

2018

**ASSESSING WORLD FOOD PROGRAMME CENTRE OF EXCELLENCE AGAINST HUNGER IN BRAZIL'S SOUTH-SOUTH TRILATERAL COOPERATION**

School of International and Public Affairs  
in collaboration with the Centre of Excellence

June 2018

## **ECONOMIC & POLITICAL DEVELOPMENT PROJECT TEAM**

Antonio Jose Henriquez Garcia  
Michelle Joseph  
Jelena Jovic Anderson  
Edwin Mensah  
Audrey Marie Misquith  
Pavel Pavlyuchuk  
Paul Pulickal Mathew  
Puteri Noor Jehan Wan Abdul Aziz

## **CENTRE OF EXCELLENCE CLIENT TEAM**

Christiani Buani  
Bruno Magalhaes  
Mariana Rocha

## **SIPA FACULTY ADVISOR**

Dr. Pratima Kale

## **ECONOMIC & POLITICAL DEVELOPMENT DEPARTMENT**

Eugenia McGill  
Ilona Vinklerova

School of International and Public Affairs, Columbia University  
420 W 118th St #1410, New York, NY 10027

Centre of Excellence Against Hunger in Brazil  
SHN, Quadra 1, Bloco A  
Brasília, Brazil 70701-000

***June 2018***

*Cover photo by SIPA Project Team*

# TABLE OF CONTENTS

<b>ACRONYMS &amp; ABBREVIATIONS</b>	<b>4</b>
<b>EXECUTIVE SUMMARY</b>	<b>5</b>
<b>INTRODUCTION</b>	<b>8</b>
<b>THEORY OF CHANGE</b>	<b>9</b>
<b>KEY OUTPUTS</b>	<b>10</b>
<b>METHODOLOGY</b>	<b>11</b>
<b>THE CENTRE OF EXCELLENCE IN BRAZIL</b>	<b>12</b>
<b>COUNTRY ANALYSIS</b>	<b>14</b>
Brazil	14
Benin	22
Togo	30
<b>COMPARATIVE ANALYSIS</b>	<b>36</b>
<b>KEY RECOMMENDATIONS</b>	<b>55</b>
<b>CONCLUSION</b>	<b>61</b>
<b>ACKNOWLEDGEMENTS</b>	<b>62</b>
<b>REFERENCES</b>	<b>63</b>
<b>ANNEX</b>	<b>65</b>

# ACRONYMS & ABBREVIATIONS

<b>ABC</b>	Brazilian Cooperation Agency
<b>BRICS</b>	An association of five major emerging national economies: Brazil, Russia, India, China, and South Africa
<b>BFP</b>	Bolsa Familia Programme
<b>CAE</b>	School Feeding Councils
<b>CAISAN</b>	Interministerial Chamber of Food and Nutrition Security
<b>CoE</b>	Centre of Excellence
<b>CONSEA</b>	National Food Security Council
<b>DAC</b>	Development Assistance Committee
<b>ECOWA</b>	Economic Community of West Africa
<b>EMATER</b>	Technical Assistance and Rural Extension Enterprise
<b>FNS</b>	Food and Nutrition Security
<b>FTI</b>	Fast Track Initiative
<b>GDP</b>	Gross Domestic Product
<b>HGSF</b>	Home Grown School Feeding
<b>IRB</b>	Institutional Review Board
<b>MESA</b>	Ministry for Food Security and the Fight Against Hunger
<b>MDS</b>	Ministry of Social Assistance
<b>OECD</b>	The Organisation for Economic Co-operation and Development
<b>PAA</b>	Food Purchase Programme
<b>PNAE</b>	National School Feeding Programme in Brazil
<b>PRONAF</b>	Programa Nacional De Fortalecimento Da Agricultura Familiar
<b>PSE</b>	Plan Sénégal Emergent
<b>SABER</b>	System Approach for Better Education Results
<b>SDGs</b>	Sustainable Development Goals
<b>SISAN</b>	National System for Food and Nutrition Security
<b>SSTC</b>	South-South Trilateral Cooperation
<b>TDC</b>	Trilateral Development Commission
<b>UNDP</b>	United Nations Development Programme
<b>WFP</b>	World Food Programme
<b>WTO</b>	World Trade Organization

# EXECUTIVE SUMMARY

The World Bank defines school feeding as “targeted social safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrolment rates, reducing absenteeism, and improving food security at the household level”.<sup>1</sup> Evidently, school feeding is much more than only feeding school children. It accords fungibility to families as they are freed of food expenses and better able to afford education for their children. School feeding enhances capacities for learning and enables children to be more involved in the learning processes. The result has been particularly strong for girls. The benefits of school feeding therefore, aid in human development and help break intergenerational transmissions of poverty and hunger.<sup>2</sup>

Governments across the world have recognized the importance of school feeding as a social safety net and its long-term implications for socioeconomic growth. World Food Programme (WFP) estimates that 368 million children are fed daily while at school in 169 countries.<sup>3</sup> Brazil stands out as a remarkable example of implementing a robust and widespread national school feeding programme and carries the distinction of being the world’s second largest school feeding programme by size- Brazil’s National School Feeding Programme (PNAE) currently reaches 40 million school children in 126,000 schools. Over the course of six decades, Brazil’s PNAE and a host of other allied school feeding initiatives have undergone numerous modifications. However, the sustainability and outreach of Brazil’s PNAE is attributable to strong legal frameworks that support sustainable school feeding initiatives, interministerial and intersectorial coordination and strong civil society participation.

In an effort to share Brazil’s longstanding school feeding successes with the rest of the Global South, the Centre of Excellence (CoE) under the aegis of the World Food Programme was created in 2011. The CoE works closely with the Brazilian Agency of Cooperation (ABC) to facilitate study visits, provide technical assistance and coordinate knowledge-sharing conferences with partner countries interested in learning from Brazil’s school

---

<sup>1</sup> World Bank. 2012. *Scaling Up School Feeding: Keeping Children in School while Improving their Learning and Health*. World Bank.

<sup>2</sup> World Food Programme. 2013. *State of School Feeding Worldwide*. World Food Programme.

<sup>3</sup> Ibid.

feeding system. The CoE's mission therefore, is predicated on the principles of South-South Trilateral Cooperation (SSTC) that emphasizes sharing of specialized knowledge and best practices with partner countries. Since 2014, the CoE has been involved with Benin and Togo, coordinating high-level meetings with key stakeholders to deliberate strategies for the advancement of food and nutrition security goals of school feeding programmes as well as organizing study visits for the provision of technical assistance.

In this report, eight graduate students from Columbia University's School of International and Public Affairs (SIPA) endeavoured to examine the CoE's strategic engagement with the governments of Benin and Togo using a mixed-methods approach. Visits to Brazil, Benin and Togo in March 2018 entailed in-depth, semi-structured interviews and focus group discussions with key stakeholders including government agencies, donor institutions, WFP and CoE officials, school administrators and beneficiaries. The transcripts that emerged from these interviews were carefully evaluated to identify dominant themes. The CoE's Theory of Change was then used as a foundational framework to build the analysis and a metrics-based scorecard approach was developed to evaluate the CoE's work in Benin and Togo based on dimensions configured from the CoE's mission, vision and theory of change framework. Scores were then indexed for each dimension and country to produce an overall dimension as well as country score. The goal was to identify pitfalls and areas of opportunity in advancing SSTC in these countries.

Based on the dimensional and country analysis the team made specific recommendations in three focus areas: 1) Transversal Technical Assistance 2) Stakeholder Engagement and 3) Repository of Knowledge. Transversal technical assistance constitutes improving legal frameworks, mobilizing resource sustainably and extending impact evaluations. Stakeholder engagements encompasses improving in-country presence, enhancing the structural mechanisms in the Brazilian SSTC model, creating localized SSTC units and integrating civil society and smallholder farmers in international activities. Finally, strengthening the Centre's role as a repository of knowledge involves enhancing its capacity and sharing best practices, particularly in the agriculture sector, to further improve the education-agriculture-health nexus.



**“The School Feeding Programme enhanced the *cohesion* of the whole community; every child gets a *warm meal* for lunch and there are control groups who monitor meal preparation and the rations served, so we know when a kid is missing. When it does happen we always check on the family to make sure that *everything is alright*.”**

*Community member & Mother in Benin*

# INTRODUCTION

In the recent decades, Brazil's position on the world stage has undergone significant strengthening and garnered worldwide recognition as "system-affecting." Brazil has achieved this through its impressive economic growth, stabilization of democracy, monetary stability, poverty reduction, improvement in social indicators, internationalization of Brazilian companies, and the change of status from debtor to creditor. At the same time, this unprecedented period of growth and increased prominence in the global stage was accompanied by a series of government policies that recognized the value of South-South Trilateral Cooperation (SSTC) between Brazil and partner countries in Africa.

Since 1987, the central institution leading Brazil's SSTC is the Brazilian Cooperation Agency (ABC). During the 2000s, ABC supported the National Fund for Education Development (FNDE) providing technical assistance for school feeding in developing countries. In 2011, because of the increasing demand for cooperation from FNDE to African countries, the Fund through ABC partnered with the World Food Programme to catalyze the Brazilian technical assistance for school feeding.

