetables, milk, and animal products, amongst others.

The supply capacity of family farmers and the permanent demand for school meals for students should, in the short and medium term, be linked in order to provide a more variable diet and an increased consumption of vegetables, valuing the food culture of each of the communities in which food is produced. Table 30 gives a description of these main items.

Table 30. Main types of produce produced by FF

Country	FF Production	% relative to total production
Bolivia	Primary products: quinoa, amaranth, corn, rice, wheat, potato, broad bean, pea, bean, peanut, tarwi (Andean lupine), soy, milk, vegetables, peach, citrus fruits, banana, garlic, onions, coffee, cocoa ¹⁵² . Processed: yogurt, cheese, dry meat, trout, honey, fruit jams, cornapi (Andean drink), Brazil nut	n/a
Colombia	Participation of FF in the agricultural sector ¹⁵³	62%
	Predominant products: potatoes, corn, sugar cane panela, cassava, beans, yams, sesame, tobacco, sisal, cocoa, vegetables, fruit for household use, traditional coffee, mechanized coffee production in areas smaller than 10 ha ¹⁵⁴	n/a
El Salvador	Corn	74%
	Beans	78%
	Rice	6%
	Vegetables: onion, green chili, cucumber, tomatoes, radishes, potatoes, carrots, bananas, etc.	n/a
Guatemala	Participation of FF in total agricultural production	70%
	Basic Grains: maize, beans, sorghum, sesame, rice	65%
	Herbs and vegetables: radish, spinach, celery, onion, carrot, chard, native species, cucumber, aubergine, tomato, cabbages etc.	20%
	Fruit: mandarin, lemon, orange, sapota, mango	10%
	Sugarcane and its processed products (panela), cardamom, coffee, beekeeping, aquaculture (production of red and grey tilapia) ¹⁵⁵	5%

¹⁵² Although not official information, the study conducted by Schejtman A. (2008) Scope of FF in Latin America, indicates that FF in Bolivia is responsible for providing 70% of corn and rice and almost all of the potatoes, cassava and vegetables, which are considered staple foods for household consumption.

¹⁵³ Data from the study by Forero Alvarez, J. et al. (2003) Rural economy and the food system in Colombia: Contributions to the discussion on food security. Bogota: Javeriana University. There is no official up to date information.

¹⁵⁴ Idem.

¹⁵⁵ Basic foods frequently consumed by the population.

Country	FF Production	% relative to total production
Honduras	Corn	85%
	Beans	100%
	Rice	40%
	Potatoes, onions, tomatoes, chili peppers, cucumbers, aubergine, cabbage, lettuce, carrot, pumpkin, chayote, yucca	100%
	Sweet potato	50%
	Banana, avocado	100%
	Papaya	100%
	Citrus fruits	90%
	Milk	75%
	Cheeses and creams	90%
	Honey	100%
Nicaragua	Maize, rice and sorghum	61%
	Peanut, sesame, soybean and cotton	1%
	Yucca, quequisque, taro, tomato, pipián, watermelon, squash, tobacco, pepper, potatoes, onions, cabbage, other crops	12%
	Coffee, Musaceaespp, cane sugar, cacao, citrus fruits, coconut, mango, avocado, African oil palm, dragon fruit, papaya, other crops	34%
	Cattle, pigs, poultry, other animals, beehives/honey	35%
Paraguay	Participation of FF in total agricultural production	33%
	Beans	92%
	Cassava	93%
	Corn	17%
	Potato	89%
	Peanuts	37%
	Vegetables: aubergine (98%), cucumber (95%), beetroot (86%), pumpkin (84%), carrot (83%), cabbage (74%), cauliflower (69%), tomato (51%)	
	Fruits: carapé banana, pineapple, watermelon, orange, melon, tangerine, grapefruit and lemon	n/a
Perú	A high percentage of other products come from FF, excluding agricultural exports that require significant investment (asparagus, artichokes, grapes, Hass avocado, mango; except coffee in which the small farmer has a significant participation) or sugarcane, rice and cotton which require large areas of land and use large quantities of water,	n/a

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

Productive capacities of family farmers or organizations

Summarising the productive capacities in the eight countries of the study, it can be seen that one of the great potentials of this sector is its ability to produce food. However, in many productive capacity lines, there is a lack of development and investment in areas such as food safety during production, price control and crop insurance, which are elements to consider when planning a process of supplying schools.

These elements should be considered by public policy in order to remove barriers to the participation of family farmers in public procurement processes (see table 31).

Table 31. Existence of productive capacity of family/cooperative farmers

Production capacity	BOL	COL	ESV	GUA	HON	NIC	PAR	PER
Infrastructure and facilities	Limited ¹⁵⁶	No	No	No	No	No	No	Yes
Access to production technologies (Quality seeds, inputs, silos, dryers, collectors, processing technologies, storage, transportation, irrigation mechanisms)	Limited ¹⁵⁷	No	Yes	Yes	No	No	No	Yes
Responsiveness to climate events (rain, draught, floods)	Deficient	No	No	No	No	No	No	No
Technical capacity (in disease and pest control, risk mitigation, storage, new technologies)	Deficient	No	Yes	Yes	Yes	No	Yes	Yes
Ability to produce quality products	Deficient	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Ability to produce large quantities	Deficient	No	No	Yes	No	Yes	Yes	No
Products at competitive prices in the market	Deficient	No	No	Yes	Yes	Yes	Yes	Yes
Compliance with requirements to be able to access funds from credit institutions	Deficient	No	No	Yes	No	No	No	No

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

4.3.4 Marketing capacities

This third element of analysis proposed by the study will serve to understand the current situation of FF, through a process of linking institutional capacity, its agricultural development and its ability to meet the demand from school feeding.

This process will address the legal frameworks, norms and rules of the game with which FF will eventually develop its inclusion in the State's public procurement market. Therefore a summary will be given of the mechanisms for public procurement for school feeding, in relation to their legal frameworks.

The countries' experiences regarding the possible linkage of family farmers to state demand for school feeding will also be described.

Legal and regulatory frameworks aimed at public procurement

Regarding the legal framework, table 32 displays some characteristic aspects as follows:

- The eight countries have public procurement laws, which, due to the requirements, present serious obstacles for the insertion of family farmers.
- With the exception of Peru, which previously had a law favouring purchases from small farmers (Law 27060 and its regulations), but which was linked to the former PRONAA and is therefore no longer valid, no country presents a legal framework specifically directed at public procurement from FF.
- When SFPs are directly managed by the government, they must necessarily meet the requirements imposed by procurement laws; equally, if funds are coming from international financial institutions, the

¹⁵⁶ Depending on the type of product and destination of production.

¹⁵⁷ Idem

mechanisms established under their rules and operating manuals should be applied. The exceptions are Guatemala and Peru, where the process of purchases for school feeding is not regulated by Procurement Law, but rather systems have been created for direct transfers to POs in Guatemala and to regions or departments in Peru.

- When SFPs are managed by the WFP, a model of public tender specific to this organism is followed; in countries such as El Salvador, Honduras and Nicaragua, minimum quantities, mainly of corn, are acquired directly from cooperatives and local associations that support the WFP's Purchase for Progress (P4P) Programme.

Table 32. Legal and regulatory frameworks related to public procurement

Country	Legal and regulatory frameworks	Mechanisms used for purchases for the SFP	Opportunities for linking FF with public procurement
Bolivia	Basic Standards of the Goods and Services Management System (NB SABS), Supreme Decree No. 0181.	1. Modality of National Support for Production and Employment (ANPE) ¹⁵⁸ . 2. Public Tender. 3. Procurement by exception: allows the purchase of fresh and perishable foods, which could be used by FF. 4. Direct procurement.	According to the NB SABS, the procurement of goods at national levels prioritized. Preference margins are awarded to national products and producers and an additional margin for Small and Medium Enterprises (SME), associations of small-scale producers and OECA. They establish that regardless of the procurement amount, for the procurement of foodstuffs for school feeding and nutrition programmes it should be ensured that products are made from domestically produced commodities. The modality of lesser procurement established by the NB SABS is the most flexible and the participation of FF through this modality would therefore be feasible. The modality of procurement by exception: allows the purchase of fresh and perishable foods, and could also be used by FF.
Colombia	Procurement Law (Law 80) of 1993, amended by Law 1150 of 2007 and Decree 2474 of 2008.	The ICBF purchases through a special scheme, known as a special contribution scheme (Procurement Manual 2012). Its three governing categories are: 1. Direct procurement. 2. Public tender. 3. Public tender with facilitation for bidders.	The ICBF through addendum No. 2, titled public call for bids No. 003 2012, for the creation of a qualifying list for the selection of operators for the School Feeding Programme, which amends the specifications forcing bidders to specify for each locality the percentage of purchases that will be made locally in order to provide fresh produce from local production, distribution or trade for the preparation of the food rations. It determines the specifications that should be prioritized in the case of agricultural commodities, to community based organizations or youth associations, particularly those of producers supported by other public interventions, in the field of social inclusion, of programmes of the Administrative Department for Social Prosperity or SNBF Entities, productive partnerships, rural opportunities, development and peace programmes, and mini production-chains, etc.
El Salvador	Public Procurement and State Contracting Law (LACAP), of 2000 amended by the Legislative decree No. 725 of 2011, allows three modalities of purchase.	Purchases applying PMA procedures, via public tender.	The 2011 reform of Article 39-c favours purchases from national micro, small and medium enterprises (MSME), indicating that at least 12% of the annual budget for procurement of goods and services should be procured from them, provided that their quality is ensured and that procurement should be sought from national and regional MSME that are local to the place where the respective procurements are made. Farmer associations and cooperatives qualify as MSME. Alternative modalities of public procurement: a. Food can be purchased through the Agricultural Producers Exchange (BOLPROES). However, the mechanism is not very accessible for the inclusion of small producer organizations because various expenses are incurred. b. Agreements with agencies of the United Nations or the Inter-American System to make purchases for the programmes that receive their technical assistance. MINED made an agreement with WFP in 2008 for this purpose. The tendering and competition processes are maintained, but are more flexible and follow the rules of the corresponding agency.
Guatemala	Ministerial Agreement No. 1096-2012. Guatemala, 23rd April, 2012. Ministry of Education.	Through the modality of fund transfers to parent organizations (PO), the modality of procurement for the PAE is Direct Purchase.	The PO act as local buyers for school feeding and manage the supplementation of resources required for the preparation and distribution of food. This type of decentralized management represents a great advantage for the country, as it allows each educational institution to decide where and from whom to purchase school meals, provided that the supplier issues an accounting invoice. This becomes an opportunity for linking with direct purchases from FF.

¹⁵⁸ Besides the difference in the procurement amounts, the ANPE modality is more flexible than tender in terms of the required documentation.

Country	Legal and regulatory frameworks	Mechanisms used for purchases for the SFP	Opportunities for linking FF with public procurement
Honduras	State Procurement Law (LEC 2001). Law for the Promotion and Development of MSMEs 2008: the centralized and decentralized public sector should absorb 30% of production or generation of products and services of MSMEs, provided that these ensure their quality. Glass of Milk Law: stipulates purchase modalities through public and private tender, the latter with the aim of favouring milk producers.	Purchases by WFP, via public tender.	There is no exception in the LCE to exempt small producers and MSMEs from these processes.
Nicaragua	Public Procurement Law (Law No. 737). Dairy Sector Development and the School Glass of Milk Law.	MINED uses public tender.	There is no special law that facilitates the participation of family farmers, exempting them from these requirements.
Paraguay	Law No. 2.051/03 on Public Procurement amended by Law No. 3.439/2007. Decree No. 4008, 2010: establishes support mechanisms for national production and employment, preference margins and criteria for conducting procurement processes, governed by Law No. 2051/2003.	Public tender for school snack and school lunch pilots.	Purchases from family farmers without the obligation of public tender are only possible in exceptional cases, such as a declaration of an emergency by law or decree. However, this does not exempt them from the formalization requirements for suppliers, the only difference is that there is no public tender and the procedures are therefore more flexible.
Peru	Public Budget Law for Fiscal Year 2013, Law No. 29951. Executive Board Resolution No. 105 - 2013 - MIDIS/PNAEQW, approves the QaliWarma Procurement Manual.	The modalities are: 1. Public tender as first choice. 2. Direct purchase, as a second choice.	The Public Budget Law for Fiscal Year 2013, ¹⁵⁹ exonerates the National School feeding programme QaliWarma from purchasing through the established processes and regulations of public procurements. This exemption is based on the co-management model that states that purchases for the provision of food assistance be made in a decentralized manner through purchasing committees. The procurement manual establishes the rules for purchases and gives extra points to providers that can demonstrate the participation of small-scale farmers.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

Experiences of public procurement from family farming

This section describes the level of interest and initiative of the stakeholders involved, in linking public purchases with FF, including unsuccessful experiences and the main challenges presented by the countries.

According to some of the experiences of public procurement in the countries, the set of requirements established by Public Procurement Law represent an important constraint with respect to the requirements that must be met in order to participate in the procurement process, and greatly hinders the access of family farmers to this market.

In some countries of the region, there are experiences of public procurement of food directly from family farmers, some for SFPs, which should be taken into account and replicated.

¹⁵⁹ Law No. 29951: Public Budget Law for Fiscal Year 2013.

In countries with decentralized procurement, such as Bolivia and Guatemala, direct purchasing is used (depending on purchase amount).

An important finding is that in countries such as Bolivia, Colombia, Guatemala and Peru, decentralized procurement processes already exist. These mechanisms, with a shift in their supplier selection criteria and through a gradual process, can generate a huge advantage for linkage with FF (see table 33).

Table 33. Experiences of public procurement from FF

Country	Main experiences	Description of mechanisms
Bolivia	Food Production Support Company (EMAPA)	Purchase rice, wheat, corn and soybeans, primarily from small and medium producers nationwide, at a fair price (reference prices), assuring them a stable market. The national report does not contain information on the modality of purchases.
	At the national level: by the Ministry of Health, for subsidizing breastfeeding.	Honey purchases from the National Beekeepers Association of Bolivia (ANPRABOL), consisting of 17 OECA from six departments. The national report does not contain information on the modality of purchases.
	At the municipal level: for School Feeding.	<ul style="list-style-type: none"> • Municipal Government of Tarija: School Feeding is administrated by the organized educational community in school breakfast management teams, made up of representatives of the school boards, principals/head teachers of educational units and parent representatives. At the beginning of the year the school breakfast management teams draw up their basic menu, which is socialized among SMEs and local family businesses, which then present proposals for provision in parts or batches. Subsequently a supplier is selected, which must have a tax identification number (NIT), invoices, SENASAG register and operating license. The teams make the funding request to the Department of Education and Sports and to the Finance Department of the Municipal Government of Tarija. The contracts are drawn up and the winning suppliers deliver the agreed products. Once a month of execution has been fulfilled, with a note of approval from the supervision team and the corresponding invoice the Administrative Office makes the payment. The modality of purchase used is lesser procurement, as this is more flexible and accessible to small-scale producers as it allows monthly payments, which are more suitable to the financial capacity of small-scale producers with limited working capital. • Municipal Government of Tupiza: Coordinated work between the municipal government and WFP, USAID and Local Agricultural Economy Development (DELAP): the OECA are suppliers of processed products (api, yogurt, fortified breads, biscuits, etc.) for school feeding. Schools determine a menu, which is evaluated and consolidated by the Department of Education - Health of the Municipal Government and tendered among local producers. Producers deliver the products on a daily or weekly basis. The Municipal Government monitors the provision. The modalities of purchase used are: lesser procurement and public tender. • Association of Municipalities for School Feeding Chuquisaca (MAECH): The MAECH is constituted as an implementing agency of CSF, through an agreement with the municipal governments in 11 municipalities in the department of Chuquisaca, and is responsible for the entire logistics process (purchasing, gathering, storage). The MAECH purchase from the OECAs: rice, amaranth, corn, broad beans, peanut butter, api, tojorí. Subsequently distribution is made to the school boards and these distribute to the individual school units. • Purchase of organic products for school feeding: Patacamaya Municipal Government has awarded the provision of school feeding to the Federation of Agricultural Producers of the Municipality of Patacamaya (FEPAMPA). In 2010, the Municipal Government of Patacamaya introduced for the first time in a DBC the margin of preference for organic products; in this way, FEPAMPA were awarded the liquid ration (milk) and solid ration (60 g bread rolls made with organic quinoa, barley and broad beans). • Experience of the CNAPE in the municipalities of Yamparaez, Zudañez, Tomina and Villa Alcalá: Joint work between the Ministry of Land and Rural Development, through the National Council for Organic Production (CNAPE), the Departmental and Municipal Organic Production Committees, the WFP and the MAECH: through a pilot programme US\$ 170.000 were destined for purchases of organic produce. The WFP hired the MAECH to carry out the service of purchases, transportation, collection and storage. Produce is stored and it is sought to transfer it to the associated organic producers, who form part of the municipal committees of organic production, so that they can sell to the municipalities.
Colombia	At departmental level: Plan for Food and Nutritional Improvement of Antioquia (MANA), of the Governorate of Antioquia.	The national report does not contain official information on purchase mechanisms.

Country	Main experiences	Description of mechanisms
El Salvador	Unsuccessful experiences of public procurement of food from small suppliers, due to the requirements of the LACAP	<ul style="list-style-type: none"> Food Procurement of the MINED (2005-2007): <ul style="list-style-type: none"> - Lengthy tendering procedures caused delays in distributions, so an agreement was made in which responsibility for purchases was transferred to the WFP - Pilot experiment of fund transfers directly to schools: caused inconsistency in food, some centres only gave a fruit or a bag of junk food and in others the practice was a heavy administrative burden. - To purchase from domestic producers, the MINED/PASE purchased through BOLPROES: stockbrokers tended to set price ranges and raised prices artificially. MINED/PASE has used the option of direct procurement of the LACAP, appealing to two exceptional circumstances, in the case of the Glass of Milk Programme: <ol style="list-style-type: none"> Arguing that for technological reasons there was only one milk supplier for the Presidential Glass of Milk Programme. If an agreement is made on a state of emergency, in agreement with the criteria established by LCAP to make the first purchase of the year 2012 in an exceptional way: this happened when an emergency was declared because there was no food in schools and purchases needed to be more agile. Agreement between the MAG and IICA to buy bean seeds in 2011: 80% of the seed for programmes for the provision of supplies was purchased from domestic producers. Many seed producers do not meet the requirements of having legal status, being registered to collect VAT, issuing invoices in a legal manner and being cost efficient.
Guatemala	No information was found regarding experiences of public procurement from FF.	
Honduras	Purchases of corn and beans made by the IHMA in harvest season in the main areas of production.	The mode of purchase used is that of direct procurement. When the harvest approaches, the IHMA, through national and local media, invites basic grain producers to attend the collection centres selected for this purpose, which receive the producer's personal papers, test the product's quality and if it meets the quality requirements it is received, weighed and an invoice is prepared.
	Milk purchases for the GMP in some municipalities.	The SDS through an agreement with municipalities, issues specific transfers for the purchase of milk from small producers through direct procurement. Each of the benefitting municipalities manages the tendering process and the settlement of resources by forming a Municipal Technical Glass of Milk Committee. To allow producers to participate in the award processes, the SAG develops strengthening projects in the communities for groups of milk producers by installing milk collection and cooling centres (MCC) and improving traditional processing plants.
Nicaragua	Years 1998-2001: distribution of a nutritious biscuit made with national ingredients In traditional bakeries of the departmental capitals.	A total of 250,000 children were attended in various departments of the north, west and centre of the country through a cooperative agreement between WFP and the Government of Nicaragua. In departments the bakeries that produce the nutritious biscuits for children in these localities, were strengthened.
Paraguay	For the Glass of Milk Programme and The pilot experiences of the school lunch, in the capital and in the interior of the country, direct public purchases from FF are not made.	<ul style="list-style-type: none"> In Asuncion: food is supplied by a company contracted through Public tender. The same applies to non-perishable food distributed by the DIBEN to soup kitchens and the counterpart of perishable products is supplied by the farmers free of charge.
Peru	National Programme "CunaMás" of the MIDIS (ex WawaWasi).	Programme with a decentralized co-management model, provides daytime care and attention to children under 3 years; the financial resources are transferred from the Programme directly to local management committees, who make local purchases directly from family farmers: tubers, milk, meat, fruits and vegetables dry grains and cereals; occasionally they buy prepared foods like bread. The only requirement is that the processed products have been authorized by the health register.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

Trade capacities of family farming

The trade capacity of family farmers has many limitations and is described in table 34, which is a merely qualitative summary, which should be further developed to be able to supply the school feeding demand.

