

Home Grown School Feeding Resource Framework

Synopsis - March 2017



World Food Programme



Centre of Excellence
against Hunger



Food and Agriculture
Organization of the
United Nations



Investing in rural people

global child nutrition
FOUNDATION

PCD | Imperial College
London



NEPAD
TRANSFORMING AFRICA

The Resource Framework is the result of a collaboration of the World Food Programme (WFP), the WFP Centre of Excellence in Brazil (WFP CoE), the Food and Agriculture Organization of the United Nations (FAO), the International Fund for Agricultural Development (IFAD), the Global Child Nutrition Foundation (GCNF), the Partnership for Child Development (PCD) and the New Partnership for Africa's Development (NEPAD). The views expressed in the Resource Framework do not necessarily reflect the official position of the organizations involved in the collaboration but are those of the individual contributors to the Resource Framework.

The Resource Framework was made possible thanks to the generous support of the Government of Canada.



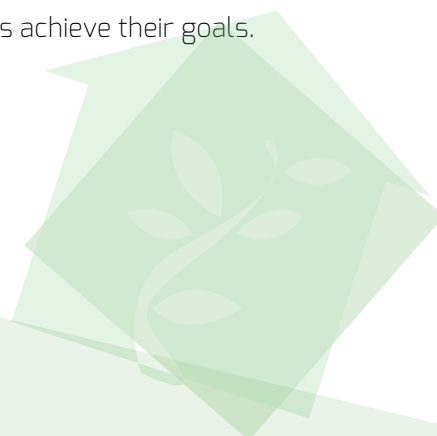
Foreword

At least 368 million children in the world are fed daily at school through **school feeding programmes** that are run in varying degrees by national governments. School feeding not only nurtures children and improve their health, but they are also key in facilitating access to education as they increase school enrolment, attendance and completion. In addition, the health and educational benefits of school feeding have a lifelong impact.

Many governments are increasingly sourcing food for school feeding locally from smallholder farmers in a bid to boost local agriculture, strengthen local food systems, and move people out of poverty. As this so-called **Home Grown School Feeding (HGSF)** effectively augments the impact of regular school feeding programmes with economic benefits for local communities, governments have identified HGSF as a strategy to contribute to the achievement of the Sustainable Development Goals to end poverty (SDG1) and hunger (SDG2). HGSF also facilitate inclusive and equitable quality education (SDG4) and contribute to the empowerment of girls (SDG5), inclusive and sustainable economic growth (SDG8), and the reduction of inequality within and among countries (SDG10). Finally, they help forge partnerships for sustainable development (SDG17).

However, **designing and implementing a HGSF programme** is a complex task. As more national governments initiate and scale up investments in HGSF programmes, global partners are responding to the need to provide technical assistance for delivering effective, efficient and high-quality programmes. The World Food Programme (WFP), the WFP Centre of Excellence against Hunger (WFP CoE), the Food and Agriculture Organization of the United Nations (FAO), the International Fund for Agriculture Development (IFAD), the Global Child Nutrition Foundation (GCNF), the Partnership for Child Development (PCD) and the New Partnership for Africa's Development (NEPAD) have joined forces to create a **Resource Framework** for the design, implementation and scale up of government-led HGSF programmes.

The Resource Framework harmonizes the existing knowledge, tools and expertise of the partners. It is therefore a great example of a collaborative effort to help governments achieve their goals.



The resource framework at a glance

The Home Grown School Feeding Resource Framework is a tool for policy makers, practitioners, governments and stakeholders to help designing, implementing and scaling up HGSF programmes. This Synopsis summarizes the content and structured process of the Resource Framework and provide guidance on the main considerations and elements relevant for HGSF programmes.

The main goals of the Resource Framework on HGSF are to:

- 1. clarify the key concepts, scope and goals of HGSF programmes;**
- 2. harmonize existing guidance materials;**
- 3. provide technical reference to governments to design, implement and scale up effective, efficient, and sustainable HGSF programmes.**

The Resource Framework is divided into four modules:



MODULE 1 - Understanding HGSF – defines and explains the concepts, benefits, beneficiaries and pre-design requirements.

MODULE 2 - Planning HGSF Programmes – provides guidance for the planning of HGSF programmes that are well-integrated in the national context and linked to local agriculture and nutrition.

MODULE 3 – Designing and Implementing HGSF Programmes – includes guidance on different implementation options, including models for linking HGSF to local agriculture and ways to ensure that programmes are delivered in a nutrition-sensitive manner.

MODULE 4 – Monitoring, Evaluating and Reporting – identifies which indicators to monitor and evaluate in the domains of education, health and nutrition, market access and agriculture production, benefits and capacity of farmers and community participation.

Home Grown School Feeding Resource Framework

MODULE 1 – Understanding HGSF

From School Feeding to Home Grown School Feeding

School feeding programmes are generally considered education interventions that facilitate access to education, increase attendance and retention rates, and improve the nutrition of school children. Furthermore, there is evidence that school feeding programmes contribute to children's learning and health, increasing their productive potential later in life. Especially when school feeding is part of a larger package of investment in education, they help maximize the return on this investment and contribute to reducing poverty in the long term.