That same year, the WFP's Centre of Excellence against Hunger (CoE) was created with the purpose of building on Brazil's trilateral technical assistance for developing countries. While the ABC's role encompasses a much larger international scope with respect to cooperation, its partnership with CoE focuses on nutrition and food security in the form of these school feeding programmes.

Following extensive desk research and two field visits to Brazil, Benin, and Togo, the team of graduate consultants from Columbia University's School of International and Public Affairs presents the following report containing the main findings and recommendations on how to improve the work of the Centre of Excellence with SSTC. The team humbly approached the project with great excitement in hopes that these recommendations will help the CoE improve its functions, and in doing so, have a real impact on the lives of beneficiaries of school feeding programmes in the partner countries of Benin and Togo.



# THEORY OF CHANGE

## Guiding Principles

The Centre of Excellence is guided by the following principles in its analysis of the theory of change to address food security and nutrition:



Figure 1: CoE Against Hunger Impact and Evaluation Report (2011-2016)<sup>4</sup>

## Underlying Assumptions

A number of assumptions are crucial to ensure the theory of change is both relevant and useful:

- i. Food and Nutrition Security (FNS) and social protection are strategic investments towards sustainable development;
- ii. Political commitment, civil society engagement, inter-sectorial institutional coordination and the existence of legal frameworks are key to sustainable and effective solutions to end hunger; *and*
- iii. Integrating FNS, social protection and smallholder farming policies promote sustainable solutions to end hunger.

These assumptions lead toward capacity development and knowledge-sharing strategies which shape the framework for key actions and tools. The subsequent outputs from utilising these tools set the tone for the both policy and institutional impact in ending global hunger.

---

<sup>4</sup> Centre of Excellence Against Hunger. 2017. *Impact Evaluation Report (2011-2016)*. Centre of Excellence Against Hunger.

# KEY OUTPUTS



Figure 2: COE Against Hunger Impact and Evaluation Report (2011-2016)<sup>5</sup>

<sup>5</sup> Ibid.

# METHODOLOGY

In gathering the data sources for this evaluation, the research team used a mixed-methods research design of qualitative and quantitative desk research, and stakeholder interviews.

A thorough review of the CoE Impact Evaluation report was conducted together with a review of existing literature that includes a vast array of data on international relations and regional development policies. A country macro-level analysis was run in parallel to outline local contextual elements regarding the nature of the institutions, the political and ideological frameworks, the economic structure, and the state of various socioeconomic elements including health, nutrition, education, and infrastructure. This phase of the research informed an initial stakeholder mapping exercise, that provided the foundation for the team's field research in March 2018.

The research team travelled to Brazil, Benin, and Togo where semi-structured key informant interviews and focus group sessions were conducted, with remote skype interviews conducted for Senegal. Interviewees were selected with coordination support from the WFP CoE, with a focus on representation across the school feeding programme value chain. These interviews were particularly important to gather both national, local, and community stakeholder insights into the CoE's work and key challenges in school feeding programmes. During the course of the engagement, over 25 interviews were conducted with WFP country offices, government representatives, NGOs, school administrators and community members. A complete list of stakeholders interviewed is included in the Annex (*Annex 1*).

Based on a stakeholder analysis in each country (see *Annex 2*), a stakeholder "influence and importance" matrix was constructed for Brazil, Benin and Togo in order to map out and determine their information needs, levels of collaboration as well as to align objectives and strategies. This is followed by the set of interview guides used in the interviewing process (see *Annex 3*). To design the set of recommendations, a comparative analysis on the CoE's work in Benin and Togo was employed by creating a metrics-based scorecard based on the dimensions of CoE's mission, vision, and terms of reference framework. This scorecard evaluates the state of the CoE's work on achieving sustainable school feeding integration and FNS through SSTC in context of seven indicators that form the dimensions utilized.

# THE CENTRE OF EXCELLENCE IN BRAZIL

## Centre of Excellence, South-South Trilateral Cooperation and Results

“During the initial stages of the Centre, we questioned the traditional model of humanitarian aid, and the WFP’s interest in eventually exiting the countries in need and thought about the benefits of empowering countries through technical assistance.”

*Project Coordinator in CoE*

“It is a mistake to have developed countries present the solution. Developing countries need to engage in the solution - implementing process so they can feel that they are a *part of* this solution. This takes more time, but it’s important for countries to gather ownership.”

*High-ranking official at MDS*

As the two quotes capture, the core of the value of the Centre lies in empowering partner countries to develop their capacity to ensure its population’s access to food and nutrition security. Since 1987, the central institution leading Brazil’s SSTC is the Brazilian Cooperation Agency (ABC). During the 2000’s, ABC has assisted the National Fund for Education Development (FNDE) in providing technical assistance for school feeding in developing countries. In 2011, because of the increasing demand for cooperation from FNDE to African countries, the Fund through ABC partnered with the World Food Programme to catalyze the Brazilian technical assistance for school feeding. Following this purpose, the CoE has since 2011 assisted cooperation with partner countries at the following levels.

- **Provision of technical assistance:** on many occasions, partner countries have requested that the CoE provide the help of technical experts. These experts have been deployed to many partner countries to provide assistance with framing home-grown school feeding programmes along the three characteristics described in the CoE’s second underlying assumption, namely, legal frameworks, intersectorial coordination and civil society integration.

- **Stakeholder mobilization and engagement:** at the country level, the CoE helps mobilize stakeholders and organize high-level meetings between relevant actors to discuss matters relevant to the country’s school feeding programme. In addition, the CoE assists partner countries in organizing summits through which they can engage in formal conversations and information sharing between each other and with Brazil. Examples of these summits include the Dakar meeting of 2015, the Addis Ababa meeting of 2016 that led to the creation of the African School Feeding Network, and the most recent Community of Portuguese Language Countries held in Salvador, Bahia in March of 2018. These conferences provide an important space to strengthen SSTC through personal interactions between high-level government officials of all countries.
- **Serving as a Repository of Knowledge on SSTC:** as an additional tool for cooperation, the CoE has sought to act as a readily available resource for partner countries. This entails generating more specialized knowledge and compiling documentation on best practices related to food and nutrition security, ways in which partner countries have previously benefitted from SSTC as well as historical case studies involving school feeding. The idea behind this approach is to provide partner countries the opportunity to learn from SSTC without the need of receiving in-person assistance or imposing other substantial costs.

From this discussion of country-specific experiences sharing common best practices supported by the Brazil experience, the team’s research is grounded on the underlying assumptions discussed earlier. In the following sections, the report will leverage these assumptions to first discuss the ways in which Brazil serves as a model for partner countries. Next, it will evaluate the cooperation with partner countries Benin and Togo along these assumptions. Finally, it will provide a set of recommendations for how the Centre can better provide assistance in the partner countries to improve each country’s performance of home-grown school feeding programmes along each of these elements.



# COUNTRY ANALYSIS

## BRAZIL

### I. Brazil's National School Feeding Programme (PNAE) as a Model for West Africa

Brazil's national school feeding programme has gained worldwide reputation given its long history since the early 1940s, when it was first introduced as a proposal by the Institute of Nutrition.<sup>6</sup> Throughout the years, the programme has experienced numerous iterations and expansions. Namely, in March of 1955 under the Juscelino Kubistchek administration, the Brazilian parliament passed Decree n° 37,106, which instituted the School Meals Campaign.<sup>7</sup>

At first, the concept of school feeding was implemented through a series of campaigns similar to the 1955 decree but was later formalized through the National Institute for Food and Nutrition (INAN) in 1972, under which it was established as the National Food and Nutrition Programme (PRONAN).<sup>8</sup> Although INAN was eventually dissolved in 1997, the programme evolved into the National School Feeding Programme (PNAE) in the year 1979 and continues to carry this name until the present day.<sup>9</sup> The programme was highly centralized until the year 1994, in which a series of reforms was passed in order to decentralize the program at different levels. Decentralization of the programme started with reallocation of resources by establishing partnerships between municipalities and the Secretaries of Education of the states and of the Federal District.<sup>10</sup> In this process, municipalities were given the authority to administer the programme and decentralization became consolidated in 1998, which eliminated the need for further partnerships at the local level.<sup>11</sup>

---

<sup>6</sup> Drake, Lesley, lice Woolnough, Carmen Burbano, and Donald Bundy, *Global School Feeding Sourcebook Lessons from 14 Countries*, The Partnership for Child Development, Imperial College Press, London, 2016.

<sup>7</sup> Brazil Parliament, *Decreto n°37.106*, 31 March 1955.

<sup>8</sup> Brazil Parliament, *Decreto n°72.034*, 30 March 1973.

<sup>9</sup> Presidência da República, Ministério da Educação, FNDE, *Formação Pela Escola Módulo PNAE*, Brasília, 2008.

<sup>10</sup> Brazil Parliament, *Lei n°8.913*, 12 July 1994.

<sup>11</sup> Brazil Parliament, *Medida Provisória n°1.784*, 14 December 1998.