Many countries have begun the process of positioning the issue of FF in its public policy agenda; for example Nicaragua in 2012, created a new Department of Home, Community, Cooperative and Associative Economics (MEFCCA). El Salvador, Guatemala and Honduras have created programmes and projects directed at FF. Bolivia and Peru have made progress in this and the other countries have begun processes to understand the phenomenon within their national realities.

All these initiatives aim to find strategies for leaving behind the weaknesses of the rural household economy sector, especially family farmers and small businesses, among other socio-economic stakeholders.

Table 34. Marketing capacities of FF

Elements of Analysis	Bolivia	Colombia	El Salvador	Guatemala	Honduras	Nicaragua	Paraguay	Peru
Management capacity	Limited	No	No	Yes	No	No	Yes	No
Business and marketing capacity	Limited	No	Yes	n/a	No	No	Yes	No
Technical capacity (in disease and pest control, mitigation of risks, storage, new technologies).	Limited	No	Yes	No	Yes	No	Yes	No
Knowledge about the processes of buying / selling	No	No	Yes	No	Yes	No	Yes	No
Postharvest Management skills	No	No	Yes	No	No	No	Yes	No
Infrastructure and facilities for storage and transport (silos, warehouses, vehicles)	No	No	Yes	No	No	No	No	No
Processing capacity to increase the product's added value	Deficient ¹⁶⁰	No	Yes	No	No	No	No	No
Existence of other possible market niches for produce from FF in state programmes (hospitals, public services, army)	No	Yes ¹⁶¹	No ¹⁶²	No	No	No	Yes ¹⁶³	Yes

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

The potential and challenges specific to each country with respect to the institutional production and marketing capacities of FF can be found in Annex 3.

4.4. Possibilities for linking school feeding programmes with Family farming

The study has determined that the total number of children in the eight countries officially enrolled at levels that should be covered by school feeding modalities is 18,541,519; of which 16,011,906 receive food rations. These children, on average, receive food for 150 days per year, which constitutes a great demand for food.

It has also been identified that the countries have family farmers who produce a variety of fresh and semi-processed food that can be used by schools. As has been described, there are some experiences, and a fairly marked interest from governments and various stakeholders involved in promoting local purchases.

¹⁶⁰ It has state support from the CRIAR Programme and WFP cooperation agencies. ¹⁶¹ All ICBF feeding programmes and community kitchens.

¹⁶² It is difficult to find other niches in institutional markets. Institutions such as hospitals, army and prisons use cooked and served food, tendering the full service, they do not make purchases of raw, unprocessed foods. Therefore the chain approach is vital and as is guiding the end suppliers to purchase their supplies from FF producers.

¹⁶³ Ministry of Defence (Army), Ministry of Interior (Police), Ministry of Health and Social Welfare (hospitals), Ministry of Justice and Labour (prisons).

However, this relationship is not without challenges. For this reason, in order to promote, strengthen and institutionalize these links in all countries, it will be necessary to make adjustments and changes, both in the field of school feeding, as well as in the agricultural sector.

Generally, major efforts are needed to strengthen the institutional, productive and marketing capacities of family farmers through the creation or strengthening of legal frameworks, public policies and programmes for this sector.

On the other hand, the school feeding sector should focus on adapting school menus to incorporate fresh, healthy and local produce; to improve school infrastructure, create mechanisms that make purchases from FF possible, in relation to the (centralized and decentralized) management of the SFP and the modality of procurement of its products (direct purchases, public tender).

A key element in this process is the institutional strengthening of this relationship through the creation of institutional mechanisms directed at public procurement from local producers, and the creation of mechanisms for interinstitutional and intersectoral coordination among key stakeholders.

5. Conclusions and recommendations

From what has been established above, it is clear that SFPs represent an important intervention for social protection, for ensuring FNS and the progressive realization of the human right to food, as well as the biopsychosocial development and school learning. They have therefore been recommended, not only as one of the key components of the response to crises, but as an inducer of long-term sustainable development. Thus, governments must plan for the sustainability of their SFPs, which must have certain elements to ensure continuity, quality and effectiveness.

Given that this document is intended to support the strengthening of SFPs towards their sustainability, conclusions and recommendations will be presented based on the elements of sustainability developed in the Expert Forum on Sustainable School Feeding Programmes in Latin America, held between the 11th and 13th of September 2012, at the Regional Office of FAO-RLC in Santiago de Chile, with the firm intention of strengthening SFPs in LAC.

Some elements were grouped according to the similarity of their content and to facilitate analysis.

Among the findings, an opportunity that stands out in this moment in time is that countries have given priority to social policies, including the SFPs as a strategy for social protection, for contributing to the improvement of education indicators, for linking with FNS and as a means to progressively achieve the right to food.

In this same order, the recognition of SFPs by various national and international organizations, government authorities and the social sectors should be enhanced. The overall organizational capacity and motivation of organized parents in various community groups should also be potentiated.

The recommendations were developed as a proposal to respond to the conclusions made, and were systematized to give a general overview of the region. Specific conclusions and recommendations for each country can be found in Annex 4.

Element 1. Broad engagement of all stakeholders involved in SFPs (governments, parliaments, government agencies, non-governmental and international organizations, private sector, the educational community and various society stakeholders)

Conclusions

1. The governments of the countries participating in this study are increasingly recognizing the role of school feeding as an important policy for FNS and the progressive realization of the human right to food, linked to other child rights, such as education and health; additionally, they have strengthened their commitment to the programmes or modalities of school feeding in their countries.

2. In the last decade, SFPs have advanced from targeted welfare programmes, towards more institutionalized programmes with universal coverage intended for the first level of education, in six of the eight countries.
3. In every country, pre-school and primary education is covered by some modality of school feeding, and in some countries, such as Colombia, El Salvador and Honduras, food is also provided to adolescents between 14 and 16 years of age.
4. Within the countries, to different degrees, there is a strong commitment with other stakeholders involved in school feeding, such as non-governmental and international organizations, private sector, the educational community and various society stakeholders

Recommendations

Taking into account the significant progress made by SFPs in the region over the last decade, it is recommended that the commitment of the countries continues to advance towards the institutionalization of school feeding in its legal, political and budgetary frameworks, strengthening the sustainability of these as state, rather than government policies.

Element 2. Financial capacity of the government allowing it to assign and commit a long-term budget allocation

Element 8. Economic, social and environmental sustainability of SFPs

Conclusions

1. The growing commitment of governments to their SFPs has resulted in increasingly significant allocations from the general budget of the republic to meet the demand of school feeding, leading to less reliance on aid agencies and donations. The total budget for the countries, with reference to the year 2011 - 2012, was 938,510,000 US dollars.
2. Important differences between planned and executed budgets (82% of the planned budget of all countries, excluding Colombia and Peru because they did not determine this spending) compromise effective coverage, continuity, quality and other important components of the programmes.
3. The budgets allocated to SFPs basically cover the acquisition, storage and distribution of food. The SFPs do not have a budget item for meeting other demands such as adequate infrastructure in schools for storage, kitchens, cafeterias, strategies for comprehensive and continuous food and nutrition education, or adequate monitoring and evaluation at every level.

Recommendations

1. To ensure the financial sustainability of SFPs in the region, it is suggested that governments continue to progressively increase the amount budgeted and that this is ensured, in the short term, in the budget of the republic, and in the medium-term, establishing it with a specific budget allocation and a specific school feeding law.

2. It is recommended that the budget for the SFP is planned based on the enrolment of school children in the different levels of education, with the purpose of attending the total number of children officially enrolled in the school system, during the school year; this means a progressive increase in the total coverage of the participating children and in the number of days.
3. It is recommended the improvement in the current mechanisms for disbursement of resources and the creation of alternative and flexible mechanisms in order to avoid delays and consequent damages to the SFP.
4. It is also suggested that governments plan to establish the financial sustainability of the different components of school feeding, such as the schools' infrastructure, training of the executive and operative SFP staff and of the educational community, the implementation of food and nutrition education in a comprehensive and continuous manner, and adequate monitoring and evaluation at every level.

Element 3. Clear legal and regulatory frameworks governing the implementation, monitoring and social control of SFPs

Conclusions

1. With the exception of Paraguay, which has a Nutritional Supplement Law and Peru, which has the Supreme Decree of support for QaliWarma, the other countries do not have specific laws for school feeding, although several have rules and regulations at the level of the governing body.
2. Some countries like El Salvador, Honduras, Nicaragua and Bolivia are making efforts to develop initiatives for school feeding laws, taking as a reference the elements of sustainability produced in the framework of this project and the international approach of the human right to adequate food.
3. Nicaragua (2009), Honduras (2011) and recently El Salvador (2013) have a Glass of Milk Law, an arrangement which also provides some kind of food or drink in schools.

Recommendations

1. In countries where the process of drafting bills on school feeding has already begun, it is advised that governments seize the moment of recognition of the importance of school feeding by government, private and civil society sectors, and various national and international agencies, in order to make progress in the process of adopting a legal framework for school feeding, ensuring the institutionalization of the SFP and the mainstreaming of the human right to food.
2. In countries where this process has not yet begun, it is recommended that the SFPs governing institutions engage with all stakeholders (government, civil society, private sector, international organizations and donors) and with the support of its partners, in advocacy processes and the active promotion of the importance of the SFP and the need for its institutionalization as a State policy, as a strategy of other key national and sectoral policies for achieving FNS and the human right to food.

3. It is important that legal frameworks establish criteria for the regulation of school feeding, including the institutionalization of the SFP; the programme's principles, objectives and goals; execution conditions (targeting criteria, participants, nutritional conditions, etc.), funding, participation and social control, mechanisms for monitoring, evaluation and accountability.

Element 4. Intersectoral and interinstitutional coordination with public policies on education, health, social and economic development and agriculture, among others

Conclusions

1. In most countries, the guiding body of the SFP is the Ministry of Education, except in Peru and Honduras, where the institutions directly responsible for the main modality of school feeding are the Ministry of Development and Social Inclusion (MIDIS) and the Secretariat of Social Development (SDS), respectively.
2. The SFP has a specific institutional set up in each country, but in all of them, to varying degrees, there are links between the institution responsible for school feeding and other governmental or non-governmental institutions or sectors.
3. The strongest connection is with the Ministry of Health, which is responsible for health and safety inspections of food, and health control in warehouses and schools. It is also responsible for implementing health activities in schools aimed at students, such as oral health, worming, vaccinations, nutritional monitoring, health education, among others. In some countries, such as Bolivia and Nicaragua, aid agencies and donors also support these activities.
4. Paraguay has a different situation to other countries, due to the characteristics of the Merienda Escolar (School Snack). According to the national study, nationally there is no intersectoral approach in the implementation of the nutritional supplement. At the state and municipal levels, there are intersectoral institutions such as development councils, coordinating tables or district boards, but no information was found specifically related to the nutritional supplement. For some of the school lunch initiatives, there is a space for intersectoral articulation, but these function at the local level, in which local public institutions and civil society organizations participate. It is important to strengthen these school lunch initiatives so they can provide experience, knowledge of practices and necessary information to build a sustainable SFP, with emphasis on the provision of adequate, diverse and healthy local food.
5. Some links with the Ministry of Agriculture have also been identified, for example for the purchase of products from small producers in some countries (milk purchases for the Glass of Milk in El Salvador and Honduras, purchase of basic grains for PASE in El Salvador). In Guatemala there is articulation for technical assistance in the creation of school gardens.
6. With specific regard to linking SFPs with FF, some countries already have specific experiences, while others have shown great interest in implementing and initiating this linkage. However, it can be said that at present there are still few concrete mechanisms, i.e., there is no common agenda between the sectors and institutions involved and there are no specific policies or strategies to facilitate and strengthen this linkage.

7. All countries have significant links with cooperation agencies such as FAO, WFP and others, as well as NGOs, which support the SFP at different levels, nationally and locally.
8. Countries have different intersectoral mechanisms for the articulation of actions for food and nutrition and FNS, including school feeding at the national level, such as the Food and Nutrition Council, the National Council and Secretariats of Food and Nutrition Security, and the Inter-ministerial Commission of Social Affairs.
9. These mechanisms are still under development. The lack of a common agenda that allows the articulation of all the stakeholders and institutions involved and which integrates existing projects, still hinders the programme's full implementation.

Recommendations

1. In order to strengthen institutional and intersectoral mechanisms linked to school feeding, it is recommended that the SFPs strengthen the coordination and mobilization of all institutions and stakeholders involved for a common agenda and the central and local monitoring of these efforts. The proposed actions for articulation and consolidation are:
 - a. Develop a common agenda and promote extensive coordination between the various stakeholders and programmes involved with school feeding and childhood health: economy and finance, planning, social protection, agriculture, health, FNS commissions or councils, etc. ensuring greater cohesion between them at the national and territorial level.
 - b. Promote the integration of UN agencies and other supporting bodies, NGOs and private companies for strengthening existing projects.
 - c. Promote the articulation of SFPs with other government programmes to ensure adequate minimum infrastructure in schools, for the programmes' full operation (water, electricity, kitchen, storage space).
2. It is suggested that countries continue to strengthen coordination with other stakeholders such as FAO, WFP, international financial institutions and NGOs to continue receiving technical assistance, training and policy advice for the sustainability of the SFPs. It is recommended that a common agenda be developed, to ensure that projects and programmes are implemented in a coordinated manner, in order to channel resources more effectively. In this sense, support is recommended in the following areas:
 - a. Technical support in the process of transformation of the design and implementation of school feeding; for example, in local procurement projects, development of the legal framework.
 - b. Strengthening the educational community (school feeding councils, committees, school boards), through training and educational materials.
 - c. Advice for the formulation and implementation of monitoring and tracking systems.
 - d. Advice for the mainstreaming of human rights, considering principles such as participation and social control, and mechanisms of accountability (complaints and claims).
3. It is also advised that mechanisms be sought to promote greater articulation between the governing institutions of the SFPs and programmes related to FF, to develop the inclusion of purchases from family farmers.
4. Another link that would also be important to establish is with universities that could provide technical and operational support in the strategic design, analytical capacity and management of

school feeding. They could also research on FNS, develop projects related to food and nutrition, and support the capacity building of technical staff, teachers, food service staff and the school community.

Element 5. Clear principles, guidelines and objectives that are appropriate to the situation and needs of each country

Conclusions

1. The lack of specific rules and regulations for school feeding in some countries means that there are no clear provisions for implementation, evaluation and control at every level (central, local, and in schools) and for all institutions or key stakeholders involved (directors, teachers, community, municipalities, departments, operators, cooperation agencies, NGOs).
2. The vast majority of SFPs, mainly in countries that do not have a school feeding law, have not incorporated the principles and guidelines of universality, equity, sustainability, intersectorality, right to food, decentralization and social control, which are essential for guiding their actions and ensuring their sustainability.
3. In five of the eight countries, SFPs have a total coverage of departments and municipalities; In the case of Bolivia 94%, and in Colombia 72%. Thus, school feeding is present in 2,413 municipalities (data from Peru is not available); however not all countries are able to cover all schools nor every school day, due to budgetary constraints, financial disbursements or because of the targeted design of its programmes.
4. The total number of children officially enrolled in the levels that should be covered by school feeding modalities in the studied countries is 18,541,519; of which 16,011,906 receive food rations; meaning that, 86% of the school feeding demand is being met in these countries. Thus, there are a total of approximately 2,529,613 children in the first level of education that are not being covered. It is important to stress that, with a few exceptions, the programmes aim to address the age range of 0-12 years. Therefore, at present, most of the existing programmes are not covering adolescent and adult students with any type of food in schools.

Recommendations

1. It is important that SFPs develop standards and guidelines, with clear goals and objectives, based on operational methodologies and strategies for planning, monitoring and proper evaluation, as well as quality control mechanisms, social participation and social control and accountability for their implementation at all levels.
2. It is recommended that the guidelines clearly define the responsibilities, obligations and rights of all stakeholders involved in the programme and that they are shared with all SFP staff, the community and other government sectors at national and local levels, as well as with the main partners.

3. It is also recommended that countries evaluate their capacities for decentralizing the management of the public policy of school feeding, through the strengthening of regional and departmental entities, local health and education departments and municipalities, among others.

Element 6. Compliance with clearly defined nutritional and food quality recommendations

Element 7. Broad respect for culture and diversity

Element 12. Adaptation of the food supplied to the local culture, special food needs, age groups and nutritional and health needs

Conclusions

1. In six of the eight countries, the SFP's headquarters receives the professional assistance of a nutritionist. In most SFPs, the menu is prepared by this professional and in the others by the implementing unit or by mothers and teachers.
2. All countries have calorie recommendations for their SFPs. However, with the exception of Colombia and Peru, recommendations are general, for a fairly wide age range of children from 6 to 12 years. Therefore, there are no specific calorie recommendations for specific age ranges or by gender.
3. The caloric recommendations of the different countries range from 12% to 33% of the daily calories recommended per age group, giving a fairly wide variation for the same age groups. National studies do not provide detailed information on the sources that are being used for these recommendations.
4. According to the national studies, half of the countries have specific recommendations for the protein content of their SFPs.
5. It was not possible to determine whether SFPs are truly meeting the nutritional recommendations proposed, as, with the exception of Guatemala, there do not appear to have been evaluations on the actual nutritional content of the food provided.
6. The SFPs of the eight countries surveyed do not have specific recommendations for children with special dietary needs such as diabetes, phenylketonuria, celiac disease or other conditions that needs special nutritional care.
7. With regard to respect for the local food culture and diversity, the situation in each country is quite different. Some SFPs provide a lot of processed foods, mainly in urban areas. When the food is prepared on site, in schools or family homes there is a more local approach. According to national studies, several SFPs have made efforts to develop culturally appropriate menus.
8. When the food basket consists of mainly dry foods such as corn, beans and rice, food diversity is compromised and does not promote the development of new food habits.