These benefits can be further increased by building links between schools and local smallholders. HGSF programmes present an opportunity to improve the livelihoods of smallholder farmers and to strengthen the nexus between nutrition and agriculture. Linking schools to local production also increases sustainability and is critical in transitioning school feeding programmes to sustainable national programmes.

HGSF programmes allow for a nutrition-sensitive and inclusive development of the value chain, which can play an important role in shaping sustainable local and national food systems, given the importance of the way food is produced, processed, distributed, marketed and consumed. It can help identify entry points for policy and investment to mainstream nutrition-sensitive interventions along the value chain, and identify the collective and individual roles and responsibilities of different stakeholders.

The emergence of the HGSF concept

2003: African governments decide to include school feeding programmes that source food locally from smallholders in the Comprehensive Africa Agriculture Development Programme (CAADP). NEPAD launches home-grown school feeding pilots in Cote d'Ivoire, Ghana, Kenya, Mali, Nigeria, Tanzania, Ethiopia, Malawi, Mozambique, Senegal, Uganda and Zambia. HGSF is recognized by CAADP and NEPAD as an initiative that promotes food security and rural development.

2003: The government of Brazil launches the Zero Hunger Strategy that includes the Food Acquisition Programme (PAA).

2005: The Community of Latin America and Caribbean States (CELAC) recognizes HGSF as a key intervention in its plan for Food Security Nutrition and Hunger Eradication 2025. Home-grown school feeding is recommended in the Millennium Project's report "Investing in Development" as a "quick win" intervention with the following recommendation: "Expansion of the school meals programmes to cover all children in hunger using locally produced food".

2009: The government of Brazil reforms the National School Feeding Programme (PNAE), requiring that 30% of the food be purchased from smallholders.

January 2016: African heads of state declare that "*Home Grown School Feeding is a strategy to improve education, boost local economies and smallholder agriculture, and advance the Sustainable Development Goals*".

1 March 2016: The first Africa Day of School Feeding is dedicated to home-grown school feeding, to promote HGSF as a key strategy to achieve the Sustainable Development Goals.

9 September 2016: The declaration of the Global Child Nutrition Forum in Yerevan states that "*Home Grown School Meals should be pursued as priority programmes by governments, ensuring adequate ring-fenced budget allocation as appropriate for the country context and based on studies and analyses*". Numerous GCN Forums' Communiqués had previously highlighted the importance of home-grown school feeding.

Concept

Linking schools to local production is not necessarily a new concept. Many countries have developed different ways of creating this link, depending on the context, the capacity of farmers to supply schools, and different degrees of community participation.

The distinctive and innovative element of HGSF programmes, compared to traditional school feeding programmes, is the prioritization of smallholder farmers in a way that maximizes sustainable benefits on prices, opportunities for commercialization, market linkages and access to productive assets for smallholders and other stakeholders along the value chain. HGSF is not strictly limited to the purchase of local products for schools from smallholders but is usually designed to achieve nutrition-sensitive objectives and includes complementary interventions for farmers and communities.

HGSF is a multi-dimensional model that can be implemented in different ways. Design and scope differ in each country depending on the model used to link schools to local production, their context and the objectives they intend to achieve. In order to harmonize the different conceptualizations of HGSF and establish a common understanding, the partners collaborating on the Resource Framework define HGSF as follows:

Home Grown School Feeding (HGSF) constitutes a school feeding model that provides safe, diverse and nutritious food, sourced locally from smallholders, to children in schools.

The core ideas of this definition can be explained as follows:

“Sourced locally from smallholders” means that HGSF programmes:

- maximize benefits for smallholder farmers, by linking schools to local production;
- strengthen the capacities of smallholder farmers and communities;
- promote a sense of ownership among communities and farmers involved.

“Safe, diverse and nutritious food” means that HGSF programmes:

- promote quality and safety standards for fresh and local foods;
- support crop and dietary diversification and healthy eating habits;
- promote food and nutrition education including behavioural change.