In the present day, PNAE serves over 40 million students across Brazil's 26 states and the Federal District over 126,000 schools; in 2017, the government allocated a total budget of 4.13 billion Brazilian Reals for PNAE operations.<sup>12</sup> As the second largest programme in the world after India's Midday Meal Scheme, Brazil has become a benchmark for comparison for a multitude of countries in developing countries looking to improve food security and nutrition. For the purposes of this project, this section of the report focuses on analyzing how the Brazilian school feeding experience has served to provide a model for these countries across three main areas: legal frameworks, civil society participation, and intersectorial cooperation. Finally, it will summarize some of the tools through which the Centre of Excellence in Brazil facilitates South-South Trilateral Cooperation and the results of this cooperation.

## **Element 1: Policy and Legal Frameworks**

School feeding has historically been implemented through a strong series of legal frameworks. Following the original 1955 decree, the Brazilian Government passed a series of subsequent laws and decrees for each iteration of the school feeding programme.<sup>13</sup> In particular, one of the hallmarks of the Brazilian success with legal frameworks is present in Article 208 of the Brazilian Constitution of 1988:

*“The State’s duty towards education shall be implemented through its guaranteeing of...supplementary programmes related to education, transportation, feeding, and health assistance.”<sup>14</sup>*

Additionally, Brazil also passed the 64th amendment to the Brazilian constitution on February 4, 2010, highlighting the change in wording to Article 6 of the constitution:

*“Article 6 of the Federal Constitution now acts under the following wording...constitutional rights include education, health, feeding/nutrition.”<sup>15</sup>*

---

<sup>12</sup> FNDE, *Informe PNAE*, June 2017.

<sup>13</sup> In Brazil, decrees were issued by the President and laws were passed by Parliament

<sup>14</sup> *Brazil Constitution*, Article 208, VII, 1988.

<sup>15</sup> Brazilian Parliament, *Emenda Constitucional n°64 de 4 de fevereiro de 2010*, Brasilia, 4 February 2010.

Arguably, the existence of a parameter in the nation's constitution mandating the state's duty to ensure food security in the country creates a binding commitment from the state that specifically links the government's authority to school feeding.

In addition to its constitutional commitment, the Brazilian government has become a model to all other school feeding programmes across developing countries for its high degree of political commitment and capacity to improve its legal framework to support the necessities of its school feeding programme. Namely, the Brazilian parliament has been able to pass several legislations that support PNAE in several capacities. The following are a set of cornerstone legislations that have helped to strengthen PNAE:

- Law n° 8,913 of 12 July 1994 decentralized PNAE and created the School Feeding Councils (CAE)
- Law n° 10,696 of 2 July 2003 established the Food Procurement Programme (PAA), which promoted incentivizing and supporting family agriculture in Brazil through procurement
- Law n° 11,346 of 15 September 2006 created the National System of Food and Nutrition Security (SISAN)
- Law n° 11,947 of 16 June 2009 established the 30% procurement benchmark for family farmers

Through SSTC, West African countries have leveraged Brazil legal frameworks to inspire the creation of domestic legal and institutional frameworks.

## **Element 2: Intersectorial Cooperation**

**“Our challenge is social development, for this reason we cannot approach it with a cake recipe. We need to combine efforts from different sectors into a single package.”**

***High-ranking MDS Official***

As the quote describes, intersectorial cooperation has been a pillar for the Brazilian experience with school feeding. Primarily, this cooperation is embodied by the interactions and communication between the different



ministries. In the initial stages, the programme was administered the Ministry of Health.<sup>16</sup> However, following the formal creation of PNAE in 1979, the school feeding programme was then transferred over to the Ministry of Education, under which it continues to operate to this day. Nevertheless, the intersection between health and education in PNAE remains an intrinsic characteristic of Brazil's approach to school feeding and nutrition. Following the team's visit to Brazil and discussions with FNDE officials, one example of Brazil's educational component was apparent in the campaign to place informative diagrams and text related to healthy nutrition habits on the back cover of school textbooks.

Under the current institutional framework, intersectorial cooperation is also active through the National Food Security Council (CONSEA) and the Interministerial Chamber of Food and Nutrition Security (CAISAN) as part of the National System for Food and Nutrition Security (SISAN). As an advisory body, CONSEA's 1/3 representation from the government is comprised of the twenty Brazilian ministries including the Ministries of Education, Agriculture, Social Development, and Health. Recommendations produced in CONSEA are therefore the product of interministerial discussions that reflect a multi-faceted approach to actively address the gaps of PNAE. These recommendations are then discussed in CAISAN, the government-only organ that possesses decision-making power to implement new policies pertaining to PNAE that is also comprised by representatives of the different Ministries.

Yet another important component of interministerial cooperation in Brazil takes place through the Ministry of Social Development (MDS). Specifically, MDS manages the Food Purchase Programme (PAA), which aims to facilitate integration of smallholder farmers into the value chain. Overall, Brazil's experience with intersectorial approaches has inspired partner countries to explore their own versions of such cooperation in order to strengthen home-grown school feeding programmes.

---

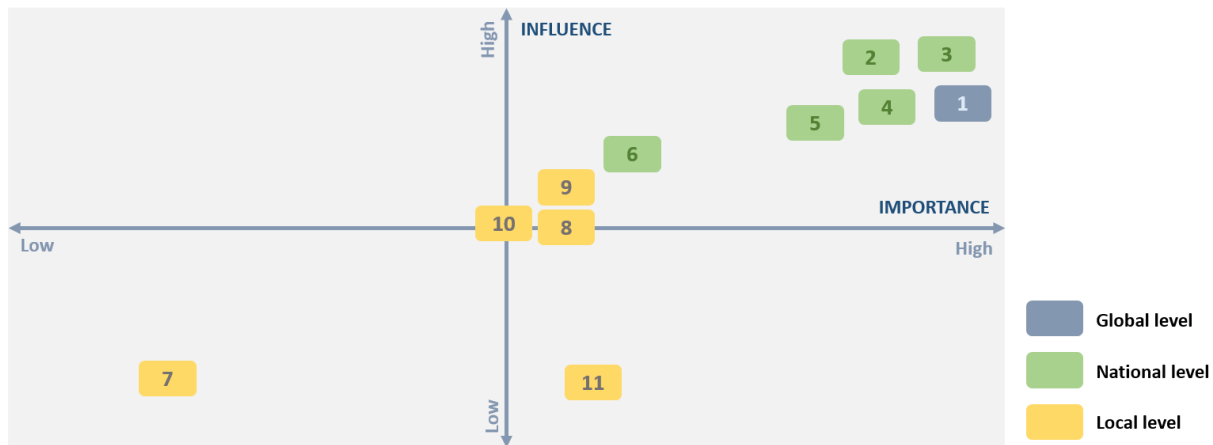
<sup>16</sup> Supra note 1.



*Schoolchildren in Salvador, Bahia.  
Source: Carolina Montenegro, WFP*

As an additional component of the intersectorial approach, the Technical Assistance and Rural Extension Enterprise (EMATER) exists as a public company linked to the State Secretariat of Agriculture, Food Supply, and Rural Development, and works to provide rural extension support to rural communities in Brazil. Although not an explicit example of cooperation between ministries, EMATER does represent an important intersectorial mechanism of linking family agriculture to the overarching goal of achieving sustainable rural development.

The importance and influence of these stakeholders, based on an analysis of roles and engagement interactions, is illustrated below:



STAKEHOLDERS			
1	Centre of Excellence	7	District Company for Technical Assistance and Rural Extension (EMATER)
2	Ministry of Social Development	8	Municipalities
3	Ministry of Education	9	CONSEA (State-level)
4	National Fund for the Development of Education (FNDE)	10	CONSEA (Municipal-level)
5	Brazilian Agency of Cooperation (ABC)	11	School Feeding Councils (CAE)
6	National Council Food and Nutrition Security (CONSEA)		

Figure 3: Importance and Influence of Stakeholders in Brazil<sup>17</sup>

### Element 3: Civil Society Participation

“A key challenge of the civil society participation model is convincing the government to not reduce the budget. The current administration prioritizes the private sector and so it’s difficult to convince them of the value of civil society participation.”

*Brazil Government Public Servant*

Although it can sometimes be a real challenge to acquire funds to support civil society participation, PNAE has historically taken important steps to institutionalize civil society participation through two primary mechanisms, the CONSEA and the School Feeding Councils (CAE).

<sup>17</sup> See Annex 2– Stakeholder Analysis for Brazil

CONSEA was the first created to serve as an advisory organ to the presidency. The significance of this creation was to allow a space for civil society participation at the federal level and empower this group to influence the direction of policies pertaining to food and nutrition security. Integrated by a civil society majority of 2/3, resolutions produced by this organ can be said to accurately reflect the opinion of civil society throughout the country and serve to directly affect the decisions made by the executive branch on school feeding. Additionally, CONSEA is responsible for organizing the National Conference on Food and Nutrition Security at least once every four years.<sup>18</sup>

Through the 1994 law, the programme was decentralized, and CAEs were institutionalized, which functioned as a way to integrate civil society participation at the local level. Through the CAEs, civil society could hold government officials and the local school administrations accountable for the rolling out phase of the school feeding programme including ensuring the accurate use of funds and adequate elaboration of school menus. The CAEs were implemented at the municipal, state, and Federal District levels and are composed of representatives of the executive branch, legislative branch, school teachers, parents, and other civil society representatives.<sup>19</sup>

## II. Brazil as a Model for SSTC – Paving the Way

**“One of our main goals was to ensure that school feeding is implemented as a project of the state, not of the government. Food and nutrition security in Brazil should not be tied to a political party.”**

***High-ranking FNDE Official***

As seen from Brazil’s performance and extensive experience from each assumption of the Centre of Excellence, PNAE is well-positioned to assist partner countries in improving home-grown school feeding programmes.