9. With regard to adequate health and hygiene, all countries have health legislation to control food quality, which also apply for school feeding. However, in most countries there are either no municipal health regulation services, or it was not possible to determine their existence.
10. It has been identified that each SFP has specific local and in school mechanisms for quality control of food at various stages of implementation (storage in warehouses, distribution and storage in schools). In general, quality control is carried out by the programme's own monitors or inspectors, ministries of health or the WFP and mainly by the educational community of each school.
11. Poor infrastructure, especially in rural areas, seriously compromises the quality of food offered.

Recommendations

1. Taking into account the HRF, it is advised that SFPs plan to offer healthy and adequate school feeding, which means diversified food that respects and values the national and regional food culture, according to the nutritional needs of children and which provides safe food from a health and hygiene point of view.
2. It is advisable that all SFPs include in their technical team a member of staff with the profile of nutritionist (not just in the headquarters), who should be responsible for the technical development of the menus and training of the educational community on these issues.
3. It is recommended that food supplied by SFPs covers part of the children's nutritional needs during the school day. To ensure this, it is suggested that SFPs review the current nutritional recommendations of their programmes, based on appropriate methodologies and taking into account the different age ranges, gender and special dietary needs of the children.
4. It is recommended that SFPs plan for food to contribute not only part of caloric needs, but also part of the necessary proteins, vitamins and minerals, such as iron, calcium, iodine, vitamin A, among others, during the course of the school day.
5. It would also be important to clearly identify the composition and caloric and nutritional content of all menus provided in schools and make the necessary adjustments. Universities could provide technical support in this regard.
6. It would be important to promote changes in the food baskets of the SFPs that currently supply mainly dry or processed foods, by incorporating fresh and nutritious, regional food, preferably from FF.
7. It is suggested that there is effective harmonization of national standards for food quality control with the food for SFPs.
8. It is recommended to create clear quality control standards that give responsibilities to all stakeholders (agriculture, health, education) at the national, departmental and municipal levels, to facilitate their implementation, monitoring and evaluation.

Element 10. Strengthening of the school as a healthy and educational space

Element 11. Promoting education for food and nutrition security and the formation of healthy habits through educational tools, such as school gardens, as a central point for engaging the educational community

Conclusions

1. SFPs in the region have evolved and are no longer limited to food supply. Thus, in recent years there has been a growing trend of linking school feeding with other student activities.
2. Kiosks, shops and school canteens are present in the vast majority of schools, mainly in urban areas, and sell mostly “junk food”, i.e. unhealthy food that is high in fat and sugar. However, several countries have been working on physical-health regulations for these vendors, aimed at improving the quality of the food that they offer, as well as proposals for its nutritional improvement.
3. Another practice identified in the countries, are health programmes linked with schools such as oral health, deworming, vaccination, nutritional surveillance, among others, usually implemented by health ministries and secretariats and sometimes by cooperation agencies and NGOs.
4. All countries have designed or developed food and nutrition education activities in schools, including topics such as FNS, health, education and nutrition. Some countries such as Bolivia, Guatemala and Nicaragua, effectively include FNS issues in the academic curriculum; in the others, they are just specific activities, realized only for some educational levels, which have not been effectively implemented or have not been continued due to lack of resources.
5. Interestingly, all countries have adopted the school-garden as a teaching tool, but only a few schools in each country have implemented the initiative, often as a one-off rather than an on-going activity, without input from government institutions, sometimes depending on the support of cooperation agencies and NGOs.
6. It has only been possible to identify whether schools have space for physical education in five of the eight countries and not all schools do.
7. In all countries, the implementation of activities related to the promotion of healthy habits shows a change in the SFPs approach towards strengthening the school as a healthy and educational space. However, there is no specific budget item to ensure its coordinated and continuous development, compromising the scope of these actions.

Recommendations

1. It is recommended that countries continue to strengthen the role of SFPs as an instrument for education, the promotion of FNS and the formation of healthy eating habits. It is therefore suggested that they plan to ensure a budget item for the coordinated and continuous realization of activities related to school feeding, such as deworming, vaccinations, nutritional monitoring, and oral health, among others.

2. It is recommended to follow-up on the regulations for school kiosks and canteens that are currently being developed, and to ensure that they are effectively implemented.
3. It is advisable to include the topics of nutrition, health and FNS in the school curriculum in an effective and continuous manner. For this reason it is recommended:
 - a. That these topics are included in the curriculum of all educational levels in all schools.
 - b. To provide training to teachers to develop their skills and abilities for the implementation of the issues of FNS and school feeding in the curriculum.
 - c. To strengthen FNS and school feeding through the food and cultural recuperation and education of the communities.
 - d. That the teaching staff in normal schools (teacher training) provide skills and abilities for the implementation of the issues of FNS and school feeding in the curriculum of student teachers.
4. The involvement of families in promoting FNS education and the formation of healthy habits throughout the community is important. For this reason, it is recommended that activities for advocacy and awareness raising of parents regarding best practices for FNS, health, education and nutrition be continued and strengthened.
5. In relation to school gardens, it is suggested:
 - a. To increase the implementation of school gardens with an educational approach.
 - b. To incorporate ecologically correct methodologies for the agricultural production of school gardens.
 - c. To involve families in the implementation and monitoring of school gardens.
 - d. To transfer the experience of school gardens to family gardens of members of the educational community.
 - e. That produce from school gardens be used to supplement school feeding and that students and teachers make decisions regarding its use.
 - f. To train the people who prepare the school meals (cooks) in the use of produce from the school garden.

Element 13. Adequate infrastructure and equipment for the preparation and consumption of food

Conclusions

1. The vast majority of SFPs do not have sufficient resources for improving school infrastructure, especially in rural areas.
2. Often there is not sufficient space for the proper storage, preparation and distribution of school feeding, which forces the use of alternative spaces such as classrooms, courtyards, corridors or family homes.
3. A significant lack of equipment such as refrigerators, freezers, stoves and basic cooking utensils has been identified, mainly in rural areas, and where they do exist, they are in precarious conditions. Utensils used by students are generally plastic and provided by their families, aid agencies or operators (in the case of Colombia).

4. In many cases there are no specific areas for food preparation, washing cooking utensils or hand washing, and where they do exist they are considered inadequate from the point of view of health and hygiene.
5. Water, electricity and toilets are not present in all schools, especially in those located in rural areas. Sometimes these services are installed, but are not available year round or are not in good working condition.

Recommendations

It is suggested that ways of ensuring a minimum and adequate infrastructure for the full implementation of all activities related to school feeding, be discussed, for example:

- a. Find mechanisms to include resources for school infrastructure in the budgets of the institutions involved in SFPs, in the short, medium and long term.
- b. Promote coordination with other existing governmental and non-governmental programmes and projects.
- c. Encourage coordination between departments and municipalities to ensure alternatives in the short and medium term.
- d. Promote programmes to harvest rainwater and drinking water treatment. .

Element 14. Linking with local markets, especially with FF

Conclusions

1. The SFPs of the eight countries represent a potential demand for 18,541,519 students who eat a large amount of food throughout the year, mainly grains, fruits, vegetables and milk, among other products.
2. In all these countries there is a potential supply of varied foods produced by family farmers, dispersed across the national territory. These farmers are responsible for most of the production of corn and beans; they also produce rice, a large variety of fruits, vegetables, tubers, milk, beef, pork, and sheep products and even semi-processed products such as yogurt, fortified breads and biscuits; products which can be used by SFPs and other food programmes.
3. In recent years, the eight countries have been emphasizing the role of FF in FNS and the rural economy through the design of policies and strategies aimed at this sector; it can be said that currently, direct purchases from small producers are a priority for virtually all countries.
4. In many countries, the lack of frameworks or regulations that establish clear typologies and criteria for identifying the family farmer, and the lack of a national registration system for these actors hinders the correct identification of FFs and their subsequent integration into public policies targeted at this sector.
5. The lack of recent agricultural censuses in some countries hinders the identification of important current information about FF and its production, which is essential to governments for the definition of policies for the sector.

6. All countries have laws and frameworks for public procurement. These also apply to food procurement for the modalities of school feeding in Bolivia, Colombia, Nicaragua and Paraguay. In El Salvador and Honduras (for the PME) purchases for SFPs are regulated by the tender standards of the WFP. In Guatemala and Peru the process of purchases for school feeding is not regulated by Procurement Law, but rather a system has been created for direct transfers to POs in Guatemala and to regions or departments in Peru through purchasing committees.
7. The mechanisms and requirements of procurement laws are quite complex and impose serious obstacles for most small-scale producers and their organizations considering their level of preparedness and organization, although many have a great potential to supply SFPs.
8. In countries such as Bolivia and El Salvador, despite the fact that procurement laws in some way stimulate procurement from national, regional and local, micro, small and medium enterprises, as well as associations of small-scale producers, due to the difficulties previously mentioned, in practice, most of the time this linkage does not actually occur.
9. It was found that, at present, countries do not have legal frameworks specifically targeting public purchases from FF. Peru's national study mentions Law 27060 and its regulations, which favour purchases from small farmers, but when PRONAA was extinguished, this law lapsed.
10. Generally, SFP suppliers have been large and medium-sized food companies. Guatemala buys locally, but not directly from family farmers.
11. It is important to note that in Bolivia, Colombia and Honduras there are already successful experiences of direct purchases from FF for school feeding, as well as the Glass of Milk programme in some states and municipalities, although they have had some implementation difficulties. In these countries the most frequently used modality for purchasing from small-scale producers has been the direct procurement and lesser procurement, which establish smaller amounts which are more appropriate for the financial and productive capacity of this group.
12. In Colombia, El Salvador, Honduras and Nicaragua there is already a fairly large interest for initiating this relationship with local markets, especially FF.
13. El Salvador, Honduras and Nicaragua have been buying corn and beans from cooperatives of small producers through the P4P project supported by the WFP.
14. Decentralized management models for school feeding have elements that can facilitate an increased participation of family farmers in the supply of food.
15. In order to implement or strengthen links between school feeding and FF, it is important to analyse the foods that are part of the SFP menu. Some SFPs basically supply processed foods, or dried foods like corn, beans and rice. In this case, fresh food are only supplied when families provide them or when they are obtained from school gardens, and therefore they are not incorporated into the SFP procurement processes.

16. It has also been found that some countries have not carried out studies to determine the demand for food for SFPs at the national, provincial and municipal levels.
17. Although in most countries governmental and non-governmental support for the FF has been growing and interinstitutional and intersectoral coordination initiatives aimed at this sector have been created, policies, strategies and intersectoral coordination mechanisms specifically targeting the direct linkage of school feeding with small-scale agricultural production are still emergent.
18. Although still quite weak, in all countries family farmers have some level of organization or association that could be capitalised.
19. Small producers still need more support to strengthen their institutional, production and marketing capacities to produce quality food, in sufficient quantity, and throughout the year, to meet the demand from school feeding and other feeding programmes.

Recommendations

For the development and strengthening of the institutional framework for connecting FF with SFPs

1. Given the recognition of the strategic role of school feeding in promoting FNS, and the current will of governments to implement local purchases from FF, it is recommended that the SFP and the agricultural sector, with support from other institutions and sectors involved and national and international agencies and organizations working with social food transfer programmes, initiate or strengthen the advocacy process to promote or strengthen the relationship between school feeding and FF by creating specific policies, programmes and strategies.
2. To achieve the strengthening of this relationship, it would be important to involve the various governmental and non-governmental organizations that contribute in the areas of school feeding and agriculture in the country, as well as civil society and the private sector. It is recommended that the necessary actions for the implementation, operation and monitoring of this local SFP model, should be implemented by all of these entities, in a comprehensive and coordinated manner. Thus, the following suggestions are made:
 - a. The creation of central and local coordination mechanisms between all stakeholders, such as ministries and departments of education, social development, health, agriculture, finance, economy, FNS councils, departments and municipalities, civil society, among others.
 - b. The creation of a common agenda harmonizing all existing and future projects, centrally and locally, avoiding duplication of efforts and ensuring the maximization of resource use.
 - c. The strengthening of communication between school feeding and agricultural sectors, to clearly identify the food demand for supplying school feeding and the production capacity in agricultural seasons.
 - d. The development of strategies to overcome obstacles that prevent family farmers from accessing markets and especially the school feeding market.
 - e. To consider a component that addresses the institutional, agricultural and commercial development of small farmers in the formulation of a country strategy for implementing local purchases for school feeding.

3. Countries should have up-to-date statistical information on the agricultural sector and primarily FF. For this, it is recommended that governments plan to implement an information system to provide data on FF, including:
 - a. A database with information on capacity, variety and quality of products of farmers' organizations and cooperatives.
 - b. Information about family farmers already involved in local procurement processes: daily and annual production, storage, quality control mechanisms, minimal processing conditions, product shelf life, delivery logistics and others. This information could be used to strengthen existing initiatives and identify potential regions and producers for the implementation of pilot projects.
4. It is suggested that the countries establish national FF registration systems through which the physical and legal persons identified as family farmers, associations or cooperatives can be identified and characterized. Registration would be voluntary, but mandatory for family farmers to benefit from governmental programmes and projects. We suggest that any proposal made in the field of FF takes into account the need to enrol in this register.
5. It is important to conduct studies to determine the demand for food for the modalities of school feeding at the national, departmental and municipal levels.

Legal and regulatory frameworks

6. It is recommended that countries create legal and regulatory frameworks that establish the typology, identification criteria and other features that allow the identification and regulation of FF, in order to strengthen the institutional framework and coordination with government sectors.
7. Given the requirements established by the laws and processes of public procurement, which are limitations for FF, and the socioeconomic conditions of these producers, it is recommended that alternative standards and mechanisms aimed directly at government purchases from local producers be proposed. It is important that these regulations consider:
 - a. Mechanisms that allow the government to purchase directly from family farmers at reference prices.
 - b. The creation of price control mechanisms aimed at FF, which cannot be higher or lower than those charged in the local and regional markets.

Menus for school feeding

8. It has been identified that family farmers produce a wide variety of foods. Consequently, it is suggested that the SFP menus incorporate fresh and healthy, locally produced products, that meet the nutritional requirements of the SFPs and whose costs per ration are fair for producers and for the SFP.

Price fixing of produce from FF

9. With regard to the price establishing mechanism, it is recommended that the mechanism used in fair trade schemes be used. This should guarantee the producer a fixed minimum price based on the need to meet production costs and ensure a living wage for all interested parties (including family members, if applicable).

10. A proposal for establishing FF prices for SFPs would be that used in Brazil, which stipulates that the purchase price is calculated based on the average price recorded in at least three markets at the local, regional, provincial or national level, in that order, prioritizing producers fairs, where they exist.

Standards of quality and food safety

11. It is suggested that the countries' ministries and departments of health and the agricultural health services be involved in the development and regulation of standards and procedures for the production, postharvest handling, packaging, transportation, storage, preparation, distribution and consumption of food registered in the school menus.
12. Locally, FNS commissions can be considered and the involvement of related institutions such as the Ministry of Health, for the surveillance and control of the conditions of the food being acquired in at each location.
13. It is advisable to carry on trainings on quality and processes to maintain food safety of products to be bought, for the educational community, those responsible for food preparation, agricultural extension workers and leaders of farmers groups wishing to become suppliers.

Training and technical assistance for family farmers

14. It is recommended that countries establish mechanisms to articulate their governmental and non-governmental strategies and programmes aimed at the institutional, productive and commercial development of FF, in order to enhance the following:
 - a. Management and organizational capacity
 - b. Good and low cost agricultural practices
 - c. Quality and food safety
 - d. Fair prices, market access and integration into value chains
 - e. Documentation and legalization processes to be able to sell to formal markets (identification, registration as suppliers and taxpayers, ability to issue invoices)
 - f. Development of sales projects
15. It is advised to strengthen agricultural extension services to provide information, technology and knowledge to family farmers so that they can produce the food needed to supply the SFPs, in sufficient quantity and quality, at a fair price, using sustainable production techniques.

Economic and financial support

16. It is important that countries seek to strengthen credit mechanisms and financial support specifically targeted to family farmers, so that they can improve infrastructure for production, storage facilities and transport.
17. It is recommended to develop and implement tools for climate risk management aimed at family farmers.

Pilot projects

18. Considering some successful experiences of local purchases from FF for school feeding, it is suggested that the experience of pilot projects that incorporate the following strategies be implemented and systematized:
 - a. In countries where public procurement processes for school feeding are made centrally, it is advised to decentralize the school feeding budget through transfers to municipalities or schools.
 - b. Local purchases could be developed and tested on a small scale, in areas where farmers and cooperatives are already relatively organized and trained to meet a small demand from the SFP, in order to assess the feasibility of this new modality of purchase.
 - c. Consider buying in smaller quantities through processes of bidding, direct purchases or lesser procurement.
 - d. At the municipal level, support should be provided and standards set for the entire process, which should include the identification of suppliers, food quality standards, planning and procedures for the purchasing process, payments and financial reports, technical support and audit of resource use.
 - e. It is important to plan a budget item for improving infrastructure in schools, sufficiently for appropriate storage, preparation and distribution of food from FF in schools.
 - f. Train the educational community and staff responsible for the preparation of school meals in handling the food provided by FF.

Support for countries

19. Consider requesting support from FAO, WFP and NGOs for technical advice on the issue of local purchases and even support in the implementation of pilots for local purchases.

Element 15. Diagnostic, monitoring and evaluation systems

Conclusions

1. Generally, SFPs have insufficient human and financial resources for monitoring and evaluation at all levels.
2. Of the eight countries studied, only five have institutionalized monitoring and evaluation systems at the national level. However, in most of them, the monitoring and evaluation that is conducted basically comprises periodic reviews of process indicators, using data on coverage, execution of resources, and the amount of food purchased and delivered.
3. Almost no country has information systems as part of an online (web based) information platform, which provides up to date information. Therefore, it is almost impossible to identify problems and to contribute immediate solutions during the process of the programme.
4. Although SFPs have identified the need for mechanisms for baselines, midterm evaluation, cost-effectiveness and impact assessment, the vast majority have not yet put these into practice. Bolivia, with the support of the WFP, has carried out midterm evaluations and impact assessments of the project PAE-Sostenible (Sustainable-SFP); El Salvador, also with the support of WFP, conducted a baseline in 2009. El Salvador and Honduras are in the process of implementing management and

impact indicators and Guatemala is working on the definition of indicators for the achievement of programme outcomes.