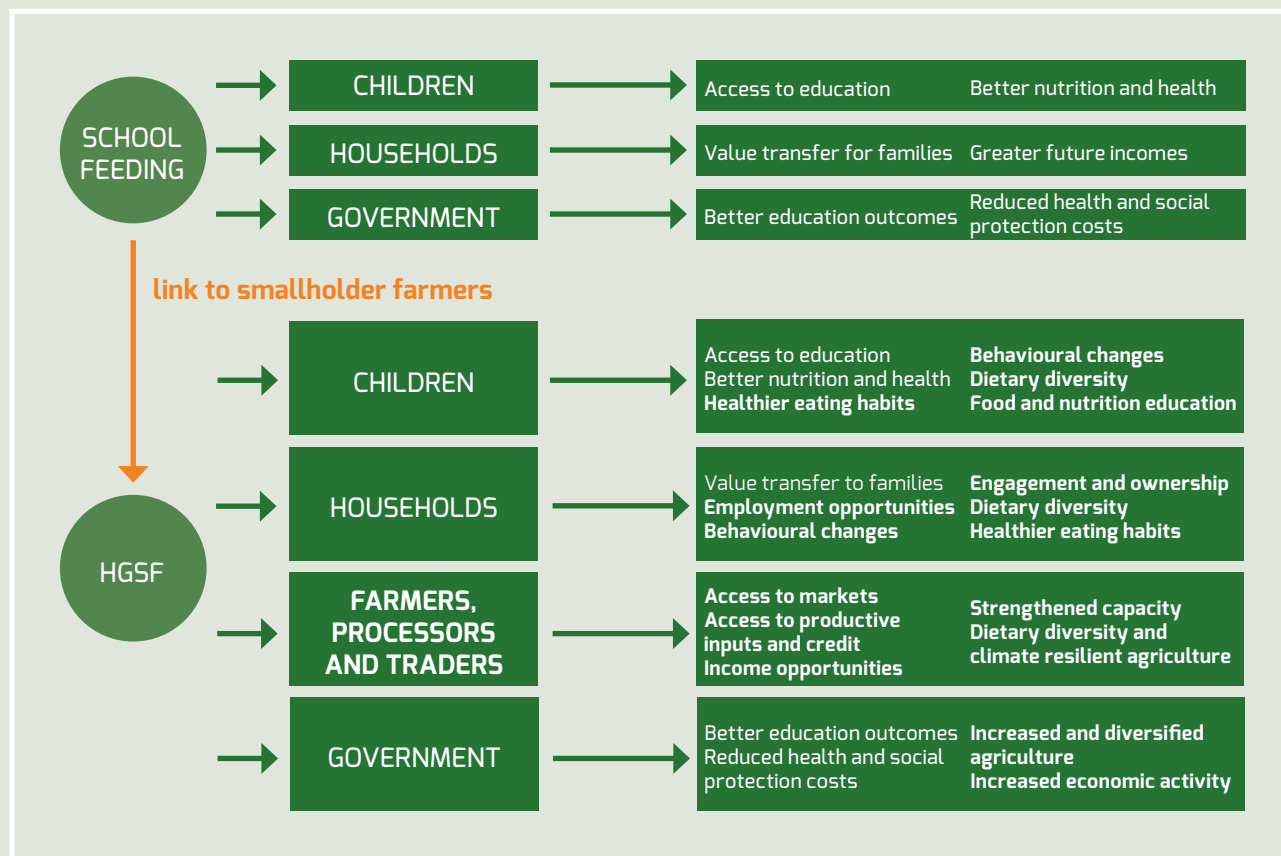
Even if only a percentage of food is purchased locally from smallholder farmers, a school feeding programme can be considered as ‘home-grown,’ provided that the local purchases are designed to support and boost the local agricultural and food markets and such objectives are taken into regard along the policy design and implementation.

Example: the Programa Nacional de Alimentação Escolar (PNAE) in Brazil

Brazil's *Programa Nacional de Alimentação Escolar* (PNAE) purchases 30% of the nutritious food for school feeding locally from smallholders. The programme, reaching 41.5 million children in 2015, is part of the Zero Hunger Program and is included in the country's constitution. Additional key success factors of the PNAE programme are the inclusive policy and smallholder-friendly procurement procedures that facilitate smallholders' participation as well as the strong coordination among different ministries (Education, Agrarian Development, Social Development, Agriculture and Health).

Beneficiaries and Benefits

As well as the educational and nutritional benefits typical of school feeding, home-grown school feeding have additional benefits, not only for children, but also for smallholder farmers and households.



HGSF programmes are well poised to be part of a comprehensive package of interventions that address multiple needs as identified by national governments. They can also be integrated into national strategies to fight hunger, poverty and malnutrition, and increase health and health-seeking behaviour. Therefore, governments are increasingly investing in HGSF programmes as a strategy to combine benefits in education, health, nutrition and agriculture, as well as economic and agricultural productivity and inter-generational well-being.

The potential benefits that HGSF programmes can generate are maximized when HGSF programmes are designed as a multi-sectoral intervention and are integrated into broader national social protection systems.

MODULE 2 – Planning HGSF Programmes

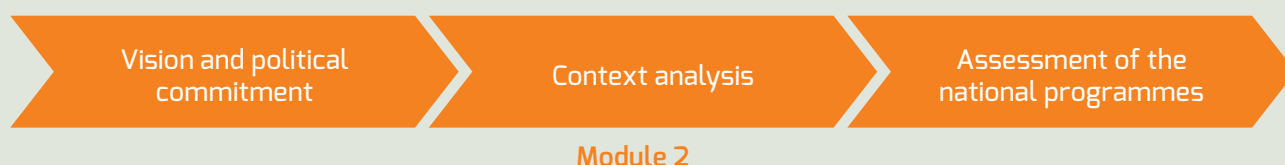
Each HGSF programme should be context specific, in order to be tailored to the needs of the population and to the capacities of the government. That is the reason why the design of a HGSF programme involves a complex but sequenced analytical process.