---

<sup>18</sup> 5a Conferência Nacional de Segurança Alimentar e Nutricional, *Relatório Rinal Carta Política, Manifesto, Proposições e Moções*, Brasília, November 2015.

<sup>19</sup> Presidência da República Controladoria-Geral da União, *Merenda Escolar Programme Nacional de Alimentação Escolar*, Brasília, August 2006.

The following sections of the report will evaluate each country's performance in each of these pillars and provide a comparative analysis of the different strengths and areas for development in each specific case.

Following an evaluation of experiences recounted by countries of the CPLP conference in Salvador, it became clear that the CoE's work in SSTC has influenced partner countries to adopt many of the best practices of the Brazil food and nutrition security environment. For example, East-Timor implemented an intersectorial approach by administering its School Meals Programme through the Ministry of Education.<sup>20</sup> In the case of Mozambique, the country's National School Feeding Programme (PRONAE) identifies "increasing smallholder farmer production and productivity" as one of its primary objectives.<sup>21</sup>

In the case of São Tomé e Príncipe, the country's school feeding programme, PNASE was created through a legal framework, Lei n.º4/2012.<sup>22</sup> In these three cases, the programme's intersectorial approaches, emphasis on the smallholder farmer sector, and legal frameworks are very reminiscent of Brazil's own approaches and are the direct result of SSTC as facilitated through the CoE.

---

<sup>20</sup> Republic of East Timor, *Orçamento Geral do Estado*, Dili, East Timor, 2013.

<sup>21</sup> Republic of Mozambique, Ministry of Education, *Modelos Legais e Políticos para o Desenvolvimento de Um Programme Nacional de Alimentação Escolar em Moçambique*, Maputo, 2016.

<sup>22</sup> República de São Tomé e Príncipe, Lei de Base Lei n.º4/2012.

# BENIN

## I. Country Overview

The Republic of Benin is a low-income and food-deficit country, with an estimated population of 10.9 million and a gross domestic product (GDP) per capita of USD 762.1 in 2015.<sup>23</sup> Despite some progress, food insecurity, stunting and wasting, as well as micronutrient deficiencies persist among large segments of the population, with disparities among regions and between rural and urban households.

Benin's population is predominantly rural and with 51.2 percent women and 17.4 percent children under the age of five. Over 36 percent of this population remains poor and life expectancy is 59 and 62 years for men and women, respectively. The population growth rate is 3.2 percent, among the highest in Africa, and with a

GDP per capita of USD 762.1, it is ranked 167th out of 188 countries on the 2016 UNDP Human Development Report, and 144th out of 155 countries on the 2015 Gender Inequality Index (2016 UNDP HDR).<sup>24</sup> Despite political stability and the improvement of certain socio-economic indicators, the country still faces many challenges.



<sup>23</sup> WFP, *Benin Interim Country Strategic Plan*, 2018

<sup>24</sup> *Ibid.*

According to the theory of change, the key assumptions leading to the implementation of sustainable and integrated national home-grown school feeding programmes are related to programmes which would be structured around political commitment, legal frameworks, intersectorial institutional coordination, civil society engagement and integration of food and nutrition security with social protection and farmers' policies.

In order to have a proper assessment of the work of the Centre in advancing home-grown school feeding programmes, it is crucial to understand how the school feeding programme in Benin is articulated around the principles mentioned above.

## **II. Evaluation of Benin Leading to CoE's Assumptions**

### **Element 1: Political Commitment**

The WFP has assisted the government of Benin with its school feeding programmes since 1975, without any operational commitments until the 2000s. In the beginning, the design and implementation of Benin's school feeding programmes came under the sole purview of the government.

Cooperation between the Centre and Benin began in 2014 when an interministerial Beninese delegation attended a study visit in Brazil. Benin's subsequent participation in the Global Child Nutrition Forum (GCNF), and its strengthening partnership with the CoE would lead to significant changes related to the structure of school feeding programmes. Political commitments were demonstrated with the organization of the first National School Feeding Programme, with an emphasis on the importance of political involvement, advocacy and commitment activities; these were highly central elements of the success of School Feeding Programmes in Brazil.

Inspired by the Brazilian experience, the government designed a strategy around the dissemination of a high-level political message. Part of this strategy involved the organization of the second Forum on School Feeding in 2015. This approach ensured the active participation of influential political stakeholders through a structured knowledge-sharing session where their role was outlined and given political weight to the school feeding cause.

One of the main objectives of the Forum was to share innovations from other countries, particularly Brazil, and subsequently initiate high-level lobbying in order for national policymakers to include SFPs as part of their agenda.<sup>25</sup> Another major objective was to address to the proposal of the National School Feeding Policy with the relevant stakeholders and civil society at large. This proposal was subsequently adopted.

As such, this focus on political commitment is a starting point for Benin, and thus listed as one of the pillars for programme implementation. Outcomes from this Forum laid the foundation for the positioning of school feeding as a national priority, with political will and decision-making extending from the highest level of leadership. To emphasize this point, the Head of State established the objective of 51 percent country coverage for the implementation of functional school canteens by 2021. This is an increase of 22 percentage points from 2016. This set in-motion the establishment of a legal and institutional framework in support of the programme. As a result, the National Programme for School Feeding was adopted as a vector for the School Feeding Policy and a Directorate in charge of the implementation of this policy was created.

## **Element 2: Policy and Legal Framework**

In addition to political will, the legal and policy framework forms the cornerstone of the national school feeding objectives, by ensuring feasible and sustainable implementation.

Strictly speaking, as yet there are no specific laws framing school feeding programmes in Benin. However, the legal framework surrounding food and nutrition security is not restricted to such legally-binding laws, rather, refers to the inherent principles and a broader set of rules that guide decision-making in this space. Preceding any specific law, the school feeding policy sets the stage for implementing the necessary intervention that will then shape the legal framework.

---

<sup>25</sup> Republique du Bénin, *Rapport Général du Forum sur l'alimentation scolaire*, 2015  
[Assessing World Food Programme Centre of Excellence Against Hunger in Brazil's South-South Trilateral Cooperation](#)



The underlying idea is to frame school feeding as a right for children, with a secured and sustainable line of financing to limit implementation or resource challenges. With the policy in place, a draft for a national law now exists and is currently on its way to the national assembly.

### **Element 3: Intersectorial Institutional Coordination**

The institutional framework and intersectorial coordination constitute another pillar for the successful implementation of the school feeding programme.

The institutional framework is reflected in a series of strategic documents elaborated by the state and in line with the Sustainable Development Goals 2, 3 and 4. This includes the Growth and Poverty Reduction Strategy Paper, Ten Year Education Sector Plan, Strategic Plan for Agricultural Sector, the Strategic Plan for Food and Nutrition, and the National Strategy for the School Feeding Programme – all approved by the council of ministers after the 2015 Forum. The validation of this overall national strategy meets the need to build an institutional anchor in order to ensure sustainability.

Following the execution of this strategy, the programme was structured around three main national agencies: DDEMP, OGP-PAM and the National School Feeding Agency. This latter agency coordinates three main departments: the secretariat, prospective, programming and quality control as well as supply and local community involvement. Together, these departments function to manage, implement and monitor the school feeding programme.

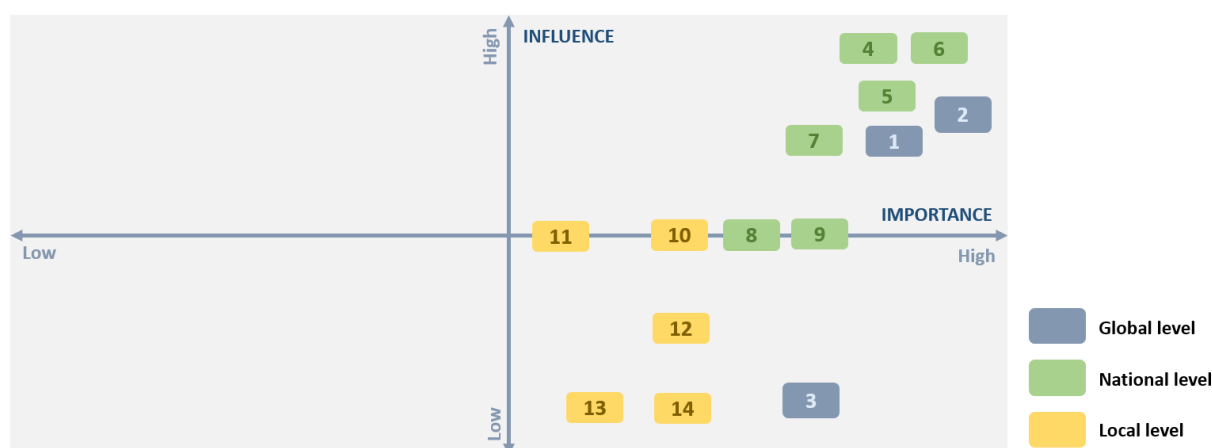
Benin's intersectorial coordination also takes the form of several ministries and national as well as international agencies working closely in order to achieve the required level of coordination. Building on this, a committee of multi-sectorial coordination established between the ministries of Education<sup>26</sup>, Agriculture, Development, Economy and Finance, Health and Planning was created in order to institutionalize these partnerships. This committee steers the implementation and management of the programme.