Recommendations

1. It is recommended that countries establish mechanisms to ensure a budget item for the monitoring and evaluation of SFPs, at all levels, which should be sufficient to cover human resources, equipment and transportation.
2. It would be important to strengthen the existing monitoring and evaluation systems at national and local level. Some of the proposed actions are:
 - a. Develop and implement national online databases for the collection and exchange of all information on school feeding (outcomes, outputs, number of schools, beneficiaries, etc.) that would unite all operational levels, from schools to the central level.
 - b. Develop methodologies for assessing the impact of the SFPs.
3. It is suggested that the SFPs determine accountability systems that are accessible and that clearly describe the roles and responsibilities of the different stakeholders, as well as transparent decision making processes that provide information on the management of the programmes to all stakeholders and that establish effective mechanisms for demanding accountability.
4. For the development or strengthening of monitoring and evaluation systems, countries could count on the support of partners such as WFP, FAO, USAID, World Bank and universities, who may provide technical and financial assistance.

Element 9. Capacity building of the social stakeholders involved in school feeding, for the sustainability of the SFPs

Element 16. Participation and social control that include transparency mechanisms

Conclusions

1. All countries have some form of community organization in schools, usually made up of the director, teachers and parents, and which has a key role in the local implementation of school feeding.
2. One of the main strengths identified in countries with regard to social participation has been the active involvement, commitment and organization of parents in the implementation of SFPs, which contributes positively to the local monitoring and sustainability of the programmes.
3. The activities performed vary according to the characteristics of each SFP. However, it can be said that, in general, members of the community contribute many hours of community service to the SFP, carrying out activities such as the transfer, preparation and distribution of food (except in those SFPs that have hired professionals specifically for preparation and distribution), local quality control, and even contributing food supplements to enrich the students' diet, among others.

4. The auditing of the SFPs by the educational community is more focused on the implementation of the programme itself (receiving food, distribution, processing and quality control) and not on activities of social control and accountability.
5. According to the national studies, almost all countries have training activities for teachers and parents on issues related to the management of school feeding, health, education and nutrition. However, there is no information on the extent and continuity of these activities that depend heavily on the availability of funds to carry them out.
6. The study has not identified the existence of strategies and activities to raise awareness and to provide training for the social stakeholders involved in school feeding (programme staff, school community) on issues related to the human right to food, specifically oriented to achieve empowerment in relation to school feeding as a means to progressively achieve the right to food in the country.
7. On-going training and updating of the educational community on issues related to school feeding has been identified as one of the challenges for strengthening social participation and for ensuring the commitment to the daily delivery of food to school children.
8. Although community participation in the implementation and control of SFPs has been strengthened over the years, there are still some challenges, specifically regarding their empowerment and an active and meaningful participation as subjects of law, according to the standards of the human right to food.
9. It has also been observed that there is a need to develop regulations for these processes of participation and social control and to strengthen the training of the educational community in relation to the programme's enforcement mechanisms and the incorporation of mechanisms for accountability to the community, in order to achieve greater transparency regarding the programme's implementation.

Recommendations

1. It is important for countries to promote and strengthen the rights based approach of the SFPs, together with the programme's technical staff and the educational community. To achieve this, it is suggested that strategies and activities are developed that promote a greater empowerment of these stakeholders regarding the HRF and explain the relevance of school feeding as a means to, among other things, progressively achieve this right. For this the following suggestions are made:
 - a. Design a training and awareness plan targeting the different stakeholders.
 - b. Design and develop informational and educational materials aimed at different stakeholders, with gender mainstreaming and integrating the cultural specificities of each region.
 - c. Implement training and awareness sessions with the different stakeholders.
2. So that the educational community can effectively exercise its participation in the social control of the SFP, it is recommended that it is made aware of the responsibilities, rights and obligations

of all stakeholders participating in the programme. In this line, it is recommended that the SFP's guidelines and regulations are widely disseminated among the educational community through the development of information and educational materials and training of the stakeholders.

3. It is suggested to strengthen the institutional recognition by local and national authorities of the educational community as a support mechanism for SFPs in the management, tracking, monitoring and accountability of the programme.
4. It is advisable to provide training and conduct awareness-raising campaigns with members of the educational community, in order to disseminate information on the importance of the school community and the involvement of parents in the implementation, monitoring and accountability of the programme.
5. It is advisable to develop or strengthen mechanisms for participation and social control, not only in the implementation of the programme, but also in the process of monitoring, evaluation, accountability and enforceability of SFPs under the human rights approach.
6. It would be important to strengthen the coordination and management capacity at the community level.
7. It is recommend that community mobilization for health care be strengthened.
8. It is advisable that community mobilization for the realization of the HRF be promoted.
9. It is suggested the development of on-going education programmes, training and information on food safety and FNS related issues for technical staff, priority groups and the general public be supported and strengthened.

ANNEXES

ANNEX 1. LAWS, PUBLIC POLICIES AND GOVERNMENT STRATEGIES TO PROMOTE FAMILY FARMING

Countries	Name	Institution/ organization responsible	A summarised description of the objective or actions
Bolivia	Law No. 144 Agricultural Community Productive Revolution, 2011	Productive Economic Councils	Regulate the process of Community Agricultural Productive Revolution establishing the institutional basis, technical and financial policies and mechanisms for the production, processing and marketing of agricultural and forestry products.
	Supreme Decree No. 0181. Basic Standards of the System of Management of Goods and Services	All public bodies (central, provincial and municipal governments)	Give preferential margins of 20% for micro and small enterprises, associations of small producers, urban and rural and OECA, in the procurement of goods and services.
	Plan for the Agricultural Development Sector, titled Rural and Agrarian Revolution	Ministry of Land and Rural Development	Contains sectoral policies that constitute general guidelines for the development of the agricultural sector.
	Sectoral Plan Bolivia Produce y Cambia (Bolivia Produces and Changes)	Ministry of Productive Development and Plural Economy	Duplicate volumes of value-added production through sectoral programmes to support the business sector with emphasis on micro and small enterprises, OECA, cooperatives and others.
	CRIAR Programme (Creating Rural Food Initiatives)	Food Security Support Programme (FSPP)	Strengthen peasant, indigenous and native FF for the production of food, mainly for household consumption and for the local market in regions with the most extreme poverty. Supporting food production for secure local markets and local food markets.
Colombia	Land Restitution (Law 1448, 2011).	MADR	Return of land seized from the peasant population by illegal groups.
	Productive Partnerships Support Programme (PPSP)	Ministry of Agriculture and Rural Development	Model of organizational and business development linking small farmers to markets through a formal business partner.
	REESA Programme	Department of Social Prosperity	Helping rural people, especially those vulnerable to actions of violence (internal armed conflict), to improve access to food and achieve higher levels of FNS.
	Rural Opportunities Programme	MADR	Facilitate co-financing resources for associations of microentrepreneurs to access rural technical services.
	Rural Development Programme with Equity (DRE)	MADR	Providing subsidized credit to small and medium farmers, favouring the allocation of resources to associated producers and encourage the integration of medium and large producers with smaller ones.
	Land Adjudication.	INCODER	Adjudication of land to peasants and displaced families.
	Special Credit Line (LEC for its Spanish initials).	MADR.	Finance agricultural projects associated with the planting and maintenance of short-cycle crops, especially those that are part of the basic food basket and others of export interest or which are import sensitive.
El Salvador	Special Law of Agricultural Associations	MAG	The MAG gives legal status to all associations in the agricultural sector
	Tax Law on the Transfer of Property and the Provision of Services (VAT), the Tax Code and the Trade Code	Ministry of Finance	For producers of SF, these laws imply that to be providers of public institutions it is necessary to be registered as taxpayers in the tax system, to report and pay monthly VAT tax retained from commercial transactions and keep minimum accounting records.
	National Food and Nutrition Security Council 2011-2015		Improve domestic food production and socioeconomic conditions of households at risk of FNINS.
	Strategic Sectoral Plan 2010-2014	MAG	Reactivate its strategic role in promoting an agricultural policy and strategy that causes the sector's accelerated growth.
	FF and Rural Entrepreneurship Plan for Food and Nutrition Security (PAF) 2011-2014	MAG	Increase the net income of rural families by improving the competitiveness of rural businesses and agricultural chain production.
	National Supply Programme for FNS (PAN)	MAG	Aimed at subsistence farming families, including the provision of inputs, seeds, fertilizer and credit for the production of basic grains.
	FF Programme for Productive Linkages (PAP)	MAG	Reach commercial family farmers through their organizations. Strengthen the competitiveness of rural businesses and agricultural chain production.
	MAG-IFAD projects: PREMODER (completed), PRODEMOR, PRODEMOR CENTRAL and AMANECER RURAL (about to begin)	MAG	Reach farmer associations: Foster regional economic development, providing assistance and technical assistance, infrastructure investment, machinery, working capital and marketing to enable organizations to be effectively inserted into the formal market.

Countries	Name	Institution/ organization responsible	A summarised description of the objective or actions
Guatemala	Zero Hunger Pact, 2012	SESAN	Eradicating hunger and undernutrition in its various forms. It is proposed to create necessary and sufficient conditions to revive sustainable local food systems that ensure the long-term FNS of the entire Guatemalan population.
	National Policy on Integrated Rural Development, 2009		Achieve the full realization of human rights of people living in rural communities to progressively and continuously achieve the improvement of the quality of life, with emphasis on priority subjects of this policy.
	National Food and Nutrition Security Policy, 2005	CONASAN	Provide a coordinated and structured, efficient and on-going strategic framework, between the public sector, civil society and international cooperation agencies, which ensure FNS.
	Agricultural Policy 2011-2015	MAGA	Bridge the inequality gap and jointly seek actions that demonstrate significant changes in agricultural indicators and human development in rural communities, particularly indigenous and peasant communities.
	Population and Social Development Policy, 2002		Contribute to the development of the individual in social, family, and human aspects and their environment, with emphasis on the most vulnerable groups of the population.
	Community Food Production Support Programme	VISAN/MAGA	Support communities in situation of FNINS, strengthening their family production units, providing technical assistance and training for the implementation of family and urban vegetable-gardens and orchards.
	FF Programme for Strengthening Peasant Economy 2012-2016 (PAFFEC)	Formulated by MAGA with FAO technical support	Plan to change and adapt the National Policy on Integrated Rural Development (NPIRD), which aims to contribute to food production and the revitalization of local economies, to strengthen producers of infra and subsistence to enable them to produce surplus. ¹⁶⁴
Honduras	Country Vision Act 2010-2038	Poder Ejecutivo y sus dependencias	Law that regulates and guides the planning of the State of Honduras. It has four national objectives and several goals and strategic guidelines for national development.
	Agrarian Reform Law	INA	Seeks the productive agricultural legal reorganization. Various aspects of this law were repealed with the Agricultural Modernization Law 1992.
	Law/Regulations of the National Agrarian Institute (INA)	INA	Creation of the INA, the administering institution of the Agrarian Reform Law.
	Honduran Law for the Modernization of the Agricultural Sector	SAG	Fundamental and basic law of the agricultural sector. With this most of the current institutional framework governing agricultural activity is created.
	General Law and Regulation of Cooperatives	IHDECOP	Creation of the Honduran Institute of Cooperatives, which regulates cooperative activity in Honduras
	Law and Rules of the IHMA	IHMA	Creation of the IHMA, ensures strategic grain reserves, acquiring crops from farmers directly.
	Law and Regulations of BANADESA	BANADESA	Creation of BANADESA for the promotion of agricultural funding.
	Law and Regulations of the Vaso de Leche (Glass of Milk)/PVL	SDS y SAG	Strengthening the School Snack, by delivering 200 ml of milk or 4 ounces of cream cheese to school children.
	State Policy for the Agrifood Sector and Rural Areas of Honduras (SPFS 2004-2021)	SAG	Proposes policies and policy measures for the agricultural development of rural areas.
	State FNS Policy/National FNS Strategy, COTISAN and UTSAN	Secretariat of the Presidency	Proposes objectives, guidelines and institutional mandates to achieve FNS in Honduras.
	Country Investment Plan for the Agri-Food Sector 2011 - 2014 (PIPSA)	SAG	Raises the issue of the financial gap and possible funding sources to achieve the objectives of the strategy 2010-2014.
	Public Agribusiness Sector Strategy and Implementation Plan 2010-2014	SAG	Proposes the general, specific and transversal objectives for agricultural development, during the current period of government 2010-2014.

¹⁶⁴ Programa de AF para el Fortalecimiento de la Economía Campesina (PAFFEC 2012-2016), Ministerio de Agricultura, Ganadería y Alimentación.

Countries	Name	Institution/ organization responsible	A summarised description of the objective or actions
Honduras	National Programme for Sustainable Rural Development (PRONADERS): PESA, PRONEGOCIOS and others	PRONADERS	Creation of PRONADERS as the governing institution of rural development.
	Solidarity Production Bonus Programme (BSP)	DICTA SAG	Programme for the provision of seed, fertilizer and technical assistance to small subsistence farmers.
	National Irrigation Programme	SAG	Promotes the use of irrigation systems, starting in 2013 with an irrigation project for small farmers.
	National Programme for Agrifood Development (PRONAGRO)	SAG	Organize producers and coordinate agri food chains.
	Expansion of School Snack Pilot Project	SDS	Pilot project to expand the menu of the School Snack through public procurement, directly from small and medium local producers
	Competitiveness Projects: PROMECOM, COMRURAL, EMPRENDESUR and Horizontes del Norte	SAG	Development projects with definite times, aimed to facilitate investment in rural areas. Funded by multilateral organisms.
Nicaragua	Reform of the Agrarian Reform Law, 1986	Poder Ejecutivo	Ensure appropriate forms of organization, credit, supply, marketing, technical support and other factors.
	Agricultural Cooperatives Law, 1981	MEFCCA	Regulate the promotion, establishment, organization, operation, relationships and dissolution of agricultural cooperatives.
	Law 804, Reform Law and Additions to Law No. 290, Law of Organization, Jurisdiction and Procedures of the Executive Power (Ministry of Household, Community, Cooperative and Associative Economics, MEFCCA)	MEFCCA	Develop, coordinate and implement policies, plans, programmes and projects to strengthen household, community, cooperative and associative economies in response to the specific needs of the various productive sectors linked with household economy and other territorial and community stakeholders, in a quest to improve production levels, agricultural yields, productivity, incomes and living standards of families and communities, contributing to the defence of food security and sovereignty and protection against the impacts of climate change.
	Dairy Sector Development Law and the School Glass of Milk	MHCP, MINED, CONAGAN	Creates an area of opportunity for the institutionalization of school feeding.
	Law creating the Productive Development Bank (PRO-DUZCAMOS)	Development Bank	Productive development aimed at micro, small and medium producers of the agriculture sector and industry.
	Food Production Programme / Zero Hunger (BPA)	MEFCCA	Aimed at women in extreme poverty, provides a package of goods, technologies and services that enable families to improve their diets, gain knowledge and forms of organization to leverage resources.
Paraguay	Food through Seeds Programme (PAS)	MEFCCA	Provision of seeds of corn, beans and sorghum and fertilizers at low cost, in the form of credit, in the sowing seasons.
	Agricultural Strategic Framework 2009-2018	MAG	Agriculture policy, which includes, among other, the following objectives: <ul style="list-style-type: none"> To increase productivity, competitiveness and income per unit of resources allocated to agri-rural activities of FF and other rural strata. To ensure national food security and sovereignty. To increase the national participation in supplying domestic food demand.
	Proposal for Public Policy for Social Development 2010/2020 (PPDS)	Social Office of the Presidency of the Republic (Ministries of Social Policy)	Contribute to the alleviation of inequality and social exclusion affecting FF units. This policy is aimed at the production of food and other goods, helping to improve purchasing power and potential access to food.
	Economic and Social Strategic Plan 2008-2013 (PEES)	Economic Team (Ministries of productive economic areas) led by the Ministry of Finance	<ul style="list-style-type: none"> Strengthen MSMEs and FF to allow their linkage with local and international markets, with policies and strategies to improve productive capacities by supporting priority production chains. Strengthen FF as a food supplier that ensures food security and sovereignty and other types of produce to achieve growth with equity and market insertion, redesigning and strengthening the MAG System, diversification of production by stimulating productivity and competitiveness, and diversification of marketing modalities and integration of FF in production chains.
	Agricultural Plan 2011-2012	MAG	Development of FF and food security through agricultural extension, promoting food production by FF, support for FF, management, conservation and soil remediation.

Countries	Name	Institution/ organization responsible	A summarised description of the objective or actions
Paraguay	FF Food Production Development Programme (PPA)	MAG, Vice Ministry of Agriculture	Improve the availability of safe, quality food in quantity on the farm, and access to them, through growth in productivity, diversified, sustainable production, marketing and the strengthening of human and social capital.
	Strengthening the Agricultural Sector - Phase II (PGP 14)	DGP/MAG	Tracking and monitoring of loans granted and farm schools implemented.
	Soil Management, Conservation and Recovery.	VMA	Implementation of conservational production principles and foundations.
	Programme for Indigenous Agriculture and Economy, PAEI	DEAG/VMA/MAG	Comprehensive assistance to indigenous communities.
	FF Ñamombarete Ñemity Strengthening Programme	VMA	Technical assistance to FF.
	National Plant and Seed Health and Quality Fund Programme	National Plant and Seed Health and Quality Service (SENAVE)	<ul style="list-style-type: none"> • Improve the quality and availability of seeds. • Supervise and inspect agrochemicals and plant products. • Plant Protection. • Provide safety and security in the use of agrochemicals. • Farm certificates
	Agricultural Extension	Vice Ministry of Agriculture (VMA) of the MAG	<ul style="list-style-type: none"> • Technical assistance to farmers and their organizations. • Promotion of zoned crops for income and consumption.
	FF Food Production Development Programme		<ul style="list-style-type: none"> • Technical assistance to FF. • Technical assistance and monitoring of micro production projects.
	Agricultural Development in the Eastern Region - 2KR		Provision of agricultural inputs and implements at low cost.
	Entrepreneurship Project of Organizations of the Rural Poor and Harmonization of Investment (FIDA 667-PY)		n/a
	Project for the Modernization of the Public Management of Agricultural Support (BID 1800-OC-PR)		Support for technology adoption.
	Family Farming Loans	National Development Bank (BNF)	National Development Bank (BNF) Encourage family development through financing agricultural income activities, intended to contribute to the food security of rural communities.
	Productive Investment PG-P14	Agricultural Empowerment Credit (CAH)	Financing short and long term productive activities of individual producers and in different modalities of legally constituted organizations.
	Female Entrepreneur- First Credit		Product developed from the strategic alliance with the Women's Secretariat of the Presidency of the Republic (SMPR), to strengthen the businesses of female "heads of households" who have not had access to loans in the financial system for the production and marketing of agricultural and livestock activities, small agro-industries and handicrafts.
	Integrated Sustainable Settlements for Development	National Bank for Land and Rural Development (INDERT)	Land acquisition, support to the land reform system, survey and certification service.
	Rural Investment Fund for Sustainable Development		Land acquisition, project development and assistance to rural families, construction of drinking water systems, construction of roads, construction of latrines and open-air fires.
Perú	Law No. 27060. Law establishing the direct purchase of food products by the National Food Assistance Programme (PRONAA) from local producers	Congress	Authorizes the PRONAA to purchase food directly from small local producers without meeting the requirements established by Public Procurement Law, to carry out its support and food security activities, designed to give immediate attention to vulnerable groups
	Law 27767. Law of the National Programme of Complementary Food Assistance and its regulations, Supreme Decree No. 002-2004-MIMDES	Congress Executive Power	Law establishing the rules governing the compulsory nature of acquisition of produce of agricultural and aquatic origin for all existing food assistance programmes and those to be created.