Planning and designing a HGSF programme should start with analysis and assessments of the general context and of the existing relevant policies and programmes. To achieve this complete diagnostic, a **multi-stakeholder national dialogue** is necessary and critical for the success and the sustainability of a HGSF programme.

In fact, a national dialogue for HGSF can lead to a consensus of the population, civil society, private sector and the government on the relevance and vision, the goals and objectives, the impacts, the feasibility of the programme and on the required investments and actions to be undertaken for its implementation, continuous strengthening, and sustainability.

Crucial elements for a successful national dialogue for HGSF programmes include the following:

- a long-term **vision and a political commitment** – defining the broad and long-term changes that the stakeholders, and in particular the government, want to achieve with HGSF;
- an adequate and precise **context analysis and assessments** - exploring the potential of HGSF in the country, understanding the different existing environments on education, agriculture, nutrition, social protection and school feeding in the country and how they can support the vision.



Vision Setting and Political Commitment

Vision and political commitment are essential to ensure that a HGSF programme can be developed and implemented to achieve the long-term change envisioned by the government.

Governments develop their vision and their political commitment for a certain programme on the basis of evidence of multiple, tangible benefits and the assurance that “it can be done.” They obtain this evidence by collecting and exchanging information and experience, including best practices through different means. One of the main mechanisms for this is **South-South and Triangular Cooperation**, which facilitates the sharing of knowledge and experience, contributing to the strengthening of country capacities and opening a national dialogue at political and technical levels.

South-South and triangular cooperation (SSTC) has played a major role in advocating for the establishment of HGSF programmes around the world. It is one of the major routes to convey evidence, knowledge and information on this type of programmes by creating different regional networks and fostering new bilateral collaboration between countries with experience and interest in HGSF programmes.

South-South cooperation also reinforces governments' leadership in and ownership of capacity building processes. Experiencing HGSF's tangible benefits can foster political commitment and form an entry point for assistance to enhanced and improved policies.

Context Analysis and Assessments of the National Programme

A good understanding of the context is critical for the success and sustainability of any programme, but particularly for a HGSF programme, due to its cross-sectoral nature. It helps identify the existing potential to scale up a HGSF programme in reaching a higher number of vulnerable beneficiaries and recognizing associated risks.

Context Analysis

A comprehensive context analysis helps establish or review the objectives and targeting of the HGSF programme. It should be composed of:

- a needs assessment of the vulnerable population in terms of food security, education, nutrition, health, economic poverty, job creation, social cohesion and social protection;
- an identification of the extent to which existing programmes are addressing these needs;
- a review of the existing production potential of local agriculture and value chains involving smallholder farmers.

The context analysis phase can rely on primary and secondary data from relevant ministries, UN agencies and other stakeholders as well as research institutes.

Assessments of the National Programme

The context analysis needs to be complemented with an assessment of the existing national school feeding programme in order to understand the efficiency and operational capacity of the programme as well as its alignment with the national context and goals.

For the assessment of the existing national school feeding programme, many countries use the Systems Approach for Better Education Results – School Feeding (SABER-SF) methodology. SABER-SF assesses five dimensions of the existing system and operational capacities, to identify opportunities and challenges for HGSF:

- National policy and legal framework;
- Financial capacity and stable funding;
- Institutional capacity for implementation and coordination;
- Design and implementation;
- Community participation.

This overall assessment should be complemented by additional in-depth assessments in specific domains, in order to better understand the challenges and explore options to address them.

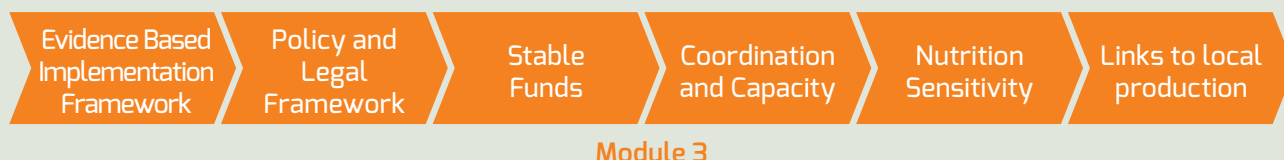
Such additional assessments of the national programme could include:

- Assessment of relevant value chains and supply chains
- Cost efficiency and effectiveness, including the impacts on the local economy;
- Existing and potential synergies with social protection and development programs;
- Monitoring, reporting and evaluation system;

It is necessary to highlight that the development and recurrent adaptation of an HGSF programme is an **iterative process**: the programme should be reviewed – and, if required, revised - regularly based on different assessments and evaluations, to optimize the performance and the sustainability of the programme.

MODULE 3 – Implementing HGSF Programmes

The national dialogue lays the basis for the Design and Implementation of HGSF programmes. This phase starts with an **evidence-based implementation framework** that translates the vision into a plan with a concrete set of actions aligned with national objectives and the programme's goals. The plan, based on the assessment findings, helps develop the policy and legal frameworks, the composition of the food basket, the link between schools and smallholders, and the models for the procurement and distribution of the food.