---

<sup>26</sup> Ibid.

However, it is also important to note that while these structures have been created, there are not fully operational. The National School Feeding Agency requires some capacity-building and reinforcement while interministerial committee activities were put on hold following the recent presidential elections held in 2016. This presents a myriad of challenges still facing these institutions.

The importance and influence of these stakeholders, based on an analysis of roles and engagement interactions, is illustrated below:



STAKEHOLDERS	
1	Centre of Excellence
2	WFP Country Office
3	Food and Agriculture Organization (FAO)
4	Ministry of Planning and Development
5	Ministry of Economy and Finances
6	Ministry of Maternal and Primary Education
7	Ministry of Agriculture
8	Directorate of School Feeding Programmes
9	Le Fonds d'Appui au Développement des Communes au Bénin (FADEC)
10	Regional government agency
11	Mayors
12	School Canteen Administrators
13	Smallholder Farmers
14	Village Management Committees

Figure 4: Importance and Influence of Stakeholders in Benin<sup>27</sup>

#### Element 4: Civil Society Engagement

A greater awareness and commitment to integrated school feeding programmes at the local level and the implication of civil society participation are key elements of the growth and sustainability of school feeding mechanics.

<sup>27</sup> See Annex 2– Stakeholder Analysis for Benin

In the case of Benin, the strategy relies on local populations and the empowerment of community leaders. As such, a participatory approach is enforced through education of the local community on the far-reaching benefits of school feeding.



*Community meeting in Benin  
Source: SIPA Team*

Local NGOs and mediators interact with key members of the community including children, parents, school directors and village elders. As a result, community assemblies are regularly held in order to allow everyone to express opinions, concerns or generally ask questions. These gatherings are also used to define a certain level of logistical involvement in the management and daily operations related to the school feeding programme, such as preparation of meals, quality control and financial contribution levels.

## **Box 1: *Femme Actrice de Development Communautaire* (FADEC), or Women Actors for Community Development**

FADEC started as a group of female graduate students who were recruited by UNICEF and the government to facilitate community intermediation and specifically, girls' enrolment in school. Several areas are addressed through a holistic approach targeting health, nutrition and education. This group of women builds strong and relevant experience in dealing with vulnerable communities and helps them transition to a better way of life, namely by initiating self-managed school canteens.

Drawing on this experience, the women decided to create an NGO and work on community empowerment in an autonomous and independent way. Recognizing the added value of such work, the WFP tasked this NGO to implement activities for community empowerment and mobilization in line with the School Feeding Programme. Interaction and discussions with this NGO situate the School as a primary responsibility of the State. Community involvement was limited, and there was no link between School programmes and the local community.

Recognizing this gap, FADEC decided to focus on participation. The NGO relies on small teams of 3 or 4 people composed of women and men, and the strategy consists of increasing awareness and training on programme ownership and improvement. Local teams on the field impart best practices related to efficient and well-integrated school feeding programmes. This is articulated around three main themes:

- **Agriculture:** creating and maintaining a local garden while locally growing products needed to supplement the meals;
- **Cleanliness and sanitation:** good practices in order to limit diseases and food contamination; *and*
- **Nutrition:** how to have diverse meals with the recommended number of calories needed for child growth and development.

The NGO also performs tasks related to monitoring available stocks of food and general inventory. This ensures an efficient use of the resources as well as local control in terms of governance. To further strengthen commitment, a financial contribution system is set whereby parents are able to donate small amounts of funds, or in-kind contributions for the investment in good-quality products.

## Element 5: Integrated FNS, Social Protection and Farmers' Policies

The integration of FNS and relevant policies can take on several aspects. With regards to food and nutrition, the school feeding programme includes pilot schools which combine hygiene activities, improved cooking sets, nutritional guides, health with a focus on de-worming, water supply systems and gardens.

This integrated approach is clearly outlined in the 2015 National School Food Policy (PNAS). To this end, canteens in schools reinforce state activity on addressing poverty reduction, food and nutrition security, disparity in enrolment rates, gender equality but also equitable access to Social Protection.<sup>28</sup> This last aspect is also a priority and is mentioned in the Growth and Poverty Reduction Strategy 2011-2015. Agricultural promotion and local production are essential components of the school feeding programme as they are strongly linked to local development through smallholder farming.

---

<sup>28</sup> MEMP, *Plan d'action de mise en oeuvre de la PNAS*, 2015

# TOGO



## I. Country Overview

Togo has a population of 7.3 million, with over 60 percent of the population living in rural areas. The country has a GDP of USD 617 per capita and is a low-income and food-deficit country. Its economic growth has remained steady over the past five years at 5.5 percent, largely due to public investment and good performance in the agriculture sector, which employs over 60 percent of the population. Still, 55 percent of households are living in poverty.

Togo has experienced high food insecurity and undernutrition due to instances of political and economic turmoil, including the devastating floods that ravaged Togo's infrastructure and economy in 2010. A survey conducted in 2010 found that 29.7 percent of children under 5 years of age are chronically undernourished.

Lack of access to education, health and other basic services is an issue. In the last decade, the government of Togo has made significant advances in socially protecting its people. In 2008, for example, Togo eliminated primary school enrolment fees, leading to higher enrolment. Although social assistance programmes are quite limited in Togo, natural disasters and economic shocks have centred the debate on better social protection mechanisms.

## **II. Evaluation of Togo Leading to CoE's Assumptions**

### **Element 1: Political Commitment**

In 2008, the Government of Togo first implemented school feeding programmes as an emergency response to reduce vulnerability in households further impoverished by the food price and flooding crises. It was considered a part of a long-term strategy for the country's broader social protection agenda and support to its universal education policy. The project was implemented with technical and financial support from the World Bank. Prior to this, no formal school feeding programme or canteen existed in Togo. Further pushing an enabling environment for child development was government's elimination of school fees for both pre- and primary schools.

The government's prioritization of social protection and school feeding has been reflected in various cross-sectorial plans, including its Strategy for Accelerated Growth and Employment Promotion (SCAPE) 2013–2017 - Togo's poverty reduction strategy, the National School Feeding Policy (2013), and the Education Sectoral Plan (2014-2025). In 2016, the government demonstrated their commitment to realizing its National School Feeding Policy when it organized and hosted the first national forum on school feeding with the support of WFP CoE, WFP, and the World Bank.

## **Element 2: Legal Framework**

Following the Centre's initial collaboration with the Togolese government, WFP, the World Bank, and Partnership for Child Development's (PCD) 2016 System Approach for Better Education Results (SABER) Togo report identified the formulation of policy for school feeding programmes as "established," but latent in institutional capacity, with the need to focus on sustainability. WFP CoE has identified a supporting legal framework for school feeding as key to facilitating the implementation of and broaden the scope of school feeding initiatives. Interviews with WFP country staff and representatives within the Ministries of health, education, and finance have identified the lack of a law for school feeding programming as a barrier.

The need for a legal framework in Togo was first recommended by stakeholders in Togo during the national school forum in 2016. Following this recommendation, the government of Togo convened a workshop with representatives from civil society, community leaders, WFP, and WFP CoE, to prepare a draft of the country's school feeding bill, however the bill has yet to pass. At the moment, there is a congressional committee engaged in advocacy and lobbying to pass the bill for school feeding into law. Discussions with the National Agency for Development, the operational arm of the Ministry of grassroots development, and the responsible agency for operationalizing school feeding programmes, revealed the challenge of garnering political attention as a local, grassroots-focused organization.

## **Element 3: Intersectorial Institutional Coordination**

Lessons learned from the Togo Community-Based School Feeding in 2011 revealed the need for synergies between education, health, agriculture, and agriculture in order to scale the programme and transition to a sustainable safety net intervention. Since then, the CoE has worked with the government in collaboration with WFP to establish an institutional framework and improve intersectorial coordination. The National Agency for Grassroots Development was identified as the appropriate agency to lead coordination of the programme within a defined and decentralized framework with local NGOs to implement activities within communities. The agency also ensures the integration of community development, including school feeding across all policies, and plans in the country. A committee comprised of ministerial representatives in the health,



education, economics and finance, and planning government sectors are engaged with agency to ensure proper coordination.