Countries	Name	Institution/ organization responsible	A summarised description of the objective or actions
Perú	2007-2012 Multi-Year Social Framework	Presidency of the Council of Ministers	Constitutes a guide for directing policy, strategies and social spending which target the poor, especially the extreme poor, to achieve the objectives and goals of social development.
	National Rural Development Strategy, Supreme Decree No. 065-2004-PCM	Presidency of the Council of Ministers	Promote human development in rural areas, with criteria for economic, social and environmental sustainability, equity and democratization of local decisions.
	Supreme Decree No. 027-2007-PCM, defines and establishes national policies which are mandatory for government entities	Presidency of the Council of Ministers	Among those objectives linked to social policy: <ul style="list-style-type: none"> • Support strategies for poverty reduction and food security, coordinated with community development plans • Promote, the social, political and cultural inclusion of traditionally excluded and marginalized social groups, mainly located in rural areas, organized in peasant and indigenous communities. • Reduce the number of households with caloric deficit. • Increase the trade surplus of food. • Increase availability of calories per capita per day from nationally produced foods.
	Regulations of the Supreme Decree No. 002-2004-MIMDES	Executive Power	Establishes that in order to participate as supplier of agricultural and agroindustrial products, small producers are governed by the Law of Micro and Small Enterprises. To be recognized as a micro or small enterprise, the Ministry of Agriculture certifies the condition of small agricultural producer, through the relevant local authorities.
	Special commission to assess compliance with Recommendation No. 193 of the ILO and formulate a new legal framework for cooperatives	Congress	Formulate a new legal framework for cooperatives (preferential form of association of small rural producers of Peru).

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

ANNEX 2. GOVERNMENTAL AND NON-GOVERNMENTAL POLICIES AND STRATEGIES TO PROMOTE FAMILY FARMING

Countries	Name	Institution/ organization responsible	A summarised description of the objective or actions
Bolivia	Tri-national Andean Seed Programme for Supporting FF	FAO	Increasing the productivity of Andean crops, improving the availability, access and use of quality seed in High Andean areas of Peru, Bolivia and Ecuador.
	Project: Capacity Building to Achieve Sustainability in School Feeding Programmes in Bolivia	PMA	<ul style="list-style-type: none"> • To contribute to the sustainability of the school feeding service at the community and school level. • Increased production of food for school feeding. • Capacity Building of small producers for the marketing of food products likely to be used in CSF programmes. • Building municipal management capacity for the management and supervision of food aid programmes.
	Regional Andean Project: Alternative Systems for Associative Marketing for Food Security of Peasant Families and Food Sovereignty in the Andean Territories	AVSF	Support, encourage and promote policies in favour of options for associative marketing of peasant products and contribute to the food sovereignty of the Andean countries.
	Más alimentación Mejor Educación (More Food Better Education)	PCI	Improve food security conditions promoting a sustainable and innovative model of supplementary school feeding contributing to increased school attendance and achievement.
	<i>School Feeding Programmes Project, in the Framework of Hunger Free Latin America 2025 - GCP/RLA/180/BRA</i>	FAO	Strengthen the process of institutionalization of the SFPs and the FNS policies related to them through regional and national mechanisms, and promote local purchases from family farmers.

Countries	Name	Institution/ organization responsible	A summarised description of the objective or actions
Colombia	Programme for the Development of Opportunities for Investment and Capitalization of the Assets of Rural Microenterprises	FIDA-MADR	<ul style="list-style-type: none"> Promote the development of productive projects through the improvement of the production structure with technical assistance, development of marketing systems, improvement of the technology package. Encourage the adoption of strategies to improve the quality and safety of food produced.
	Project of Good Agricultural Practices and Food Security in the Department of Antioquia	FAO	Strengthen the actions developed under the Departmental FNS Plan MANA, to increase the local supply, availability and access to food.
	<i>School Feeding Programmes Project, in the Framework of Hunger Free Latin America 2025 - GCP/RLA/180/BRA</i>	FAO	Strengthen the institutionalization process of SFPs and the FNS policies related to them, through regional and national mechanisms, and promote local purchases from family farmers.
El Salvador	Purchases for Progress Project (P4P)	PMA	Started in 2009 and currently works with 17 organizations of small producers of basic grains, strengthening their organizational, marketing and business capacities and their infrastructure and equipment to improve postharvest quality control; form partnerships with IFAD, CENTA, BFA, PDP, CONAMYPE, universities and providers of agricultural inputs to develop a coordinated and empowering environment for small producers.
	Peasants for Progress (C4P)	Catholic Relief Service (CRS)	Supports 300 families of small producers in San Vicente to promote the increased production and productivity of corn and beans, to reduce post-harvest losses, access to finance for production and marketing, organization for improving competitive capacity and access to formal markets under better conditions of negotiation.
	PESA Project	FAO	Using demonstrator families to introduce the concept of a farm plan and diversified crops (vegetables, fruit and minor species).
	Eastern PROPA Project	JICA	Development of training materials, capacity building of extension workers of CENTA and establishment of a model of organization of exemplary farmers in agricultural production.
	<i>School Feeding Programmes Project, in the Framework of Hunger Free Latin America 2025 - GCP/RLA/180/BRA</i>	FAO	Strengthen the institutionalization process of SFPs and the FNS policies related to them, through regional and national mechanisms, and promote local purchases from family farmers.
Guatemala	Partnerships to Improve the Situation of Children and Food and Nutrition Security (FNS Childhood), 2010-2012	FAO	Improve production capacity, economic access and food intake of families, especially rural and indigenous families, who live in conditions of physical and social vulnerability in 8 municipalities of Totonicapán, Guatemala.
	Reducing Vulnerability to Contribute to Rural Development in Five Municipalities of Las Cuencas in the Department of San Marcos 2010-2013	FAO, OPS y PNUD	Strengthen the process of rural development by reducing vulnerabilities in health, community habitat and productive rural opportunities of the population and territory.
	Strengthening Selected Agricultural Chains with a Business Approach	FAO	Contributing to the improvement of the marketing of agricultural products and the efficiency and equity in selected agricultural chains (Potatoes and beans)
	Improving Livelihoods of Small Farmers of the Departments of Totonicapán, Quiché, Alta and Baja Verapaz, Guatemala		Strengthen agricultural production and disaster risk management.
	Purchases for Progress Project (P4P)	WFP	Partnership between the public and private sector organizations that connect low-income farmers with markets. It is based on a platform of domestic demand for basic grains, specifically corn and beans. The platform offered by this initiative can leverage the purchasing power of the WFP to help transform the lives of the people who produce corn and beans.
	<i>School Feeding Programmes Project, in the Framework of Hunger Free Latin America 2025 - GCP/RLA/180/BRA</i>	FAO	Strengthen the institutionalization process of SFPs and the FNS policies related to them, through regional and national mechanisms, and promote local purchases from family farmers.

Honduras	Programa Merienda Escolar (School Snack Programme)/ PME	PMA	The Programme is funded by the government, however, WFP runs it and is responsible for training small producers so that they can join their list of suppliers.
	Strengthening Selected Agricultural Chains with a Business Approach	FAO	Productive Linkages Project of FAO Honduras: Agrochains and Urban and Periurban Agriculture.
	ACCESS	FINTRAC-USAID	Supporting 30,000 rural families living in extreme poverty, through agricultural development.
	EDUCATE Project of HELVETAS	Swiss Cooperation	Middle school students in western Honduras contribute to the innovation and dynamics of the rural economy through a process of community teaching and learning.
	PYMERURAL (RURAL SME)	Swiss Cooperation	Programme to promote small businesses and small producers in value chains and market development.
	Project 2KR	JICA	Development of productive projects and marketing for small producers, nationwide, through NGOs.
	Taiwan Technical Mission	Cooperation of China Taiwan	Vegetable, fruit, tilapia and pork production projects with small producers of Comayagua.
	PRASA and PROCEED Projects	Canadian Cooperation and OXFAM	Projects for the development of small producers in areas of extreme poverty in the South of the country.
	VECO Mesoamerica Project	Belgian Cooperation	VECO accompanies peasant organizations in the development of sustainable agricultural chains, economic and political empowerment of organized peasant families, complementarity and synergy, and alliances with indirect partners.
	Family-Gardens Project	Andalucían Cooperation	Encourage the development of home-gardens in communities of extreme poverty in the department of Intibucá (Southwest of the country).
	Project for the Development of Rural Banks	FUNDER	To encourage saving and efficient credit in rural communities as a way of boosting the local economy.
	Support Project for the Production and Marketing of Small Producers	World Vision	Achieve the transformation of children, families and communities on issues that directly affect impoverished families, based on the Government Plan, Poverty Reduction Strategy and the Millennium Development Goals. Areas: health, education, local economy, FNS and justice.
	A Support for Small Family Farmers of Ocotepeque	Global Village	Reducing poverty and extreme poverty in the town of Belen Gualcho, Ocotepeque, by reviving the production and marketing of vegetables.
Nicaragua	Programa de Apoyo a la Soberanía y Seguridad Alimentaria (PASSAN)	PMA	<ul style="list-style-type: none"> • Provide food to people living in FNSIN, in exchange for working on development projects in the community, such as reactivation of agricultural sites, water and soil protection works, establishment of nurseries, creation of family vegetable-gardens, among others, which can increase production. • Increase agricultural productivity, with emphasis on basic grains and milk and dry areas of the country.
	Proyecto PESA	FAO	It has three components: food systems, comprehensive health and FNSS education, and development, reinforced by four transversal themes: institutional development, gender, communication for development and planning, monitoring and evaluation.
	Proyecto Compras para el Progreso (P4P)	PMA	Objective: to support sustainable development to improve the income of small farmers, relying on WFP demand and develop the capacities of farmers in cooperation with the government and key partners which provide technical assistance, agricultural inputs, post-harvest equipment and realize marketing activities.
	School Feeding Programmes Project, in the Framework of Hunger Free Latin America 2025 - GCP/RLA/180/BRA	FAO	Strengthen the institutionalization process of SFPs and the FNS policies related to them, through regional and national mechanisms, and promote local purchases from family farmers.
Paraguay	School Feeding Programmes Project, in the Framework of Hunger Free Latin America 2025 - GCP/RLA/180/BRA	FAO	Strengthen the institutionalization process of SFPs and the FNS policies related to them, through regional and national mechanisms, and promote local purchases from family farmers.
Perú	School Feeding Programmes Project, in the Framework of Hunger Free Latin America 2025 - GCP/RLA/180/BRA	FAO	Strengthen the institutionalization process of SFPs and the FNS policies related to them, through regional and national mechanisms, and promote local purchases from family farmers.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.

ANNEX 3. POTENTIAL AND CHALLENGES OF INSTITUTIONAL, PRODUCTIVE AND MARKETING CAPACITIES OF FAMILY FARMERS

Countries	Potential	Challenges
Bolivia	<ul style="list-style-type: none"> Number of producers and area cultivated. FFs Produce a large proportion of the production of food, cereals, fruits, tubers, vegetables, dairy. Capacity and value of production comparable to that of large producers and FFs could become potential providers for the SFP. Existence of a favourable regulatory framework that allows small producers to participate in public procurement (NB SABS). 	<ul style="list-style-type: none"> Change of view of the public sector and NGOs that support FF, considering criteria such as: product type, volumes, product quality, market niches. Appropriation of new technologies and promotion of the sector through different sectoral policies, with emphasis on programmes of investment in productive infrastructure, credit and technical assistance programmes. Improved productivity for a stable and quality supply. Overcome limitations in access to financial services (credit, savings), quality inputs (seeds, fertilizers and health and hygiene products), water for drinking and irrigation, technological improvements (for production and post-harvest), markets and information. Lack of operational mechanisms and inadequate implementation of the NB SABS standards, which prevent small producers from establishing contracts with public institutions.
Colombia	<ul style="list-style-type: none"> In recent years the National Administrative Department of Statistics (DANE) has taken responsibility for publishing specific surveys for the agricultural sector, which are oriented to provide information on the planting area, production and yield regarding some crops. There is a wealth of productive factors across the whole national territory: different kinds of soils, climatic zones, biodiversity, ecosystems. 70% of the 1,223 municipalities are considered municipalities with agricultural potential or stand out for their potential. Local communities have a strong sense of belonging to the agricultural vocation and production. Intervention of the Colombian State, which has many opportunities to transform the rural sector contributing to the sustainable growth of FF in the country. 	<ul style="list-style-type: none"> To collect updated information on the sector, the last agricultural census was conducted in the year 1970-1971. Implement policies which are not only targeted at the more organized producers, but also to other stakeholders in the rural sector, such as families and peasant organizations with less capacity for organization and with structural, political and economic weaknesses.
El Salvador	<ul style="list-style-type: none"> The participation of young members of farming families in the functioning of the organizations. 	<ul style="list-style-type: none"> Develop and implement a business mentality in family farmers. Institutionalise internal systems to mobilize and support partners and associates to become quality suppliers. Establish and operate business management systems in the organization. Strengthen and adapt advice, capacity building and business training to extend to the organizations partners, volunteers and staff Support organizations so they can encourage their members to adopt best technology practices in their production, postharvest handling and marketing.
Guatemala	<ul style="list-style-type: none"> The existence of different programmes and strategies. Family farmers located in areas with some kind of vocation for the family production of food. FF population open to the idea of participating in actions to improve family systems. Communities with organizational structures for coordination, support and prioritization of projects (COCODE, community voluntary development promoters, COCOSAN, rural facilitators, etc.). On behalf of MAGA and NGOs training has already begun so that communities become self-sufficient. 	<ul style="list-style-type: none"> Institutional management of resources for the institutionalization of family farmers. Protection and recuperation of community forest cover. Streamline family production systems and ensure household consumption, food diversification and transition of rural families to a status of surplus producers, through technical support and access to actions for development. Ensure that subsistence and surplus farmers sow crops according to territorial conditions so that they are sustainable. Promote participatory organization and training in the style of "learning by doing" to groups of FF for technology transfer and improved production. Access to land. Lack of on-going technical assistance. Poor access to irrigation systems.

Countries	Potential	Challenges
Honduras	<ul style="list-style-type: none"> • FF represents the majority of producers in terms of farms/families (60%) and although they have less than 10% of the total agricultural land, they produce 85% of the total corn produced and almost all bean production. • Over 95% of coffee producers are small and medium-sized (about 85,000 producers), as are most high altitude vegetable growers for internal domestic consumption and nearly all fishermen and women of the Pacific and Atlantic coasts. • There are producers scattered throughout the country, with a vast experience in the cultivation of traditional crops which form part of the dietary habits of the population of the different regions of the country (corn, beans, rice, vegetables and fruits), which would help to respect the food culture. • Rice production in Honduras has doubled in the last three years. There is an upward trend in production, after its reduction over many years, almost to the point of disappearing. • With regard to the production of fruits and vegetables, these are usual local crops in many areas of the country. • Regarding vegetables, the production of tomatoes, peppers and onions is in the hands of family farmers and is produced for the domestic market and for export, as are cucumbers and other vegetables for domestic consumption. • Honduras has a prestigious system for the production of chickens and eggs, as the country is free of pests and diseases specific to this activity. • In general, FF has a large potential supply of diversified food for the PME. • There are small and medium farmers with some organizational culture and in many regions of the country they have constituted rural banks, which are microfinance structures that contribute to the development of agricultural production in rural communities. • The country has excellent sanitary systems for the production of crops and livestock (cattle, pigs and smaller livestock). The production and consumption of tilapia has also been developed nationally at the level of small and medium producers, with great success and research is being carried out to promote, in the coming months, other types of aquaculture farming at the level of rural family farming, such as bass and squid (projects that have only just begun). 	<ul style="list-style-type: none"> • To foster the robustness of family farmers and coffee producers, and their approach towards their overall institutional and agribusiness growth in general. • Association and organization. This big weakness means that they do not have the necessary institutions for their development; Although there are many organizations registered, in practice not all are functional. • Neither are there public institutions, or specific policies or strategies for small producers. Existing institutions are generalized for the entire food industry, so there should be, within the institution of the SAG, at least one unit, department or food chain exclusive to FF. • Despite the growth in rice production, the domestic market is poor, since it is only produces around 30% of domestic consumption, making necessary the import of grain from abroad, mainly from the United States. • To rectify some problems such as lack of adequate post-harvest handling technologies, the collection and distribution of produce and training and technical assistance. • The challenges and constraints include: <ul style="list-style-type: none"> - Associativity and organization - Skills and capacity building - Access to funding - Access to appropriate technologies - Good postharvest handling - Adaptation to climate change - Development of distribution systems • There is no culture of association and organization with an agribusiness approach. • Lack of funding for the agricultural sector. The private financial system focuses less than 3% of its resources on this sector and the state does not have sufficient resources to finance the agricultural activities of small and medium sized producers. • To develop an efficient postharvest management. • In terms of infrastructure, having collection and storage systems, cold chains and other necessities in order to maintain and guarantee the product quality from the field to fork. • Improve the functionality of the administrative units of the municipalities. For which a strong commitment is required from the municipal authority, because without this processes do not work.
Nicaragua	<ul style="list-style-type: none"> • Basic grains are the main crop in all areas of the country, in greater or lesser quantities, which enables FFs to meet the family's need and create a surplus for the domestic market, which is sold in order to cover the family's non-food needs. • In regard to the cultivation of beans and corn, enough is produced for the domestic market and a surplus for export to countries in the region. • The production of fruit and vegetables has a high potential, most is in the hands of small and medium farmers, and cultivation is widespread, though sometimes at regional level, as in the case of the vegetables that are grown mainly in the north of the country. 	<ul style="list-style-type: none"> • Organize farmers into cooperatives and train them to be able to produce quality products at competitive prices so that they can compete with big producer and distributors. • Have resources for processing, so they do not have to sell their produce to large producers. • Ensure the delivery times of the production of small producers to large buyers. • Ensure funds to retain the harvest. • The main challenges facing FF to supply domestic markets are: <ul style="list-style-type: none"> - Development of public policies - Development of institutional support - Sense of comprehensiveness: alignment of incentives - Access to technology - Market access and management - Associativity - Access to funding - Adequate post-harvest handling technologies, the collection and distribution of produce. Equally family farmers, require training and technical assistance