Evidence-Based Implementation Framework

A vision, political commitment and evidence gathered from the context analysis and different specific assessments should allow national authorities to produce a set of goals, objectives and costed actions for the implementation of the HGSF programme. This plan is not only critical for the success of the programme, but it would also help justify the choice of operational model for the intended objectives.

In terms of quality standards, an evidence-based implementation plan should list a set of goals, objectives and costed actions that are:

- responsive to the needs of the population;
- feasible in terms of capacities and resources;
- aligned with the policy directions of the existing social protection scheme and other relevant sector plans, in particular agriculture;
- led from the start by one single task force or inter-ministerial committee representing the different ministries and other stakeholders involved in the programme, in order to warrant the continuity and the national ownership of this approach, and to mitigate risks related to staff turnover.

To ensure full support from partners, this evidence-based plan should be accompanied by a technical assistance plan that identifies key partners and their roles in the process.

Policy and legal framework

A clear **policy** for HGSF is critical, because it provides the framework for the design of HGSF programmes and ensures consistency with the goals identified in the national dialogue.

Given that HGSF programmes are multi-sector programmes, an adequate policy needs to cover programmatic elements related to education, nutrition and health, agriculture development, market access and public procurement.

Governments can develop a dedicated HGSF policy, adapt existing school feeding or social protection policies, or set up a system of interrelated policies and laws to cover the various programmatic aspects.

In many countries, developing a HGSF policy creates an opportunity to develop a more comprehensive school health and nutrition policy. However, regardless of the specific approach, any HGSF policy needs to be integrated with and linked to existing policies on agriculture, food systems, nutrition and health, among others.

Experience from different countries shows that in order to achieve results and sustainability, the government should align and support the policy with a national **legal framework**. The legal framework for HGSF needs to build on and be integrated into the existing legal frameworks: the regulations for procurement from smallholders, whether public or not; the national or sectorial definitions of 'family farmers' or 'smallholder farmers' (if they exist) to inform the targeting; the regulation of producer organizations; health and safety regulations; contract law and enforcement; land tenure legislation; and tax legislation. These legal frameworks are not always in place or favourable to the HGSF vision. Reforms can be necessary to align it with the HGSF policy and legal framework.

Stable funds and resources

Governments should seek to secure **stable funding** to guarantee reliable and effective programme implementation and sustainability in the long term. The HGSF policy or implementation framework should also regulate the flow and management of funds. HGSF programmes should have a stable and dedicated budget line, and the disbursements at different levels (national, district and/or school) should be timely. It is important that governments realise that HGSF is not only an education intervention funded through the Ministry of Education. In countries, where national HGSF programmes are implemented, resources are allocated also by other relevant Ministers such as Agriculture, Health, Social Protection or Commerce. Coordination on the planning and use of the budget among the different relevant ministries and actors involved is essential to guarantee the efficiency and effectiveness of the intervention.

Coordination and Capacity

It is also key to define an **institutional home for the coordination** of HGSF programmes and the roles of the different ministries (Education, Social Protection, Health, Agriculture, etc.) and stakeholders involved in HGSF. It is good practice to create a designated entity or unit which is mandated and can be held accountable for the implementation and coordination of HGSF programmes. In fact, HGSF programmes require different levels of coordination with other ministries such as agriculture, health, commerce, and with local authorities, districts, municipalities, schools, communities and smallholders.

They all play important roles in procurement, cash management, quality and food safety control, education, management of teachers, etc.

The involvement of different government agencies can help to provide capacity at key points and different levels can help to ensure sufficient capacities at different levels from schools to farmers and with the engagement of communities and all the actors along the value chain, during both planning and implementation, can ensure the success and sustainability of HGSF programmes. Depending on the context and governments' objectives, the required efforts differ and may evolve, as the focus on these activities may change. However, efforts to ensure the adequate capacity of local authorities, communities, schools and farmers should always be included in the HGSF policy framework and programme design.

Nutrition Sensitive Interventions

HGSF programmes use local and fresh products, which can bring extra nutritional benefits, promoting diet diversification and healthy habits, strengthening the local food system, and enhancing the capacities of the actors involved. It can also help put in place local infrastructure along the supply chain and in schools.

School feeding programmes can have **nutritional benefits** for children, with positive impacts on their growth and cognitive development. To achieve these nutritional benefits, HGSF menus need to be designed so that they take into account (a) the national nutrition standards for adequate dietary intake based on dietary guidelines, (b) the nutritional needs of school children, specific to their age, gender and location, (c) the availability of local food and (d) cultural and social habits. Many governments have identified the nutritional and dietary gaps in their countries and have set national nutrition priorities.

Ideally, HGSF is also complemented by basic **health intervention** such as clean water, age and gender-appropriate sanitation facilities and products, hygiene measures including handwashing with soap, and deworming. These complementary interventions are not only of direct relevance in the school environment, but also offer an opportunity to raise awareness and improve conditions amongst families and community members. These interventions address issues that very directly impact nutrition. Therefore, a HGSF programme should be designed in strong coordination with the national health and water and sanitation sectors in order to fully capitalise on nutritional opportunities of a favorable food environment at schools.