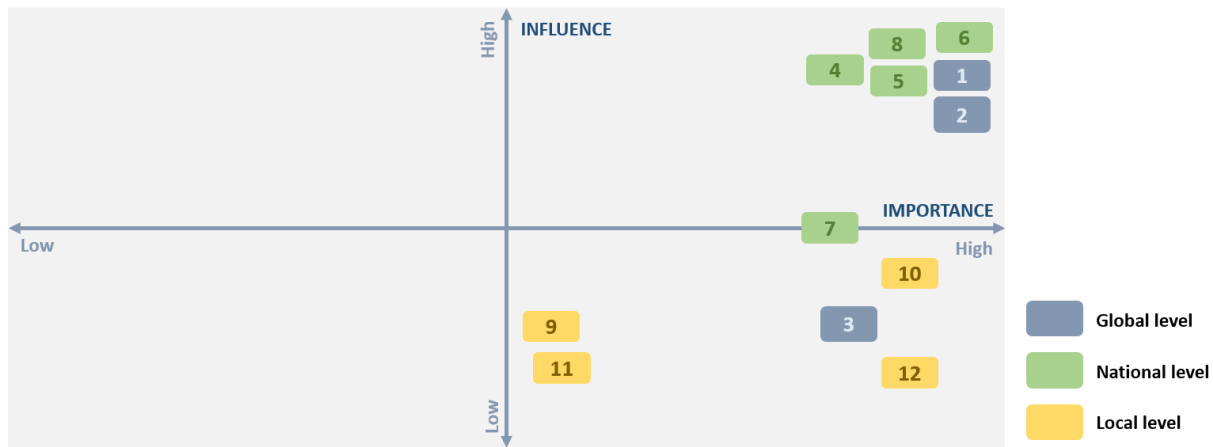
Further supporting this coordination, the government of Togo has worked to develop its follow up to the SCAPE, by aligning the Sustainable Development Goals to its National Development Plan through consultation with the UN Country Team, FAO, and UNICEF since 2016. For example, FAO assistance in Togo covers three priority areas: strengthening agricultural production and food security; improving the framework for sustainable resource management; and effective response and preparedness for food and agricultural threats and emergencies.<sup>29</sup> FAO's activities in food production and security is directly linked to the education – agriculture–health nexus present in West Africa, hence relates to the Centre's work more broadly.

In addition to this work the country is conducting a zero-hunger strategy review based on SDG2. The WFP CoE is supporting Togo in carrying this review through consultation and analysis across stakeholders, to inform action plans and increase alignment across partners.

The importance and influence of these stakeholders, based on an analysis of roles and engagement interactions is illustrated below:

---

<sup>29</sup> FAO. *Togo*. Retrieved from Food and Agriculture Organization:  
<http://www.fao.org/countryprofiles/index/en/?iso3=TGO>



STAKEHOLDERS			
1	Centre of Excellence	8	National Agency for Grassroots Development
2	WFP Country Office	9	Canadian International Committee of the Red Cross (ICRC)
3	Food and Agriculture Organization (FAO)	10	School Directors and Administrators
4	Ministry of Planning	11	Smallholder Farmers
5	Ministry of Economy and Finance	12	School Management Committees
6	Ministry of Education		
7	Ministry of Agriculture		

Figure 5: Importance and Influence of Stakeholders in Togo<sup>30</sup>

#### Element 4: Civil Society Engagement

The prioritization of grassroots engagement is seen at the national level through ANDB. In schools where school feeding activities are being implemented, engagement with the community and involvement in school feeding activities through the creation of School Management Committees comprised of the regional NGO implementing partner, school authorities, cooks and parents. Parents volunteer to receive training from an implementing NGO partner on proper food handling and nutrition standards from the Red Cross. The members of the committees create and maintain a mechanism for local quality assurance of the programme through daily visits to their local school. In addition, volunteer cooks are trained to manage the weekly purchasing of local produce, daily meal plan, to carry out safe cooking standards.

<sup>30</sup> See Annex 2 – Stakeholder Analysis for Togo

## **Box 2: Agence Nationale d'Appui au Développement à la Base**

Created in 2011, *Agence National d'Appui au Développement à la Base* -- ANADEB, is the operating arm of the Ministry of Community Development, Artisanship, Youth, and Youth Employment (MDBAJEJ), the ministry responsible for community development in Togo. The agency works along a decentralized framework in partnership with experienced local NGOs to implement programmes that provide the poorest communities with a minimum of basic socio-economic services, such as primary education, health care, water, sanitation and social protection, including the country's national school feeding programme. The agency maintains communication and works with relevant sectoral ministries (education, health, finance) through a steering committee to provide general guidance and ensure alignment on sectoral policies and programme design and implementation.

### **Element 5: Integration FNS, Social Protection and Farmers' Policies**

Through Togo's social protection strategy, the government has recognized school feeding as a safety net that creates linkages between nutrition, education, and agriculture. In 2014, the country joined the Scaling Up Nutrition to address child mortality caused by malnutrition by integration nutrition across planning documents. The National Agricultural Investment and Food and Nutrition Security Programme (PNIASAN 2016-2025) highlights priority areas for the agricultural and food security sectors. Despite the recognition of the need for social protection programmes to reduce poverty by 2030, due to capacity and financial constraints, an actionable, comprehensive strategy has not been developed and implemented. In addition, the linkage of smallholder farmers to school feeding programmes has not been established, and food procurement is individually managed by each school based on local availability.

# COMPARATIVE ANALYSIS

## Cross-Dimensional and Cross-Country Analysis of CoE's work in Benin, Togo and Senegal

The Centre of Excellence, drawing from the principles of South-South Trilateral Cooperation, assumptions derived from Brazil's school-feeding programme, keys and tools, outcomes and outputs embedded in its Theory of Change model has advanced its strategic interests in meeting the goals of food and nutrition security, social protection and sustainable-school feeding in the countries of Benin, Togo and Senegal.

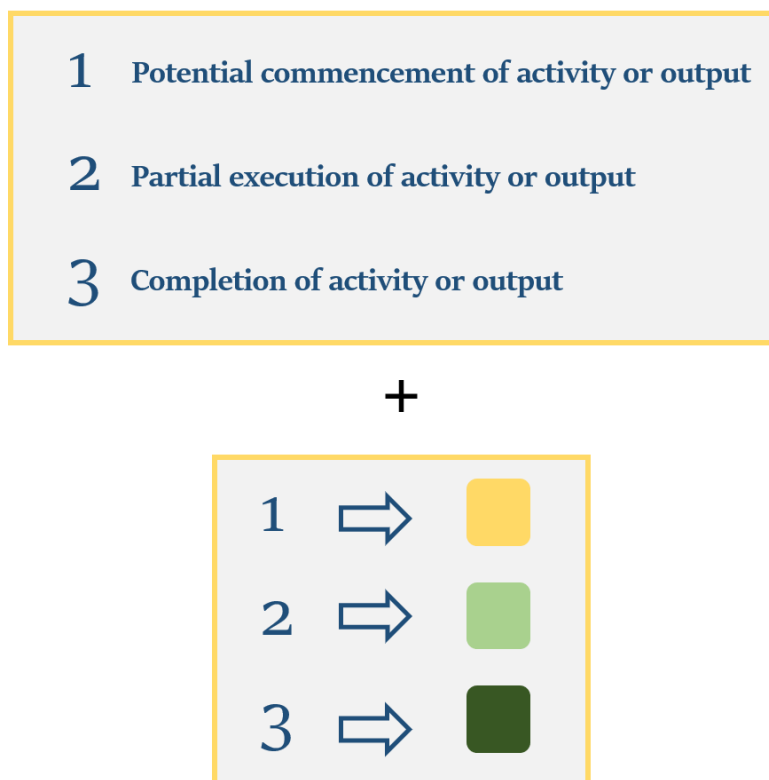
This section maps out the CoE's work in these three countries along seven dimensions, framed around the CoE's TOC framework. The seven dimensions are:

- Political Commitment to Sustainable School-Feeding Programmes at the National Level
- Presence of Legal Frameworks and Institutional Capacities
- Interministerial and Intersectorial Coordination
- Civil Society Engagement and Community Ownership and Participation
- Domestic, Regional and International Stakeholders Mobilized Towards Implementation of Sustainable School-Feeding Programmes
- Integrated and Sustainable School-Feeding Strategies as Policy Solutions
- Financing and Budgeting

The methodology for comparative analysis focuses on a list of specific metrics under each of these seven dimensions. Metrics are predicated on the CoE's vision, mission, and TOC model and represent activities or outputs undertaken to advance the CoE's mission of achieving sustainable school-feeding integration through SSTC.

A cross-country analysis is also performed for each metric and consequently each dimension, depicting the CoE's work across the region. The analysis deploys a scorecard approach wherein metrics are rated on a

scale of 1 to 3: **3** denotes completion of activity or output, **2** represents the partial execution of activity or output and **1** stands for the potential commencement of activity or output. This scale is also color-coded: **dark green** signifying a score of 3, **light green** signifying a score of 2 and **yellow** representing a score of 1. Color-coding these scores is indicative of the continuum that these dimensions operate in.



*Figure 6: Scorecard Indicator Codes*

Scores of metrics are then combined to yield a **cumulative score** for each dimension. Concurrently, the scorecard will also produce a country score for each dimension. Final scores are then indexed based on the proportion of individual metric and country scores to the maximum allowable scores, with a possible variation between 0 and 1, 1 indicating a perfect final score, or index.