Countries	Potential	Challenges
Paraguay	<ul style="list-style-type: none"> • The country has several institutions involved in agriculture and specifically in FF. • Although local purchases have not been stated as its purpose, the Rural Paraguay Project has formalized more than 300 organizations of family farmers, which constitutes a potential for this purpose. • A draft decree has been proposed (but is not in force) to promote public procurement from small formalized farmers.. In addition, two studies are being conducted on the potential of local governments and regulations that will help find alternatives in this regard. • The MAG as the sector's governing and regulatory body has definition instruments, registration systems and programmes for FF. Likewise, MAG also has a structure for intervention at all levels of government: central, provincial and district levels, which would allow it to reach family farmers. • National and sectoral public policies include among their objectives, goals and strategies, boosting FF and food security. • In recent years there has been a significant effort to formalize many family farmer organizations, which has yielded positive results with organizations with significant productive potential to expand their participation in the market. • FF production is greatly diversified. It represents 33% of the agricultural production of the country's most important crops: 5 traditional food products, 10 vegetable products and 10 varieties of fruit are preferably produced by this sector. • A (minority) sector of FF organized into associations or cooperatives generally has adequate capacity for developing production. • There are a variety of programmes that support FF in the areas of technical assistance, credit lines, investment, services, etc.. 	<ul style="list-style-type: none"> • Improve interinstitutional and intersectoral coordination of the institutions involved to reach the FF sector in the most coordinated way, with more comprehensiveness and complementarity. • Promote greater debate on local public procurement. The rules of public procurement are not geared towards this purpose. • Increase the scope of care programmes to improve the precarious production conditions of family farmers. RENAF is being updated and the Food Production Promotion Programme is only recently in execution. • There are significant limitations in all the production conditions of FF: surface area, poor access to credit, limited access to technical assistance and poor organizational level and linkage with markets. • There are different capacities among the subgroups of family farmers, but the main sector has very precarious conditions for developing production. • The precariousness of the production conditions of most family farmers shows a problem of effectiveness of public policies and programmes.
Peru	<ul style="list-style-type: none"> • Political will to promote social development and favour small producers, opens up great possibilities for family farming. • Although public and private efforts to transfer knowledge and agricultural practices and appropriate technologies to small-scale farmers are still dispersed, they are beginning to produce noteworthy results; one of them is Sierra Productiva, driven by the NGO Alternativa Agraria through the Yachachiqs (the most knowledgeable in Quechua), in association with the Peasant's Association of Cusco. In this scheme, small-scale farmers who master some of the 18 low cost technologies, provide voluntary technical assistance to other farmers, markedly improving their living standards by raising their productivity and income. This experience has spread to other poor southern regions, such as Apurimac, Ayacucho and Huancavelica, benefiting approximately 44, 000 farming families. • Programmes like Agro Rural and FONCODES, working with communities under the co-management model have obtained results. 	<ul style="list-style-type: none"> • Prioritize efforts to secure the legal ownership of their land and to access credit, working in a coordinated manner with all sectors. • Legal instability of the property that is exploited, which is a limiting factor for investment and revitalization of the field. • The issue of associativity for small-scale farmers is still very weak, cooperatives face tax difficulties.

Source: National studies: School feeding and possibilities for direct purchases from family farming in Bolivia, Colombia, El Salvador, Guatemala, Honduras, Nicaragua, Paraguay and Peru. Project GCP/RLA/180/BRA.



ANNEX 4. CONCLUSIONS AND RECOMMENDATIONS FOR EACH OF THE 8 COUNTRIES

Bolivia
<p>Conclusions</p> <ul style="list-style-type: none"> • There is a productive potential in regions that can be used by CSF programmes. • There are successful experiences of purchasing food from small producers for CSF programmes in both urban and rural municipalities, which can be replicated in other municipalities. • In the short term it will be difficult for FF to provide fresh food for school feeding, except in rural educational units where food is prepared. • The decentralized model of school feeding through management teams used in municipalities of Tarija, allows a greater participation of small producers in the supply of food. • Since the recognition that local production can cater to the needs of CSF programmes, some municipalities have managed to replace or change the assistance they were receiving from cooperation agencies and NGOs for local products. • There is a favourable national policy framework for the participation of small-scale producers in public procurement, as well as for carrying out actions aimed at strengthening their productive capacities. • The mode of lesser procurement constitutes a good alternative, as this is more flexible and accessible to small-scale producers and because it allows monthly payments, which are appropriate to the financial capacity of small producers with limited working capital. The mode of procurement by exception: allows the purchase of fresh and perishable foods, which could be used by FF. • The main constraints facing small-scale farmers for the sale of their products to municipal governments lie essentially in poor supply in terms of the quantity, quality and diversity of produce. Producers have difficulty meeting the requirement that food be delivered in a regular and timely fashion to meet the daily needs of CSF. • For it to be possible to purchase most of the food for CSF locally, the sector needs government support to generate appropriate conditions for the production and marketing of food in good quantities, with high added value and competitive prices. • It is imperative that family farmers are associated and well organized, that they receive technical assistance on issues related to production, business management, production quality and marketing.
<p>Recommendations</p> <p>Legal and regulatory framework:</p> <ul style="list-style-type: none"> • Promote the adoption of the CSF Bill to give a legal framework that achieves a universal CSF service and promotes the development of local purchases. The bill provides that the Autonomous Municipal Governments must procure products from small industries, small producer organizations or microenterprises (associated or not), for their CSF programmes with at least 30% or more of the allocated budget. • Create legal frameworks defining FF in Bolivia. • Develop specific tax regulations for family farmers, in order to facilitate their participation in CSF tendering processes. • Develop specific regulations that enable small producers and entities to provide agrifood goods, under certain warranty conditions and social control. • Implement an easy to access, single national register of small producers and family farmers. • Reduce bureaucracy and streamline the processing of sanitary registration issued by the SENASAG. <p>Funding:</p> <ul style="list-style-type: none"> • Relaxation of requirements and guarantees from financial institutions, so that small-scale farmers can access financial services, especially productive credit. <p>Support and training:</p> <ul style="list-style-type: none"> • Provide technical assistance in the formulation of Municipal Sustainable School Feeding Programmes, where objectives, outcomes, indicators, and strategies are established according to each context, facilitating the effective implementation and achievement of outcomes in the school population and promoting institutional purchases from FF. • It is recommended to train family farmers in processes of government procurement, regulations for local purchases and the benefits and preferential margins that are granted to small producers. • Provide technical assistance and training to farmers on issues related to production, business management, production quality and marketing. • Provide training to small farmers on issues of organization, cooperativism, tax regimes and obtaining a tax identification number (TIN) and commercial registration, which are required in order to participate in public procurement contracts. • Disseminate existing legislation that favours small producers in government procurement processes and implement training programmes for municipal public servants who make purchases. • Training regarding food quality and safety throughout the production process. <p>Information:</p> <ul style="list-style-type: none"> • Improve access to information and calls to participate in procurement processes by Municipal Governments. • Have up to date statistical information on the agricultural sector and especially FF. It is recommended to urge the central government to develop an agricultural census. • Establish a system of adequate information at the national, departmental and municipal levels, as envisaged in the Draft Law on SSF. <p>Experiences and initiatives:</p> <ul style="list-style-type: none"> • Strengthen and disseminate successful experiences and initiatives of local purchases from small farmers through workshops for socialization and information exchange. • Disseminate the decentralization experience of school feeding in the municipalities of Tarija, through management teams and carry out pilots in other departments. • Establish pilot programmes for purchasing from small producers, in the form of lesser procurement, especially in small municipalities. • Promote partnerships between producer associations in order for these to be awarded the provision of CSF services, or alliances between small producers and large and medium-sized enterprises so that the former supply inputs for the production of rations. <p>Studies and Research:</p> <ul style="list-style-type: none"> • Conduct national studies on the supply of potential products that can be used in the SFPs, identifying products, who produces them, where they are produced, production processes and the quantity and quality of products.

- A study is necessary to determine the food demand for school feeding programmes at the national, departmental and municipal levels.
- Monitoring and Follow-up:
- Establish mechanisms for the monitoring and evaluation of CSF programmes to ascertain the status, progress and impact at the level of schools and family farmers.
 - Strengthen community participation in the implementation and monitoring of CSF, to ensure the provision of adequate healthy food to students and the correct implementation of the programme by the Government.

Colombia

Conclusions

- The functionality and relationship of the agricultural sector institutions with FF are deficient, as the institutions that currently prevail respond more to economic interests, mostly ignoring small groups of farmers.
- FF has a weakness in its organizational capacity, which has resulted in an almost total loss of the welfare of small farmers and their families.
- The development model that has been implemented has been focused on productive development, neglecting aspects involved in improving the quality of life of people in rural areas.
- There is no agricultural census which allows to estimate with any certainty the participation of FF in Colombia, however, some partial studies¹⁶⁵ indicate that the production of FF could correspond to 62% of the informal economy and that the predominant products of these household economies are potatoes, corn, sugar cane/panela, cassava, beans, yams, sesame, tobacco, sisal, cocoa, vegetables, fruit for the domestic market, traditional coffee, and mechanized coffee in areas of less than 10 ha.
- In Colombia there is no real policy of comprehensive development for peasant families, everything is based on a market economy where access to credit is facilitated for small farmers, but without recognition of their more complex situation through technical assistance or access to efficient production factors.
- Currently there are no institutional or legal mechanisms that establish criteria for purchasing from FF and its relationship to the SFP, and the ICBF's terms of reference regarding local purchases are still very precarious.
- There are not as yet any clear results regarding the impact of local purchases on local economies, in the municipalities where the SFP is carried out.
- The MANA Programme has successfully managed to realize food purchases from family farmers in the department of Antioquia. Its success is a reflection of the sum of the efforts and institutional commitment of the managers of the MANA Programme within the department, which have managed to identify the farmers' weaknesses and with the help of agricultural sector entities have been positioning FF production to become the subject of purchases for school feeding programmes.
- The possibilities of linking with school feeding are good, because most of the family farmers' products are part of the menus established by the ICBF.
- The difficulty of this linkage lies in the capacity to formalise it, in organizing FFs, and in ensuring that their production be sustainable over time in order to meet larger quotas and be more stable over time.
- Linking FF in an articulated and effective manner with the purchasing processes of the SFP and other feeding programmes, including those outside the ICBF166, is seen as an excellent opportunity in order to maintain a constant demand for FFs during the year, since the average SFP is implemented during 180 days per year, which is a limited demand, leaving room for FF to supply other kinds of markets and have a more stable production during the year.
- The lack of confidence of some producers, mainly due to the accumulated debts of some operators makes them wary of such programmes, which erodes negotiation skills and confidence in local economies.
- The market outlook for FF in Colombia will always have very good prospects with the SFP, mainly due to the present purchase volumes, which reach 4.1 million food quotas; the budget associated with these quotas is estimated at US\$ 287 million.
- The current coverage of the SFP is between 48% and 50% of the possible school population to be benefited which means that both the demand and the associated budget can grow much more in the coming years.

Recommendations

- Instruments or financial incentives should be created for private operators to establish productive partnerships with FF and facilitate purchases.
- To make progress conduct specific technical studies to establish the necessary mechanisms for purchases in terms of supply and demand from operators (products, volumes, prices and times) and that the beneficiaries of these purchases be small associations of family farmers.
- Technical support should be complementary to financial instruments or incentives to encourage the FF market not to disappear versus other surrogate markets with more competitive prices, such as the traditional supply market normally located in the cities.
- Although there is an experience of the Productive Partnerships Programme of the Ministry of Agriculture with a regional SFP (in dairy products), this experience should be promoted and used as a positive precedent. For this it is necessary that such experiences have greater dissemination and support from the entities involved in the SFP, as other experiences such as that of potatoes in Boyacá has not proved successful, according to the working sessions between ICBF, MEN and the consultant involved.
- To achieve a proper linkage of FF with purchasing processes of the SFP and other food programmes, it is necessary to formulate national policies that foster technical, economic and social guidance.
- It is necessary that the State creates and promotes a policy of more effective rural cooperatives in response to the immense problems in the lack of unionization and management, as well as poverty experienced by small-scale farmers and that these policies are implemented more comprehensively and coordinated with other instances, such as the SFP.
- It is necessary that the new scheme of technical assistance currently being implemented in the country is assessed, more support is needed not only through access to credit for small-scale producers, but also through a strong programme of technical assistance which allows them to be much more competitive in terms of labour and technologies.
- A radical reform is needed of Colombian agrarian policy that is complementary to other social programmes, such as school feeding.

¹⁶⁵ Studies developed by Colombian universities, such as that of Professor Jaime Forero Alvarez of the Javeriana University in 2003.

¹⁶⁶ such as those of local authorities (municipalities), e.g. community kitchens that benefit the poor (SISBEN1 and 2).

El Salvador

Conclusions

- School Feeding in El Salvador is not backed by a specific law to ensure its sustainability and future development.
- The LACAP is still not sufficiently user-friendly for micro and small suppliers to the state.
- The process of purchasing from FF producers is just beginning, their offer is still nascent and there is little experience in marketing with a business mind-set among producers. However, the time is right to encourage local purchases, as the national agricultural development policy promoted by the MAG supports these efforts and there are important cooperation agencies (FAO, WFP, IFAD) in the sector that are driving the productive and commercial chains approach with FF producer organizations.
- In view of the good will and an annual budget in the MINED for food purchases and orientation of the FFP to strengthen the supply capacity of small producers, it is concluded that there are institutional conditions conducive to linking FF producers with the PASE.
- Although the purchase mechanisms of the MINED/ PASE are effective at the central level, there are not yet mechanisms in place to purchase food through schools.
- To extend the local development potential that local food purchases from producers of other types of agricultural products would bring, it is necessary to explore the ability of the PASE to incorporate within its menu food that is produced and preferred locally, including fresh and nutritious produce such as vegetables, eggs and dairy.
- It is necessary to identify producers with more experience and insight into the informal market and greater ability to take risks, to increase their investment in producing surpluses to sell to local educational centres.
- There are still major challenges that prevent the access of micro and small suppliers, including FF, to public purchases under the LACAP scheme.
- The country does not have a municipal decentralization with adequate funding that could help. Local purchases must be established from the base, it is necessary to look for best practices, establish guidelines and regulations, train, supervise and monitor the implementation. El Salvador needs to hear the experiences of other countries.
- From the start, the involvement of institutions that are already playing a key role in the purchasing process or in supporting FF producers will be required.
- Two windows of opportunity have been identified for purchases from FF: centralized purchase of basic grains, starting with beans for which an agreement between MAG and MINED has already been signed; and local purchases by Educational Centres of fruits and vegetables.

Purchase of basic grains

Research results show a consensus regarding the approach to these purchases with respect to:

- If purchases are made directly by the MINED, start to make purchases at the departmental or municipal level. This would simplify compliance with the requirements of the LACAP, allowing providers to define a department or municipality and encouraging competition between similar organizations. The produce would be sent directly from the fields to the school and the students' snack would be fresher, less handled, delivery would be more direct, there would be less expense and less time spent on paperwork.
- Areas with the greatest supply of beans are: (1) Ahuachapán (organizations San Marcos, El Garucho, Turin and San Lorenzo) with schools in the municipalities of Atiquizaya, San Lorenzo, Chalchuapa and the city of Santa Ana. (2) San Vicente with organizations ACAAS, ACALESE, which cover the municipalities of San Sebastián, San Lorenzo, San Esteban Catarina, Santo Domingo and Apastepeque. To a lesser extent: (3) Usulután with the organization Tabudos, covering the towns of Santa Elena and Usulután. (4) Sonsonate with the association of Izalcalu, covering the municipalities of Caluco, Izalco and Armenia. (5) La Libertad with the organization San Francisco in San Juan Opico, also covering the municipalities of Ciudad Arce and Quezaltepeque. (6) San Miguel with the organization La Esperanza.
- The purchase of corn would be in the form of enriched flour for which it is proposed to use a strengthened seed with more easily absorbed protein, although there is no other market for the grain and it has a poorer performance. It is warned that it would be appropriate to assess the cost-effectiveness of this option compared to enriched flours from other seeds. The possibilities open to producers to provide the flour are: that the collection centres outsource to flour companies to make the flour, to purchase flour from companies that purchase corn from FF (a similar arrangement to the Glass of Milk), or purchase the equipment so that one organization can operate as the mill for all the others. In this regard, the FAO is conducting a feasibility study to establish a processing plant for flour and derived corn products.

Purchases from FF producers at the level of the educational centre

- Supply: In the departments of Cuscatlan and Sonsonate there are producers organized at the premarket level that can supply some products to multiple school centres. Technical advisers of the FAO Sub-Programme Food Production and Income Generation identified some areas in which the production of fruits and vegetables by subsistence farmers is more developed. These are Guatajiagua and New Granada in Morazán; Arcatao and Nombre de Jesús in Chalatenango. The Technical Secretariat of the Presidency, in the Progress Territories Programme has identified the supply of basic grains and other foods in the territory of Jaquilsco, which covers 6 municipalities.
- Demand: the PASE is ready to start purchasing pilots for schools in 2013, provided that a sustained supply of food is guaranteed, so that the school snack is not put at risk. This will require the cooperation of institutions, international organizations and NGOs with mandates to provide technical support to farmers and rural businesses, technical support from sector institutions with nutritionists to identify food preferences and propose menus, business administrators to calculate their cost and plan the demand of food to be purchased; to train staff from the educational centres and producers in administrative and accounting processes and food technologists to provide training on standards of quality, hygiene and safety from farm to fork.
- Key for success: it is necessary to identify producers with more experience and insight into the informal market and greater ability to take risks, to increase their investment in producing surpluses to sell to their local education centres.

Recommendations

- Support the formation of a school feeding law that: a) contributes to providing conditions for learning and staying in school, b) functions as a social protection instrument, c) contributes to the FNS of Salvadoran children d) contributes to local development through purchases from FF for school feeding, allowing a more flexible regime for purchases from micro and small suppliers of FF.
- Support LACAP reform processes to reduce barriers to the participation of micro and small suppliers.
- Initiate pilot projects for local purchases from FF for school feeding and systematize experiences to establish standards, procedures and systems that can be institutionalized. The design proposes to take into account the following elements: Institutional Framework for purchases from FF:
- Involve key institutions whose functions impact on local purchases: MINED, Ministry of Finance, MAG, Ministry of Economy, CONAMYPE, MINSAL, BFA, CONASAN.

Purchases for education centres:

- Decentralizing the school feeding budget to support the planning of the budget for local purchases.
- Establish clear guidelines regarding the procurement process, financial management, technical support, control of resources allocated to the education centres and how to report on SF and local purchases.
- Include in the pilot education centres, among future investments, the building of kitchen counters and cupboards and the purchase of refrigerators; meanwhile, its food procurement contracts should ensure frequent deliveries.