Meal planning is an integral part of the implementation of any HGSF programme. It is critical to design a food basket that not only meets the nutritional requirements of children in school, but also takes into account availability, seasonality, quantity, quality and cost-effectiveness of the local products. There are various tools, such as *NutVal*, the *School Meals Planner*, *Cost of Diet* or *Fill the Nutrient gap* that governments can use to design rations according to nutritional requirements. These tools can also help ensure that nutritional objectives are met when menus change depending on the availability of local food. When properly designed, meal planning processes can enhance programme outcomes across various levels.

HGSF programmes can also improve the **food and nutrition security** of communities. The structured demand from schools for a diversified food basket, complemented with adequate support to smallholder farmers and local value chains, can stimulate a diversification of agricultural production, increase biodiversity, improve the income and resilience of farmers, reduce post-harvest losses, and ultimately strengthen the food system at local levels, contributing to increased food and nutrition security.

School feeding programmes can include a component on **food and nutrition education** to promote healthy eating habits. It has been demonstrated that food and nutrition education has a positive impact on the micronutrient status of children and can prevent obesity. In many communities, schools are the only place where children can learn about food and healthy eating habits. In these cases, adequate eating habits and a positive attitude towards a diverse food basket can be promoted through the school menus, classroom learning, practical activities in school gardens or food preparation, and the active participation of families and the community.

Example: Nutritious Menus in Côte d'Ivoire

Côte d'Ivoire has developed a compilation of menus based on home-grown commodities. It proposes 29 nutritious menus that respect food habits of the communities and provide at least 40 percent of proteins, energy and other nutritional needs of school-aged children. The compilation also serves as a guide, aimed at informing and training school canteen stakeholders on nutrition and food hygiene.

The use of fresh and local products also requires interventions to **build the capacities** of schools, farmers and other stakeholders in the supply chains to properly and safely manage, transport, store, use and handle fresh products to guarantee safe and nutritious food for children.

Link to Local Production and Smallholders

When designing and implementing a HGSF programme, significant considerations to be made are: how to link local production to schools in such a way as to benefit even small-scale local farmers, how to select the most appropriate procurement modalities, and whether or not the programme can or should be linked to existing agricultural development initiatives or if there is a need or capacity to design new ones.

Many governments have started HGSF programmes through pilots that allow them to collect information from all stakeholders in the value chain. Based on the outcome of the pilot, the full programme can be tailored to the needs of the farmers, schools and communities. Synergies with existing agriculture programmes enhance the benefits of the intervention and make it more efficient. This gradual approach reduces implementation challenges, minimizes costs and risks, generates insights and trajectories as the programme scales up, and maximizes potential benefits for all actors along the value chain.

Targeting smallholders is a complex process that depends on the specific definition of smallholder or family farmers, especially as these categories are highly heterogeneous and change from country to country. However, criteria commonly used to define family farmers are: (i) area of cultivation; (ii) household management and (iii) income. Targeting needs to be informed by the context analysis and assessments to make sure that all dimensions are covered and that the programme achieves its intended objectives. A HGSF programme should target smallholders already capable of supplying schools, but should also determine which farmers have the potential to produce marketable surplus and should therefore be supported with capacity building activities.

As HGSF programmes aim at developing local markets and economies in the long term, it is critical not to rely exclusively on farmers with surplus, but to also include those with production potential. Farmers who presently have limited capacity should be supported with targeted interventions that unlock their potential. For this reason, HGSF programmes usually include **complementary interventions** or are linked to **agricultural and rural development interventions** that contribute to address gaps and weaknesses in the food system and that support smallholder farmers.

These interventions could be designed to:

- build links with sectoral interventions to address structural weaknesses in the food system, by facilitating the farmers' access to inputs, credit, land and the formal market;
- share knowledge and innovations, for instance on agriculture as well as processing techniques and technologies;
- increase the infrastructural and managerial capacity of the farmers and their organizations for production, post-harvest handling and storage, management and supply of food;
- generate social and behavioural change, to increase social equity, including gender equity, or to adopt climate-smart or nutrition-sensitive production practices.

A key objective of any HGSF programme is to facilitate and increase smallholders' **access to a stable market**. Due to the sizable and stable nature of the demand that HGSF-programmes provide, this demand can stimulate smallholder farmers to invest in increasing, improving and diversifying their agricultural production, which brings about improved livelihoods and higher, steadier incomes. The stable demand from schools, especially when HGSF become part of the national school meal programme, can create a pathway to increased productivity, food security and income security.

When smallholder farmers are enabled to fulfil the demand for food from HGSF programmes, the HGSF programmes can help reduce poverty and fight hunger. However, in order to achieve this, the **procurement procedures** need to be inclusive and use contractual and tendering modalities that facilitate the procurement of food from smallholders. In HGSF programmes, the procurement modality should be defined to fulfil two objectives:

- guarantee programme efficiency: ensure a stable, affordable and timely supply of diverse, safe and quality food to schools;
- facilitate the participation of smallholders: reduce the barriers for smallholder farmers and smallholders' associations to participate in the procurement process.