The goal of this analysis is to gain a deep understanding of the CoE's work in the region so far, with the aim of identifying areas for greater engagement and more targeted intervention both within a country and across the region.

It is to be noted that our analysis heavily relies on the transcripts that emerged from our stakeholder interviews in Brazil, Benin, Togo, and Senegal.

## **1. Political Commitment to Sustainable School-Feeding Programmes at the National Level**

Political commitment has been a crucial underlying feature of Brazil's school-feeding programme and is identified as an important dimension for SSTC priorities in promoting sustainable school-feeding. The CoE has built synergies with the governments of Togo, Benin, and Senegal to strengthen existing political will and policy frameworks in order to transition to a fully integrated and sustainable school-feeding initiative.

Political momentum in Benin with respect to strategizing and operationalizing sustainable school-feeding gained traction in 2009 with Benin's participation in the Global Child Nutrition Forum in 2009. The creation of a National School Feeding Programme in 2010 followed. In 2014, as part of CoE's SSTC initiative, an Interministerial delegation visited Brazil to learn more about Brazil's school-feeding programmes, specifically the supporting policy frameworks, programme organization and structure and integration strategies.

A second school-feeding forum was organized in 2015 to disseminate and share the main takeaways from the 2014 study-visit to Brazil. This meeting witnessed the participation of other international organizations and regional stakeholders who agreed on the high-level message of increasing political advocacy at the ministerial level to push for school-feeding policy reforms. The upshot for Benin, in particular, was the setting of targets for implementation coverage (potential increase to 51% in 2021 from 29% in 2016). A potential engagement, however, would be to facilitate high-level advocacy for greater integration of other sectors notably agriculture and health into the school-feeding programme structure.

In Togo, the Government's commitment to school-feeding and social protection is reflected in its cross-sectoral policies particularly its National School Feeding Policy of 2013. There has been action in terms of going beyond an emergency response plan to a full-fledged school-feeding policy. The 2016 national forum that the CoE helped organize in Togo is the testament to this governmental commitment and action. At this juncture,

however, the CoE needs to make headway in partnering extensively with the Ministry of Education in the Government of Togo to make executable plans in keeping with the National School-Feeding Policy.

These plans should include a clear strategy for implementation, partnerships, sectoral integration, funding mechanisms, community participation and civil society engagement. The CoE must also take note of the political climate in Togo; ministries and cabinets often experience high turnover, and this could possibly affect the likelihood of passage of the law. Monitoring political events closely and building bipartisan support is crucial for the CoE’s strategic objectives in Togo.

DIMENSION: 1	METRIC SCORES		
	METRICS: ACTIVITIES/OUTPUTS	BENIN	TOGO
○ Encouraging governments to prioritize school-feeding	3	3	6
○ Pushing governments to consider the integration of FNS, social protection, and agriculture	1	1	2
○ Winning bipartisan support for school-feeding- reaching all ministries and government stakeholders	3	1	4
○ Operationalizing policy frameworks with strategic plans for implementation of sustainable-school feeding	2	1	3
<b>TOTAL COUNTRY SCORE</b>	9	6	15

<b>MAXIMUM POSSIBLE SCORE</b>	12	12	24
<b>INDEX: TOTAL COUNTRY SCORE / MAXIMUM POSSIBLE SCORE</b>	<b>0.75</b>	<b>0.50</b>	<b>0.62</b>

*Table 1: Scorecard for Dimension 1 - Political Commitment to Sustainable School-Feeding at the National Level*

## 2. Presence of Legal Frameworks and Institutional Capacities

The CoE has been instrumental in bringing stakeholders together for a conversation on specific legal frameworks for school-feeding programmes. Laws and articles in Brazil’s constitution have lent credibility and continuity to Brazil's school feeding programme while also mandating the formation of institutions to support implementation. Legal frameworks and institutions, therefore, form the bedrock of Brazil’s national school-feeding programme. Hence, the creation of these frameworks has been actively pursued by the CoE in Benin, Togo, and Senegal.

In Benin, there is national consensus that legal frameworks to support the continuous and efficient functioning of the school-feeding programme need to be put in place. The CoE has played a lead role in bringing about this consensus. The idea is to define school-feeding as a constitutional right and therefore to permanently codify it, thereby averting undue interruptions to either the implementation or the financing of school-feeding programmes. However, this idea hasn’t been brought to fruition yet.

A draft has been prepared and its passage as the law is in the offing. The Government of Benin validated a national strategy following the forum in 2015 that informs its National School Feeding Programme (NSFP). The DDEMP, OGP-PAM and the National School Feeding Agency (NSFA) are the main national agencies that oversee the functioning of the NSFP. The NSFA through its departments manages the programming, quality control and local community involvement in the NSFP. However, a potential area for collaboration would be



the building of a supporting institutional infrastructure, particularly with the aim of integrating the agriculture sector with the NSFP.

In Togo, the national forum in 2016 identified the need for a law for school-feeding programmes that could both inform policies as well as implementation plans. The CoE has been instrumental in mobilizing relevant stakeholders particularly the National Agency for Development, the operational arm of the Ministry of Grassroots development in support of a school-feeding law. Interviews with key personnel of the National Agency for Development reveal the difficulties associated with garnering sufficient political attention for a discussion on legal frameworks. The CoE could be particularly useful in mobilizing other stakeholders including the ministries of Finance and Agriculture for example, in a joint effort to push for a legal framework to be instituted. In other words, the CoE 's efforts at political advocacy should target wider levels of government. The content of the law also needs to be evaluated for the inclusion of the relevant SDGs namely 1, 2, 4 and 5.

Institutional capacity in Togo is latent as described by the WB, WFP, PCD SABER report of 2016. In addition to a coordinating institution like the National Agency for Development, supporting institutions that can carry out implementation and provide technical assistance are crucial to the success of a school-feeding programme. Strategic plans for the creation of institutional capacities and policies can be a good starting point for the CoE to explore.

DIMENSION: 2		METRIC SCORES		
METRICS: ACTIVITIES/OUTPUTS	BENIN	TOGO	TOTAL SCORES	
<ul style="list-style-type: none"> <li>○ Assisting government with developing the content of the law, encompassing concepts of FNS and SP as well as SDGs</li> </ul>	2	2	4	

○ Lobbying for passage of the law	2	2	4
○ Facilitating the creation of lead agency/coordinating institution	3	3	6
○ Facilitating the creation of supporting institutions	1	1	2
<b>TOTAL COUNTRY SCORE</b>	8	8	16
<b>MAXIMUM POSSIBLE SCORE</b>	12	12	24
<b>INDEX: TOTAL COUNTRY SCORE / MAXIMUM POSSIBLE SCORE</b>	<b>0.67</b>	<b>0.67</b>	<b>0.67</b>

Table 2: Scorecard for Dimension 2, Presence of Legal Frameworks and Institutional Capacities

### 3. Interministerial and Intersectorial Coordination

The National Forum in 2015 in Benin organized by the CoE witnessed the coming together of six ministries, Agriculture, Development, Economy, Education, Health and Planning for the institutionalization of an implementing infrastructure for the school-feeding programme. However, these structures are not entirely operational. The NSFA, in particular, is in need of increased resourcing to successfully implement the NSFP. The CoE's role in this regard could be very beneficial, particularly in providing technical assistance on the expansion of institutional capacities. Additionally, increased coordination between the agriculture and

education sector, as is evident in the Brazilian model for school-feeding, could be an area of interest for the CoE.

In Togo, the CoE has worked with the Government of Togo to strengthen Intersectorial Coordination. The coordinating institution, The National Agency for Development is the key organization facilitating the integration of local agencies and NGOs as well as communities into the school-feeding programme. There is, however, the potential for increased synergies among the ministries of health, agriculture, and education for scale-up and sustainability, which the CoE can fully explore.

DIMENSION: 3		METRIC SCORES		
METRICS: ACTIVITIES/OUTPUTS	BENIN	TOGO	TOTAL SCORES	
○ Engaging sectors particularly agriculture and education to work collaboratively	2	2	4	
○ Coordinating synergies between ministries of Agriculture, Health, Education, and Finance	2	1	3	
○ Providing technical assistance for the expansion of institutional capacities and supporting infrastructure, specifically for intersectoral coordination	2	2	4	
<b>TOTAL COUNTRY SCORE</b>	6	5	11	

<b>MAXIMUM POSSIBLE SCORE</b>	9	9	18
<b>INDEX: TOTAL COUNTRY SCORE / MAXIMUM POSSIBLE SCORE</b>	0.67	0.55	0.61

*Table 3: Scorecard for Dimension 3 – Interministerial and Intersectorial Coordination*

#### **4. Civil Society Engagement and Community Ownership and Participation**

The civil society in Brazil is an integral component of the school-feeding programme particularly in providing strategic and policy oversight. CONSEA and CAE are two formal institutions that inform policy-making on school-feeding at the federal and local levels respectively. The composition of CONSEA and CAEs is worthy of mention; these bodies are not entirely represented by the civil society but rather are comprised of both the civil society and government officials. This model has been very successful in Brazil both from the perspective of political feasibility and accountability, and as such has been an important part of the CoE’s mandate for SSTC.