Quality and safety regulations:

- Identify the quality standards required in food establishments inspected by the Ministry of Health to ensure that these are the minimum accepted by the educational centres in their purchases.
- Develop a guide for each food purchased from FF setting out the characteristics that define the quality that should be checked for by the person accepting purchases.
- Organize training on quality and processes for maintaining the safety of products to be bought for SF, for directors, teachers responsible for SF, agricultural extension workers and farmers that are leaders of groups wishing to become suppliers.
- Strengthen the knowledge of the SF cooks regarding food quality, hygiene and safety for food handling and train them in how to prepare the new menus.

Cost control:

- Identify at the local level, in collaboration with nutritionists and agricultural extension workers, local food producers to integrate into the SF menu, with the lowest production costs, in order to maintain the per serving cost of the snack.
- Train farmers on how to maintain control over production costs using best agricultural and manufacturing practices that improve the soil and reduce the risk of pests and the need to use more chemicals. This will also ensure the health of children receiving SF.

New food basket for the PASE:

- Hold workshops on food preferences to define the food basket of the pilot schools, with separate focus groups of children, teachers and parents, to identify meals, types of food and opinions on nutrition.
- Define new menus that meet the nutritional requirements of the PASE and maintain the cost per serving.
- Use these menus as a basis for estimating demand for purchases of family farming crops and the budget for the local purchases of the pilot schools.

Requirements for training and technical assistance for small-scale farmers:

- Good agricultural practices: production staggered throughout the year, reduced pesticide use, application of economies of scale to reduce costs, calculate production costs to establish selling prices.
- Quality and Safety: practices to ensure the maintenance of the quality and hygiene of the product from handling during harvesting, transport, packaging and delivery to the buyer.
- Prices, value chain and markets: live the experience of selling their products in local, municipal and regional markets to help them negotiate prices and accept prices that reduce the risks of rises and falls in the market.
- Legalization process: to sell in formal markets: Obtaining DUI (unique identity card), NIT (tax identification number) and VAT registration.

Credit for working capital:

- Support small producers through the Development Bank and other agricultural micro financiers, so that the producers' purchase contracts can serve as collateral for loans to cover the production to be sold, including insurance against losses caused by climate-related disasters.
- That the FAO Regional Office support the PASE in performing the pilot of local purchases to define an appropriate model for the country, which facilitates its scaling to the national level and provides El Salvador with information from other countries on the establishment of local purchases for SF.

Guatemala

Conclusions

- The SFP is in a process of change in which it has already published several ministerial agreements that strengthen the institutional framework, operationalization and decentralization of financial resources.
- According to the different laws that support the SFP, there exists the advantage of the decentralization of financial resources that strengthen local purchases for school feeding and which therefore also favour the procurement of local food.
- The situation of FF in the country is in the process of being defined as such, with the identification of who it is that makes up this group of farmers, and searching for strategies to strengthen them, so that they can market their products locally.
- Among the products that FF can provide to the SFP, according to the basic food basket for school feeding (CBAE) are: eggs, milk, herbs, vegetables, fruits. Other foods like rice, sugar, oil and corn flour, are difficult to provide, as they must go through sophisticated processes of storage and final packaging.
- School feeding in Guatemala has legal bases that support its proper functioning, such as the latest governmental agreements that describe the regulation of transfers to POs. These documents are important for the organization of the programme.

Recommendations

- Issue a bill or draft a policy to include the union between the MINED, MAGA, SAT, MINFIN, MINECO and the Comptroller General, as the main stakeholders. The ministerial agreements would be the first step to start planning the strategy of purchases from FF for school feeding.
- Develop a legal and technical document defining the SFP as a priority programme for the state, to help reduce school dropout and nutritional deficiency, as an important point for Government strategies.
- Change or update processes relating to the SFP according to the context of each region of the country, however, some of the established processes are being implemented, so a strategy would need to be developed that includes what is already legalized and from there reorganize the programme.
- It is necessary to establish a monitoring and evaluation programme for the SFP, which must be undertaken by local stakeholders, in order to integrate them into active participation in their community and in this way make the most of their organization and leadership. Training of these groups is vital and some members of civil society must also exist that can act as counterparts for the evaluation and monitoring of the SFP. This activity would be under the responsibility of DIGEFOCE.
- Regarding FF, there are recent documents that already contextualize the concept. The PAFFEC contemplates the issue in such a way as to make further progress in the localities. Also, the Triangle of Dignity is a valuable document that describes processes and how to support FF and improve its economy. Therefore it is necessary to further define and describe the family farmer within a legal context so that they can take the different opportunities which present themselves, and which, because of the lack of these legal frameworks are on many occasions lost preventing their entrance in the local economy.
- It is necessary to identify facilities such as providing technical assistance on registration in the SAT, the marketing and sale of food, so that family farmers can obtain relevant advice on the tendering processes and organization in cooperatives or associations, which permit them to sell legally.
- One concern for the implementation of direct purchases from FF for school feeding, is the corruption that can take place at different levels (from the Ministry to the school and community), for this it is necessary to have a team external to MAGA and MINED, so that they can establish the various working guidelines and oversight of the process, defining minimum critical factors that must be monitored, such as price, quantity and quality of food, presentation of legal documents. When talking about the amount, it must be appropriate to the demand of the educational establishment.
- Among the different strategies that should be considered is the coordination with the private sector, since in some regions they can legally facilitate local purchases. Many of them already have an organized structure that can be put to use for the implementation of the strategy, provided that cultural relevance is respected and the products can be obtained from the community itself, also, this framework can be implemented as a strategy for strengthening purchases from FF.

EXAMPLE OF RECOMMENDED STRATEGY TO INITIATE A PILOT PROJECT OF PURCHASES FOR SCHOOL FEEDING FROM FF

Strategy of local collection for school feeding:

- First there must be coordination between the ministries responsible for the issue: MINEDUC and MAGA, in order to define the functions of each of them. Other ministries involved are: MINFIN, MINECO and the SAT.

The principal components of this strategy are defined below:

- Local collector: the collector must be a person who is registered in the SAT. If in the locality there is no one already registered, someone willing to register himself /herself would need to be sought. It must be one person only who collects the food as it would be difficult, owing to the amount of food that each farmer would provide, to issue receipts for small amounts, and would imply greater spending for the provision of the food.
- The local collector would have to organize other farmers that produce food for the school. At least one farmer must be identified for each different food. Foods that can be provided by the local collector of the CBAE are: milk (only taking place under strict controls of quality assurance and hygiene), eggs, vegetables, herbs, fruits.¹⁶⁷
- The role of ministries in the process of purchases and setting standards: MINECO is responsible for setting “ceiling” prices according to the consumer price index (CPI) by region.
- An approximate percentage of inputs for school feeding to be purchased from the local collection agent must be defined, for example, 25% of the total foods of the CBAE (which, as already mentioned, can be milk, eggs, vegetables, fruits, herbs) and the other 75% can be purchased in shops or grocery stalls in the locality.
- The MINED, in coordination with the MAGA should produce a common agenda for food production according to the demand of the SFP. It is necessary that the MAGA guides the local collection agent so that they can provide the quantity and quality required by school feeding.
- Strategy organization: the local collection agent must be identified by the MINEDUC and must organize producers and local farmers so that each provides a different food of those mentioned above. There must be an agreement between them and set collection mechanisms so that only the local collection agent is in contact with the school. A local collection agent can provide more than one school, depending on its demand.
- A Rural Development Bank (BANRURAL) is indispensable so that the processing of tax payments is accessible, as it is the Bank that focuses state funds, the POs have better access to payment of the provider and the provider can also easily carry out all the necessary procedures related with payment.

¹⁶⁷ Foods like rice, cornmeal, sugar and SFBFB oil cannot be purchased from family farmers, as they must go through other processes from harvest to final product (eg, rice must be processed before packaging; sugar in Guatemala is processed by private companies, and is fortified with vitamin A; cornmeal and oil also require a specialized packaging process.

Honduras

Conclusions

- The School Feeding Programme has evolved positively and successfully in Honduras for 14 years, creating a wealth of experience in the institutions that are involved in the process, namely the Ministry of Education, the Ministry of the Presidency and, in particular, the newly created Ministry of Social Development; in the direct management of local milk purchases by municipalities, benefiting hundreds of small livestock farmers.
- It has been found that the Ministry of Health and the Ministry of Agriculture and Livestock have a real interest in contributing much more to the system. Therefore, it is considered that the country has adequate institutions to implement pilot projects of local purchases, with focus on small and medium family producers.
- Although it is necessary to make amendments to existing legislation or to create new legal instruments to facilitate local purchases, the time is right, considering the national, institutional and political context, for implementing such social, productive and economic initiatives.
- There is a significant demand from the PES, which has an initial budget, as there is a current supply and a potential supply of varied foods produced by disperse family farmers nationwide (just like the education centres), in conditions of poverty and extreme poverty, hoping to receive support to revive their economies.
- The Ministry of Social Development is initiating a pilot project to incorporate other foods in the school snack, favouring small and medium producers through direct public purchases. This project intends to explore all the factors or elements of evidence to establish, strengthen and consolidate links between PME and FF in Honduras.

Recommendations

Institutional framework for local food purchases for the benefit of FF

- Given the extensive experience and good results obtained by the existing institutional framework, mainly the Ministry of Education and the SDS, it is recommended to continue with these institutions, under the coordination of the SDS, with the support of multilateral organizations related to the fields of food and nutrition and the agricultural sector, such as FAO and WFP, and it is also recommended to involve the IICA.
- It is important to have the real and effective commitment of the Secretariat of Health (SS) and the SAG, which have an important role in addressing these types of processes, especially when they involve the economic and social well-being of thousands of children, thousands of small and medium farmers, food and nutrition security and, therefore the health of both sectors.
- Due to its vast experience in working with small farmers, agribusiness development and the promotion of rural banks, it is recommended to involve FUNDER in identifying and developing suppliers for the PME from FF.
- Capture the real and effective commitment of other institutions, public, private, civil society and international cooperation, to taking actions which are complementary to the Healthy Schools Programme: the development of school infrastructure, FNS training, among others.
- Coordinate the actions of the technical staff which the SDS, Education and the WFP maintain in the field, as with several promoters, supervisors and monitors in one location, they could be tripling efforts; Rather, it is recommended that efforts are made in a complementary and synergistic way, for which a reengineering of operational functions should be implemented.
- Involve the academic sector in the field of agriculture, such as the National Autonomous University of Honduras, the National University of Agriculture, Zamorano University, as well as agricultural research institutions such as FHIA.

Legal and regulatory framework for linking school feeding with FF

- The SDS, and the Secretariat of the Presidency have always enjoyed full support from the House of Government and the President of the Republic. However, an initiative of this magnitude cannot be ventured, based purely on the political situation, and it is therefore recommended to establish a framework law for the PME in Honduras, which includes and strengthens all the current regulations and promotes the sustainability of the processes.
 - Given that existing public procurement legislation does not facilitate local purchases from small-scale farmers, it is recommended that the necessary reforms are made to benefit this economically depressed sector in Honduras.
1. Purchase of basic grains
 - Being that non-perishable foods are already purchased through WFP, the procurement procedures, storage and distribution would follow the normal steps, but focusing supplies at the municipal level is recommended. The PES could venture into buying grains in those localities where for budgetary reasons or for economies of scale, they are not served by the WFP.
 2. Purchases of complementary foods
 - In the implementation of the pilot project of local purchases, decentralize the budget through transfers to municipalities, and support them in planning the budget for purchases based on the new menus; and also throughout the entire process of purchases, payment, storage distribution, monitoring and evaluation.
 - As part of this project agreements or contracts should be established with municipalities, which should be subjected to a programme of education, training and skills development, in administrative, managerial, technical, operational and socioeconomic aspects, and certainly in FNS.
 - Identify new menus that incorporate locally preferred and produced products that improve the nutritional status of the PES and maintain the cost per serving.
 - With support from the ONCAE, set clear guidelines in the PES regarding the identification of suppliers, quality standards and procurement procedures for the buying process, payments and financial reports, as well as for technical support and supervision of the use of the PES resources by municipalities and schools.
 - Being perishable (fruits and vegetables) and highly perishable goods (meat and milk), systems should be developed and strengthened for the collection, storage and refrigeration networks which can ensure the nutritional quality of food, not only in terms of FF, but also in public schools.

4. Cost control

- With local purchases the cost of products is lower, but also allows FFs to obtain better prices than usual because a direct relationship is established between supply and demand, without intermediaries that reduce the producer's profit margins. Therefore it is recommended, at all times, to make direct purchases from producers with fair prices, but at the same time maintaining an efficient benefit/cost relationship for the PES.
- In keeping with the above, it is recommended that the SAG provide the necessary technical assistance to the supplying farmers of the PME, to improve their production technologies and their yields, which can reduce their production costs and in turn offer more competitive, profit generating prices and, therefore, lower costs for the PES. Supervisors, instructors or promoters of the PME could contribute to this, through processes of socialization and awareness of strategies with farmers.

Expansion of the School Snack menu

- Hiring of professional nutritionists to define the menus of the pilot schools, according to the customs of the different communities.
- Use these menus as a basis for estimating demand for purchases from family farming and the budget that the PES should decentralize in the municipalities.
- Conduct studies and research to incorporate supplementary foods and foods of high nutritional content, such as moringa, which is a multifunctional and nutritious plant promoted by the SAG precisely for nutritional purposes, especially in areas with greater presence of and vulnerability to undernutrition. Organization and development of skills in the small producer
- A key factor for the implementation and sustainability of local purchases from small-scale farmers is the degree of association that they have or manage to achieve, as suppliers of the PES. It is therefore recommended to work hard not only in the organization of producers, but to create a culture of associativity, developing management skills, agribusiness attitudes, and a market approach and strengthen these organizations so they can have access to production, processing and marketing technologies.
- In regard to the technical production aspect, farmers should be trained in good agricultural practices (GAP), good manufacturing practices (GMP), staggered production, food quality and safety, use of economies of scale as a method for reducing costs, organic production, among others.
- Facilitate for family farmers the ability to generate added value for their products and provide them with the necessary requirements for marketing through formal market channels.

Funding for developing agricultural production.

- Credit is an essential factor for reviving the agricultural production of FF, and it is therefore recommended to manage funding models within the state bank, competitiveness projects and external cooperation agencies, specifically and exclusively for the farmers which supply the PES.
- The model of rural banks, which has been implemented in Honduras with great success for several years, represents funding opportunities for FF, and it is therefore recommended to encourage the development of this model and replicate it in the areas of the family farmers who supply the PES. FUNDER would be a strategic partner in this initiative.
- One of the main obstacles or constraints for FFs to access funding from private banks, is precisely the market uncertainty, which threatens the revenue and profitability of any agricultural business. The Programa Merienda Escolar (School Snack Programme) of the PES ensures a secure market, with fixed prices, technical assistance and training for farmers, with which credit can be sought with the bank. For this, the state can encourage the creation of special financing programmes related to the PES within private banks, through a trust.

Nicaragua

Conclusions

- The Comprehensive School Nutrition Programme (PINE) began in 1998 with the provision of a biscuit and cereal to the most vulnerable primary school children, as a donation from the WFP. Throughout these years the government has continued this initiative and it is now maintained with mainly government funds. Furthermore, it is now universal, attending all children between 3 and 16 years who are in the education system, from preschool through to sixth grade of multigrade and regular primary education.
- During these years, the PINE has gained experience in the operation of the programme and the necessary coordination with the institutions involved with FNS, as well as potential donor organizations.
- The WFP has carried out pilot purchases from family farmers of food delivered in school feeding, such as corn, rice and beans, but the lack of quality and price competitiveness in the international market are challenges that remain to be overcome.
- Through the association of producers and governmental and non-governmental institutions, training is provided on management, organization, marketing and business skills; also, access to credit support is facilitated for investment in technology, post harvest storage infrastructure and means of transport.
- Although there is a SFP, there is no specific school feeding law, although there are many documents that mention the strategic position of the PINE. School feeding is a governmental programme and not a state policy; this limits the development of actions/initiatives by the PINE; for example, linkage with small producers for local purchases.
- There is a lack of strategies for implementing a SFP articulated with farmers. The Government and the ministries involved (MAG, and now the MECCFA MINED) have not created the conditions for the implementation of a SFP that purchases directly from small producers.
- To date, there are no policies, strategies and intersectoral coordination mechanisms aimed at the direct linkage of school feeding with small scale agricultural production.

Recommendations

- Social policies are government priority. The national development model supports FNS policy, through the importance of programmes for the development of the whole community, through its connection with local agricultural production; given these conditions it is recommended to develop actions that favour the articulation of FF with school feeding.
- Interinstitutional coordination of governmental and non-governmental organizations working in the agricultural sector for the development of family farmers at the local level is necessary for the formation of a strategy for the inclusion of the sector in school feeding, as major providers and suppliers.
- It is very important that the strategy takes up the experience of the WFP P4P project as a basis for the technical part of the producer selection process and food quality.
- It is necessary to promote and study the models proposed by other agencies, such as PESA FAO, which considers a very complete structure within the whole chain of the overall process and many specific processes in the agricultural part: organization, mechanization, postharvest, marketing, and others.
- An approach should be established between the main ministries involved in the issue: MINED, MAG and MEFCCA; the role played by the MEFCCA is relevant for launching the process of local purchases from family farmers.
- To be able to talk about the actual purchasing capacities, a characterization is needed of family farmers at regional, departmental and municipal levels, assessing their production, storage and marketing capacity, in order to implement the initiative.

Legal and regulatory framework to link school feeding with FF

- The current Public Procurement Law does not facilitate local purchases from small local farmers, so it is recommended to make the necessary reforms, establishing legal mechanisms that allow the State to purchase food from producers at local, municipal or departmental level.
- This can lead to the relaxation of the main requirements of the current law, such as guarantees, payment periods and the establishment of product requirements, without reducing standards for food quality and safety.

Mechanism for local purchases

- The mechanism should facilitate a number of elements which allow purchases to be made from family farmers, without ignoring the existing law on procurement of goods and services, but rather simplifying and decentralizing the requirements and procedures.
- Establish the necessary links with municipal governments to gain their commitment to school feeding.
- Decentralization of the necessary budget to municipalities through transfers that include food purchases and all the areas of support for the process, such as planning, quality control, monitoring and training.
- Studies of potential suppliers, their products, production periods and food costs, to improve the school feeding menu and budget planning at local level.
- Transfer knowledge of acquisition and planning of school feeding from the central level to municipalities in administrative issues, quality control and monitoring in order to ensure quality standards throughout the process.

Cost regulation

- The process of local purchases facilitates a direct relationship between producers and school feeding, allowing producers to obtain bigger profits, given the absence of intermediaries, while at the same time potentiating resources for food purchases; in this context, it is recommended that institutions orientate activities in the sense of improving the mechanisation of producers to increase their performance and product quality, but also raise the farmers' awareness of the social work in which they would be involved, the sustainability of prices would play a big role. Those that sell should fulfil sustainability requirements and logistics in timeliness and form depending on the delivery programme, whose frequency will depend on the type of products involved.