Not only does the transparency, accountability and efficiency of the procurement process need to be guaranteed, but also the **quality and the safety** of the food to be distributed in schools. Countries have their own procurement rules and procedures that should follow international standards. These procedures shall apply when purchasing from smallholders, but should take the characteristics of smallholder supply into account. Farmers, aggregators and other actors along the supply chain should be trained on best practices for safe post-harvest handling, storage and food management. HGSF programmes, as any school feeding programme, also require adequate **infrastructure** to transport and store the food and prepare the meals respecting the hygiene and safe food handling to guarantee food quality and safety and timely distribution to schools.

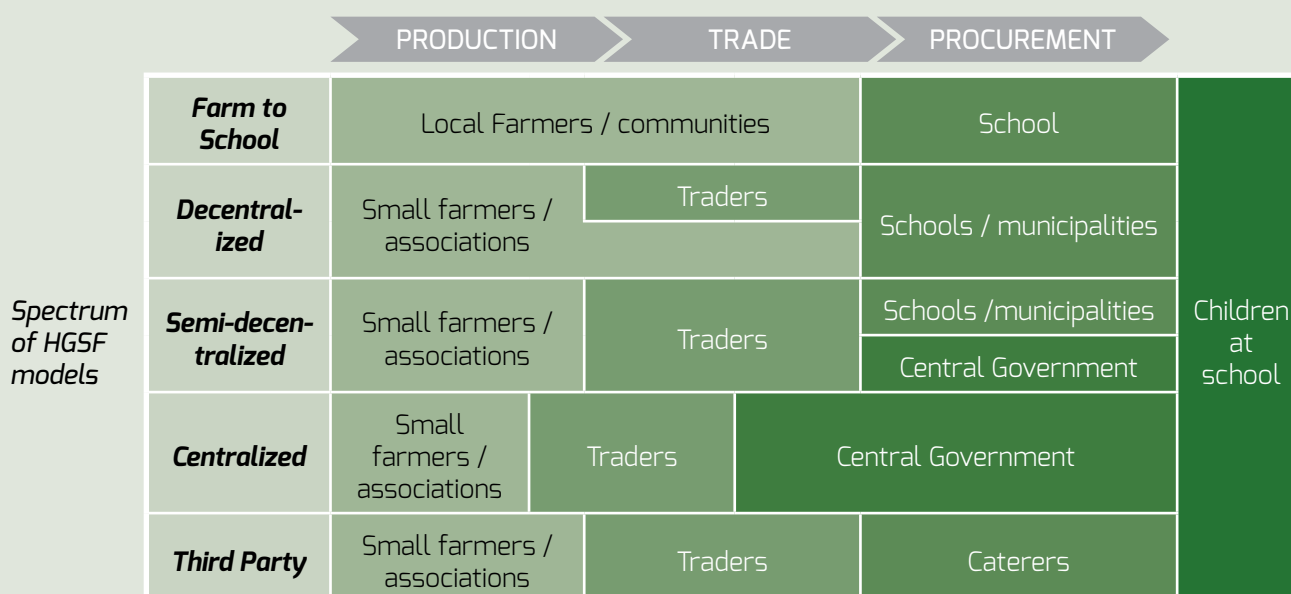


HGSF Models

HGSF programmes can be implemented in many different ways. There is no model that is fit for all contexts. Countries have developed their own models, based on their specific context and objectives, and even within one country different models may coexist.

For the identification of the most appropriate model, it is important to consider that each model has its advantages and trade-offs in terms of benefits for farmers, schools, children, quality of food, cost efficiency and cost effectiveness.

Generally speaking, there are two main options – **centralized and decentralized models** – but many variations are possible.



Depending on the context and objectives of the HGSF programme, governments can provide **cash-based transfers** to households of targeted school children or to institutions that are responsible for procuring and preparing the food, as cash-based transfers can expand options for beneficiaries and can make the programmes more flexible and cost-effective. Cash-based transfers require reliable financial service providers that can guarantee efficient transfers, adequate control and accountability, and feedback mechanisms for transparency and accountability.

Module 4 - Monitoring, Evaluating and Reporting

Reliable and timely monitoring and reporting are crucial to ensure the efficiency, effectiveness and sustainability of a programme. Specifically, good monitoring and reporting serve to ensure:

- accountability on the use of resources;
- timely learning to allow informed and targeted management decisions and continuous improvements in efficiency and effectiveness of the programme;
- evidence of achievements, which forms the basis for successful sustainable resource mobilisation.

Consistent monitoring of and reporting on relevant indicators form the basis for regular in-depth evaluations.

As HGSF programmes are **cross-cutting programmes with multiple goals** in the short, medium and long term, it is important to develop a monitoring system that can capture and measure the various objectives of the programmes.