Diversification of food for school feeding

- The decentralization of purchases for school feeding at the municipal level, would facilitate the recognition of other locally produced items which could be included in the menus, this would lead to the involvement of the MINSA with its nutritionists for the nutritional assessment and balancing of each menu. It is the children who stand to benefit most from this, as they will receive food with more nutritional value.
- There must be training in nutrition at various levels, both municipal and in each of the schools through the SFC.
- Eventually, recognizing the diversity of local production will lead to a better diversification of production, establishing the demand for products that are not produced locally.

Legalization of land

- The necessary efforts should be made to implement a process of legalization of land; this is a premise to ensure that farmers are able to access funding.

Development of family farmers

- A consistent strategy must be developed so that farmers can add value to their production, through the implementation of standards for handling, storage and processing which allow them to obtain better returns for their produce.
- Although there are thousands of small-scale farmers in Nicaragua, they are not accustomed to unionize, since currently they do not visualize the benefits of this process, so it does not have the strength of the sector in terms of associativity, mainly because there is no assurance of the performance of production in terms of marketing. There may be a government commitment to ensure the economic realization of production, maintaining their prices through fair trade.

Funding for family farmers

- Currently, the Government is promoting a series of programmes that promote obtaining financial resources by family farmers, this policy should be strengthened and intensified at the national level, since small producers play a critical role both in the national economy and the school feeding in the context of local purchases.

Paraguay

Conclusions

- Food procurement processes for the nutritional supplement, milk and milk-bread, and the distribution of pilot school lunches in special schools and schools in vulnerable areas of the capital, and those made by the DIBEN to “soup kitchens” in the experience of comprehensive schools in San Pedro, are conducted under the regulations of the Public Procurement Act, which allocates supplies to duly registered supplier companies which meet all the formalization requirements demanded by law.
- The food that is almost universally supplied is the Glass of Milk accompanied by milk-bread, crackers or biscuits. In recent specific school lunch experiences, the menu is composed of prepared meals (a main dish, salad, and fruit or natural juice) according to the technical specifications of the tender for Asuncion; the meals correspond to a diet that is culturally acceptable for Paraguayans. Although many of the products used for the preparation of the menu come from the production of FFs, there are no direct links with this sector, with the exception of the known case of San Pedro. The schools do not have the infrastructure or equipment for the production and distribution of food nor is this considered in the budget.
- The control procedure of the school lunch is the responsibility of the educational institution and the departmental Government which distributes it; while for the control of the school lunch in the capital, in addition to the school, there are competent bodies established by national regulations with procedures determined by the technical specifications and terms and conditions of the tendering process. The other specific experiences of school lunches are basically controlled by the parents and teachers involved in carrying them out. Social participation in these programmes is still in its infancy, with the School Co-operators' Association (a parent organization) being a form of organization recognized by MEC and with great potential for involvement. Monitoring and evaluation mechanisms are still absent in the programmes.

Opportunities for purchasing from family farming

- In recent years there has been increasing institutional support for FF: there are several public institutions responsible for addressing the sector, led by the MAG as the leading institution in the areas of technical assistance, investment, credit, seeds, organization, settlements, etc.; There are also interinstitutional and intersectoral coordination initiatives underway; but when it comes to national or local purchases from FF, strategies are still very incipient.
- The debate regarding local purchases is still incipient in the public sector. However, in recent years there has been a significant effort to formalize many family farmer organizations. This effort has produced positive results and organizations have significant production potential for expanding the market share. Although local purchases was not its original purpose, The Rural Paraguay Project has formalized around 300 organizations of small farmers which constitute a potential for this purpose, as well as other efforts by the MAG in the same direction. A draft decree has begun to be debated, to encourage procurement from formalized small farmers. In addition, two studies are being conducted on the potential of local governments and regulations that will help to find alternatives in this regard.
- The MAG as the sector's governing and regulatory body has instruments for the definition of FF as well as specific programmes and registration systems for FF. The MAG also has a structure for attention at all levels of government: central, provincial and district levels which allows it to reach family farmers. Nonetheless, the RENAF is in a process of being improved and updated. The Food Production Development Programme is very recent.
- Although national and sectoral public policies include among their objectives, goals and strategies for the promotion of FF and food security, they have not proposed strategies or options for linking FF with school feeding.
- FF production is greatly diversified. FF is responsible for 33% of agricultural production in the county's most important agricultural products: five traditional foodstuffs, ten vegetables and ten varieties of fruits are preferably produced by this sector. However, as there are no extended school lunch programmes nor programmes of local or national purchases from FF and no study of food demand, it is difficult to know the actual capacity of FF. Currently there is no information available on the demand for school feeding regarding the school lunch; experiences of school lunches in the country are isolated and very new. Within the framework of the FAO project studies are being conducted on the supply and demand of SF, focused on three districts.
- An important distinction between the productive capacity of the different strata or subgroups of FF is observed in terms of land area, access to credit and technical assistance, production and storage technologies, differences at the organizational level and linkage to markets. There is a major subgroup with precarious conditions for the development of production, while a minority subgroup is organized into associations or cooperatives with better capacities for the development of production.
- There are a variety of programmes that support FF in the areas of technical assistance, credit lines, investment, services, etc., but the weakness of the productive conditions of the most part of family farmers indicates a problem with the effectiveness of public programmes.
- The possibility of allowing purchases from family farmers without the obligation of public tender exists, but only in exceptional cases, for example in a state of emergency. However, even this does not exempt FF from formalization requirements. The legal framework for public procurement is very rigid and focused on the participation of large suppliers. The mechanisms and level of requirements currently in place for the purchase of food by state institutions are too complex for the level of preparation and organization found in most FF organizations, although many have a lot of potential in this regard.
- There are no experiences of local and national public procurement from FF in the country, although there are institutional niches for government purchases of food and some programmes that could be promoted at the local level, such as the school lunch. There are cooperatives and associations that have been formed and have potential to expand their market share.
- Currently the country has no official programmes linking school feeding with FF. The experience of the “Soup kitchens” of comprehensive schools in San Pedro, are a first incipient form of linkage between the school lunch and FF, however, it lacks sustainability, as the contribution of small producers is not covered in the budget. However, there is a great opportunity to link SF with FF, since in the eastern region, which concentrates 92% of the population and almost all of the schools, a variety of agricultural products are produced that are components of the usual family diet.

Recommendations

- In the framework of the Nutritional Supplement Programme and in accordance with the laws that govern it, gradually expand the school lunch, developing in the meantime better regulation if required.
- In addition to the institutional responsibilities of the MEC and the departmental governments, promote a strong involvement of municipal governments, as established in the Nutritional Supplement Law.
- Given the rigidity of the rules and processes of public procurement, review the legal framework and legal alternatives for the nutritional supplement with regards to the implementation of the two programmes: the school snack and the school lunch, as well as the acquisition of food from FF. This should also include the possibility that milk for the school snack be provided by FF if possible.
- Considering that educational institutions are not prepared to implement the school lunch neither physically nor in terms of equipment nor human resources, conduct a economic budget study of the costs to propose a gradual incorporation of these needs within the education budget.
- Knowing the will and responsibility of parents to educate their children and considering the legal recognition by the MEC of CSF, promote their active social participation in the development of school feeding programmes to ensure transparency.

Opportunities for purchasing from family farming

- Considering the presence of several public institutions whose strategies are aimed at small farmers, set up permanent interinstitutional and intersectoral coordination to implement an integrated system of interventions in FF, characterized by the comprehensiveness and complementarity of actions.
- Continue the discussion on the importance of FF and the potential for public procurement, as well as promoting programmes that contribute to the strengthening of organizations of small producers and their conditions for production and marketing.
- Review the MAG's management structure and services for the development of a more targeted and efficient attention for small farmers, with positive discrimination through programmes that target youth and women.
- Propose a strategy for linking school feeding with FF through the design and implementation of a programme for local purchases to be developed gradually, with the participation of the three levels of government.
- Conduct a study on the demand for food for school feeding nationally and by region or department, to ascertain the production capacity and supply of produce from FF.
- Consolidate the organization and productive capacity of groups that already have potential to be linked to a local purchases programme, and promote actions that strengthen and integrate groups that are in the process of expanding their possibilities and entering the market.
- Establish mechanisms to monitor and evaluate programmes that are implemented and which will be implemented to support FF, as well as regarding the linkage and development of the school lunch.
- Develop a set of regulations that protect and facilitate the development of school feeding linked to FF through local purchases.
- While all these actions and policy measures are being developed, immediately promote the local pilots with the greatest potential to gain experience and consolidate the programme procedurally.
- Integrate all efforts in linking school feeding and boosting FF. The challenge for public policy will be to harmonize both realities, making the most of the opportunities offered by school feeding as an exercise of rights, improvement of the quality of education and as a demand for food produce, to boost productivity and improve the socioeconomic conditions of family farmers, which in turn have the strengths of having a diversified food production, being present in most localities and producing food consistent with culturally healthy habits. The challenge will be the harmonization of the institutional structures for policy management at the different government levels: central, provincial and municipal, together with the involvement of producer organizations and the social participation of communities.

Perú

Conclusions

- As of the 31st of May, 2012, Peru's main school feeding programme is the PNAE QaliWarma, which intends to provide a quality food service to children in the initial (from 3 years old) and primary levels of public educational institutions throughout the country. It intends to provide rich, varied and nutritious foods in order to improve attention in class, attendance and retention. Its objectives are: to ensure the food service for every school day of the year for the programme's beneficiaries, according to their characteristics and the areas where they live; to help improve attention in classes of the programme's beneficiaries, favouring their attendance and retention, and promoting better eating habits among the programme's beneficiaries. The creation and method of operation of the SFP QaliWarma marks a radical change to the centralized and bureaucratic scheme that had been operating previously.
- The co-management model established by the QaliWarma programme strengthens the option of a decentralized, participatory management and reinforces possibilities for linking school feeding with family farming or small farmers, through the choice of local purchases as a means of supplying the QaliWarma programme.
- Through the QaliWarma Programme purchases from small producers are promoted, by considering within the purchase processes additional points for providers who demonstrate that they are associated with small producers.
- Initiatives have been developed to promote the association of small-scale farmers, but one of the preferred forms are cooperatives. In this sense, the Congress of the Republic with a clear political will, is preparing the new law of cooperatives that should promote rural cooperatives, allowing the association of small producers, while resolving some tax based problems generated by the current law, such as tax liabilities between the member and their cooperative and vice versa, resulting in double taxation, making the issue of cooperative association unattractive.
- Initiatives from the agriculture sector and other sectors of the state aimed at promoting policies, strategies and definite plans for the development of small-scale farmers, are weak and they need to be reinforced. Local purchases, associativity, property formalization and the improvement of skills and technology are crucial elements and, if they are properly articulated, may be important driving factors for the rural economy and the basis for getting out of poverty.
- There are provisions for the accreditation of micro or small business through the Ministry of Agriculture, however, as this is not accompanied by an information campaign, training, support and technical assistance, the process of constituting these forms of business is very slow. One of the obstacles is to formalize the fact that approximately 23% of small-scale farmers, mostly in extreme poverty and illiterate (13%) or have low levels of education, do not have legal land ownership.
- Lack of legal definition of the small or family farmer is a major constraint; There are initiatives of the Ministry of Finance, but these still consider the minimum number of hectares possessed for this definition and for the accreditation of micro or small business that is obtained by a certificate issued by the Regional Department of Agriculture, which would enable them to sell to the State. However, if these provisions are not accompanied by support, training and accompaniment they constitute a further hindrance for small farmers.
- The productive capacity of smallholder agriculture is still has significant room for growth in terms of production and productivity, and therefore no supply problems can be foreseen, even with the growing demand of the School Feeding Programme and other social programmes in the context of local purchases; the most demanded products are potatoes, rice, sugar, dairy products, wheat and pulses. According to the agro-ecological zones of the country, it is clear that the Quechua area is that with the greatest potential, as it has a greater variety of products, coincidentally it is the area which concentrates the highest proportion of poor family farmers; followed in order of productive importance the coast, the high forest, the lowland forest and the high Quechua area. Regarding yields (tonnes of product per hectare), the FAO statistics for 2005 indicate that with the exception of rice, the productivity of major Peruvian crops is lower than that of other countries in the region, which reflects that it is possible to increase the production yield relative to the productive area.
- Small-scale agriculture or FF is based on traditional knowledge and culture and has no access to environmentally friendly technologies (such as drip irrigation, sprinkler irrigation, organic farming, biological control), to tools and infrastructure that together could mean a significant increase in production and productivity. Similarly, the production of family farmers is characterized as having low added value, mainly due to the lack of training in post harvest management and processing, and also because the domestic market is not very stringent with regard to the quality and safety of products.
- Climate changes, especially frosts, affect family farmers every year; crops are lost and animals die. In this regard, the government through Agro Rural Agro has made significant investments in reforestation, planting wind breaks, building sheds to protect camelids (alpacas and llamas) and sheep from frosts and taking feed to livestock during snowy weather, but the effort is not enough to meet the protection needs of the farmer. Prices increase as a result of shortages due to large losses of produce.
- Marketing capabilities are deficient in Peru; the agricultural market is characterized by the large number of intermediaries in the marketing process, who have greater bargaining power because of their access to information, the volumes traded on the market and their economic capacity to finance small producers with informal credits in exchange for promising their production.
- The country's most remote areas have little access to product and input markets, which limits their possibilities for development, even for collectors, bargaining power is minimal, not only because of the low production, but also due to the lack of organization and standardization of their products. There is also lack of market information to producers, causing over supply in relation to the real demand for some products and therefore depressed prices, this leads to informal trade and a climate of distrust.
- Marketing infrastructure is very poor. There is no system of wholesale markets that allow better price setting; also collection centres do not perform their role as supply accumulators, due to the mistrust between producers.
- There is a substantial problem regarding access to highways and transportation methods for producers to be able to transport their products to market or to a collection centre, because of the considerable distances involved. This situation favours the big collectors, who pay very low prices, causing losses to families, perpetuating their poverty.

Recommendations

- It is important that the MIDIS promotes articulated work to operationalize the PNAE QaliWarma, in order to ensure a comprehensive and holistic approach. Intersectoral work is therefore essential, as well as the definition of the areas of responsibility of each of the actors involved. Only then can multi-dimensional and multi-causal problems such as child malnutrition, hunger, poverty and social exclusion be addressed and resolved.
- Promote the coordination and participation of the various sectors that contribute to achieving the objectives of the SFP, exploring their alignment with the budgetary indicators of each of these sectors, demonstrating their operation according to roles and responsibilities.
- Having the political will and decision to promote social development and favour small producers that are associated or which form cooperatives, is an important step in the right direction. It is vital to seize the present conditions making a short, medium and long term aimed at achieving the specific objectives pursued, taking successful experiences, such as Brazil and other countries in the region, and adapting them to the national reality.
- Continue to incorporate in the purchase process of the QualiWarma Programme, targeted incentives for providing higher ratings to suppliers that buy from cooperatives or associations that include small producers which employ good practices in their agricultural and livestock production, the effects of which will ensure safe and quality food for human consumption.
- It is important that QualiWarma, in partnership with other sectors involved and the regional offices of agriculture and produce, jointly put emphasis on two issues: QualiWarma, to disseminate the purchase model and the advantages available to small producers; it is vital that the Ministry of Agriculture, in the framework of the implementation of the QualiWarma Programme, intensifies its efforts to support small producers in the process to be followed in order to qualify as Programme suppliers; the other emphasis is on the agricultural departments to organize small producers, especially subsistence farmers, to meet the demand of QualiWarma, in addition to helping them to plan their crops for this purpose.
- Promote the analysis of alternatives and means to encourage small farmers in poverty and extreme poverty, seeking that all sectors guide their actions in the context of the various mechanisms of the public sector and round tables for combatting poverty, and to agree on measures to arrange and coordinate actions that promote the rural economy and the improvement of farmers' living conditions, on the basis of unionized action.
- Include within the guidelines and regulations of the QualiWarma Programme, procedures to prioritize purchases from small associated farmers. In this sense, intensive training to members of purchase committees is required so that they understand the advantages that direct purchases from FF can bring to the local economy, provided that these purchases ensure the optimal provision of the service to the programme's beneficiaries.
- With regard to food quality control, the Ministry of Health, through the National Food and Nutrition Centre, INS and the Department of Environmental Health, should train the regional authorities, DIRESAS, DISAS and local governments, so that they are able to perform such checks of the quality food served to students, which includes several stages in the process of quality control, such as storage, preparation, distribution and handling, among others.
- It is recommended that the National Service of Agrarian Health, SENASA, of the Ministry of Agriculture, provide training to associations or cooperatives of small farmers in the biological control of pests, in order to improve the quality and safety of the produce from small-scale agriculture for the School Feeding Programme.
- It is recommended that the Congress's special committee for assessing compliance with recommendation No. 193 of the ILO, formulate a new legal framework for cooperatives, to be swift in the study of the draft law No. 3747, which states that the National Superintendency of Tax Administration, SUNAT, recognizes that between a member and the cooperative and vice versa, there are cooperative acts, which should not generate tax obligations, thereby avoiding double taxation.
- It is recommended that the Ministry of Agriculture, through its programmes for regional and local governments, direct its resources in a coordinated manner for the provision of training to small-scale producers and family farmers to improve their access to environmentally friendly technologies and incorporate impact indicators to assess results in the improvement of capabilities of the small farmer and modernization in the use of technologies and adding value to their products.
- It is recommended to evaluate and analyse the applicability of the Brazilian model with respect to legislation that obliges municipalities to earmark a percentage of their budget to purchasing from family farming for school feeding. It is also recommended that municipalities hire nutritionists, agronomists and veterinarians, who are responsible for providing technical assistance to a number of school providers and giving advice to dairy producers and producers of meat and other animal products. The Brazilian experience is, from the point of view of the researcher, that which could best be adapted to the new national context of local purchases from family farmers, provided the participation at the municipal level is achieved.
- Although Peru is one of the countries in the region with least agricultural land, its rational, maximised use, the training of farmers on environmentally friendly production technologies and access to inputs (organic fertilizers, selected seeds, tools, etc.) can increase their performance and improve the quality of their products.
- It is recommended that the agricultural departments of the regional governments encourage the association of small farmers and their linkage with productive chains. There is a need to inform family farmers about the advantages of this type of association to improve the situation in which they put their products on the market.
- It is recommended that the Ministries of Agriculture, Production and Development and Social Inclusion, work together in a coordinated manner under the Interministerial Committee on Social Affairs for planning, setting goals and achieving concrete actions in favour of small-scale farmers in the diversity of productive possibilities offered by the countryside and the country's biodiversity. Various state sectors should make an effort to eliminate red tape and simplify tax procedures that discourage small producers and hinders and delays the procedures that the regulations require them to comply. It is recommended that MINAG, the Ministry of Production and the municipal governments, work together to provide centres for the collection of the family farmers' products, facilitate transport to access the collection centre; following the example of Brazil, which through its municipal entities with just one call from the producer mobilize their trucks to collect the products of the harvest and bring them to the collection centre where the family farmer is guaranteed the placement of his or her products and at a good price.

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