A HGSF programme normally combines the objectives of a traditional school feeding programme (e.g. educational or social safety nets outcomes) with the additional goals of home-grown aspects (e.g. smallholder farmers' access to and participation in a stable market, nutrition). However, each country can decide whether to revise the existing monitoring and reporting system to integrate all these elements, or if it wants to design a new, separate system to capture only the new HGSF aspects. In HGSF programmes, community participation creates additional opportunities and challenges. There is a need for proper monitoring by the community members in order to ensure that standards and regulations are respected and that the central level can keep track of what is happening countrywide. There is also a need for community awareness of all planned aspects of the programme, and their formal monitoring and reporting of performance against the plans. Empowering community members to monitor the programmes must be accompanied by mechanisms to both protect those who report problems and ensure that there is adequate follow-up to investigate and address those issues.

At regular intervals, an in-depth programme evaluation should analyse the relevance, coherence, efficiency, effectiveness and sustainability of the programme. Such evaluations should use existing monitoring reports produced by the programme and triangulate their findings with additional information obtained through site visits, interviews with key informants at school, community and administration levels, as well as consultations with relevant partners. Any evaluation should aim to analyse observed developments with the goal of formulating concrete and constructive recommendations for the future design, integration and implementation of the programme. Any HGSF programme should secure adequate resources to ensure both community-based and national-level, reliable, and timely monitoring, reporting and evaluation.

To increase the reliability and timeliness of monitoring and reporting, governments should consider the use of modern data and information management systems that avoid inefficient reporting chains of repeated manual data entry and aggregation. Such systems are becoming increasingly affordable and technically feasible, and will allow for timely information collection, analysis and reporting.

The Resource Framework Guidance includes a list of suggested **outcomes, outputs and indicators** for HGSF programmes. The list is not exhaustive and any programme can have its own elements. The two main outcomes for the home-grown components of the programmes are:

- Increased market participation of smallholder farmers with quality and diversified products
- Access of school children to fresh and diversified food

The following table proposes a list of potential outcomes and related indicators to monitor and report on HGSF. Each outcome can have its own indicators. However, minimum standards indicators should be used such as:

Outcomes and outcome indicators	Outputs	Output indicators
Outcome: Increased market participation of smallholder farmers with quality and diversified products		
<ul style="list-style-type: none"> ▪ Volume and value of sales from smallholder farmers to targeted aggregators ▪ Number of SHF who sold food to targeted aggregators ▪ Diversity of crops and animal products produced 	Schools include food from SHF in their menus	Number of schools covered by the programme Number of boys and girls covered by the programme Quantity of food provided through school feeding
	Smallholder farmers, including women, are supported to produce quality food surplus that can be purchased for school feeding programmes	Number of farmers that have received support to increase and diversify their production and improve their productivity
Outcome: Access of school children and of farmers to fresh and diverse food		
<ul style="list-style-type: none"> ▪ Dietary diversity score and food consumption score for farmers ▪ Dietary diversity score for children benefitting from school feeding 	School age children benefit from school feeding	Number of girls and boys in relevant age groups who benefitted from school feeding
		Amount of food provided by an average school meal, by food group (actual vs. planned)
		Macro- and micronutrients provided by an average school meal, as percent of daily requirements of children in the respective age groups (actual vs. planned)

Tool Kit

The Resource Framework will be completed with a collection of existing planning tools and assessment tools of the organizations involved in the partnerships.

Way Forward: Getting to scale with Home-Grown School Feeding

In the context of collective efforts in pursuit of multifaceted targets under Agenda 2030, HGSF programmes can make a large contribution to the achievement of the SDGs for food security, nutrition, education and health, as well as on agriculture.

A number of innovative approaches have been successfully tested in various country contexts at different stages of the programming and implementation cycle. However, many faced a challenge of sustainability and financial, institutional and technological barriers which limited their replication and expansion. Many examples of good practices in HGSF have also been documented, but the resulting outcomes remain to be leveraged for impact at scale in line with the targets of Agenda 2030.

Hence the need for a more proactive approach to innovation and learning for scaling up existing successful HGSF programmes. Depending on the country, this may require a systematic approach to a number of challenges, including: How to sustain and optimize the implementation of HGSF programmes already operating at scale? How to sustainably develop a successful HGSF pilot at a larger scale? Last but not least, how to develop a new HGSF concept and design it for implementation under conditions which allow for scaling up.

To address these questions, the HGSF Resource Framework is aimed at fostering the development of a community of practice, to support replication, adaptation and expansion of successful HGSF models.

This requires a common understanding of what works, what does not and why, as well as a clear vision of scale objectives in the number of smallholders or farmer organizations involved and the number of enrolled schoolchildren. Equally important is the understanding of driving forces, barriers or incentives.

The four modules of the HGSF Resource Framework will lay the ground for a shared mindset in scaling up HGSF and provide a basis for purposeful partnerships for investments, technical assistance, policy dialogue and learning at the local, national and global levels.





Home Grown School Feeding

Resource Framework

Synopsis – March 2017

For more information and comments:

World Food Programme
Safety Nets and Social Protection Unit
Via Cesare Giulio Viola 68
00148 Rome
Italy
e-mail: socialprotection@wfp.org

The Resource Framework was made possible thanks to the generous support
of the Government of Canada



Government
of Canada

Gouvernement
du Canada