In Benin, Togo, and Senegal, the CoE has been influential in putting together a mechanism for increased cooperation with the civil society, specifically, parents, the school administration, cooks, other staff members and NGO representatives. For example, in Senegal, the school management committees (*Comités de Gestion de l’Ecole, CGE*) and rural and municipal councils are represented by local stakeholders in the school-feeding system including parents and school principals. In Togo, local NGOs, supervised by the ANDB, undertake training programmes at the community level, imparting nutrition education, food handling standards, and quality assurance guidelines. Benin also has a similar community/civil society participation model. Local NGOs in Benin also invoke regular meetings with parents, the school administration, cooks and other staff members and NGO representatives to brainstorm ideas for improved logistical operations as well as to raise concerns.

A possible addition to this current scenario is to integrate the supply chain into the school-feeding programme, namely smallholder farmers. In Togo, for instance, schools are dispensed resources and are fairly autonomous to make decisions as to the administration of the school-feeding programme. Typically, schools buy produce from local markets. Smallholder farmers and their cooperatives in some cases are not formally linked to the school-feeding system. Benin is in a similar situation with little participation from smallholder farmers. There is tremendous scope for the CoE not only to work towards achieving this integration but also to establish partnerships with organizations such as FAO in order to strengthen and better organize the agriculture sector.

In comparison to Brazil’s PNAE however, what’s lacking is an institutionalized model for civil society representation at the state and federal level. Although this is a lofty endeavor that necessitates both time and resources, it could be a good starting point for the CoE to consider advocating for a more formal civil society participation mechanism in each of these countries.

DIMENSION: 4		METRIC SCORES		
METRICS: ACTIVITIES/OUTPUTS	BENIN	TOGO	TOTAL SCORES	
○ Involvement of local NGOs and agencies to implement SFPs	3	3	6	
○ The inclusion of local stakeholders namely parents, school administration, cooks, etc. in implementation and discourse	3	3	6	
○ The inclusion of the supply chain-smallholder farmers into SFPs	1	1	2	

○ Formal mechanism for civil society participation, analogous to CONSEA and CAE in Brazil	1	1	2
<b>TOTAL COUNTRY SCORE</b>	8	8	16
<b>MAXIMUM POSSIBLE SCORE</b>	12	12	24
<b>INDEX: TOTAL COUNTRY SCORE / MAXIMUM POSSIBLE SCORE</b>	<b>0.67</b>	<b>0.67</b>	<b>0.67</b>

*Table 4: Scorecard for Dimension 4 – Civil Society Engagement*

## 5. Domestic, Regional and International Stakeholders Mobilized Towards Implementation of Sustainable School-Feeding Programme

A major takeaway from the CoE Brazil visit was the Brazil SFP’s prioritization of the decentralization of municipalities, i.e, allowing municipalities the latitude to take charge and encouraging them to build capacity to improve their local SFPs. In this sense, the CoE mobilized stakeholders to operationalize this priority on the ground.

In Benin, municipalities have mandated responsibilities towards primary education. But their Mayors do not always fully understand or take into account these responsibilities. There is only a basic understanding and assumption that the state is the provider for schools and everything related to them. In order for this to be combated, it is crucial that municipalities have specific community development and education initiatives outlined in the national priority lists designed by the government.

In Togo, there were local management committees within municipalities and schools formed by school directors, parents, village elders. Field staff from development NGOs were also part of these committees. Management guides were created to help target vulnerable populations based on indicators like enrolment rates, income levels of households, proximity to schools, and similar features.

Across the West African countries, there is a multitude of national and international actors involved in SFPs. In Togo, the SIPA team visited an SFP funded by the Canadian Government development agency. The International Committee of the Red Cross too was involved in helping implement SFPs in the country. In terms of mobilization, there seem to be significant partnerships that have been set up to help with SFPs on the ground. But in terms of current programme efficiency, the existence of many middlemen in the process might cause the existing limited resources to spread thin.

DIMENSION: 5	METRIC SCORES		
	METRICS: ACTIVITIES/OUTPUTS	BENIN	TOGO
○ Ministers have been pushed to work in sync to achieve objectives	3	2	5
○ International and local NGOs mobilization	3	3	6
○ Community-level involvement in day to day running of local SFPs	3	3	6
<b>TOTAL COUNTRY SCORE</b>	9	8	17

<b>MAXIMUM POSSIBLE SCORE</b>	9	9	18
<b>INDEX: TOTAL COUNTRY SCORE / MAXIMUM POSSIBLE SCORE</b>	<b>1.00</b>	<b>0.88</b>	<b>0.94</b>

*Table 5: Scorecard for Dimension 5 - Domestic, Regional & International Stakeholders Mobilized Towards Implementation of SFPs*

## 6. Integrated and Sustainable School-Feeding Strategies as Policy Solutions

In Benin, smallholder farmers are not integrated into the overall programme structure. The local markets are only used out of convenience, and not as a matter of legality. The country requires multi-sectoral engagement to create a value chain that brings in and sustains a structure that benefits both the local farmers as well as local SFPs.

For Togo, the strategy for integrating local communities, resources, and infrastructure was specifically aimed at preventing the need for importing food that could be produced locally (rice, vegetables, etc.). This helps the population to truly take ownership of the SFP and not grow dependent on external resources. In terms of smallholder agriculture, there does not seem to be a priority placed on including them into the framework. Togo still has some way to go before the government can take over and successfully run its SFP. There seem to be high turnover rates within the government, which is an issue to the consistent and smooth functioning of programmes. Togo also seems to be more at a disadvantage in terms of resources and leadership in comparison to Benin. The Centre might be able to provide assistance and technical consulting in both these areas.

**DIMENSION: 6**

**METRIC  
SCORES**



METRICS: ACTIVITIES/OUTPUTS	BENIN	TOGO	TOTAL SCORES
○ Technical assistance for creating linkages	2	2	4
○ Linkages between the agriculture sector and the SFPs established through institutional mechanisms	1	1	2
○ Mobilizing stakeholders and political will for integrated policy solutions	1	1	2
<b>TOTAL COUNTRY SCORE</b>	4	4	8
<b>MAXIMUM POSSIBLE SCORE</b>	9	9	18
<b>INDEX: TOTAL COUNTRY SCORE / MAXIMUM POSSIBLE SCORE</b>	<b>0.44</b>	<b>0.44</b>	<b>0.44</b>

Table 6: Scorecard for Dimension 6 - Integrated & Sustainable School Feeding Strategies as Policy Solutions

## 7. Financing and Budgeting

WFP is financing and operating a separate SFP in Benin that currently covers 620 schools with 120,000 children. Simultaneously, the Benin government is financing the new PNASI (Integrated National School Feeding Programme) at CFA 7 billion per year (\$13.16 million) for the period 2017-2021. Though fully funded

by the government, the implementation is supervised by WFP in an effort to capitalize on WFP’s operational and strategic expertise. The goal is to build capacity within the country in order to effectively transition to an independently managed SFP, with little assistance from WFP in the long-term. Through this agreement, 1579 primary schools with 320,000 children are catered to with 10,000 tons of food annually. As of 2018, this programme has 29% national coverage, which is targeted to rise to 51% by 2021. The CoE ‘s role could be to offer technical assistance during this period both in terms of building capacities but also mobilizing partnerships to explore national and consortium funding mechanisms.

In Togo’s case, the IMF identified excess revenue in Togo’s national Oil Stabilization Fund. WFP advocated for these funds with the support of the IMF and an additional \$2 million was allocated to the SFP programme. In the same vein, the CoE can mobilize ministries in the government and other partners to uncover resources within internal budgets.

Currently, in Senegal, PAM supports 160,000 schools, while the government supports 1050 schools with 200,000 children. The government of Senegal is seeking to play a larger role in SFP and is, therefore, seeking additional investment from external donors. A possible area of opportunity for the CoE is to engage multiple partners on the field in Senegal such as the FAO in a united effort to support a national school feeding initiative. The advantage of a focused multi-partnership approach for financing is that such funding can be more directly targeted to a single nation-wide programme. This approach also minimizes inefficiencies arising from duplication of interventions pursued by multiple players on the field. Additionally, since Benin, Togo and Senegal enlist the assistance of local NGOs in implementing SFPs, results-based financing (RBF) can also be explored. RBF has been particularly successful in nation-wide programmes particularly in rapidly achieving key national development outcomes.<sup>31</sup>

**DIMENSION: 7**

**METRIC  
SCORES**

---

<sup>31</sup> The World Bank Group, “*Innovative Finance for Development Solutions*,” Initiatives of the World Bank Group, Accessible at: <http://siteresources.worldbank.org/CFPEXT/Resources/IF-for-Development-Solutions.pdf>  
[Assessing World Food Programme Centre of Excellence Against Hunger in Brazil’s South-South Trilateral Cooperation](#)

METRICS: ACTIVITIES/OUTPUTS	BENIN	TOGO	TOTAL SCORES
○ Providing technical support to lobby for additional resources	2	2	4
○ Facilitating financing from external donors/partners	2	2	4
○ Providing technical expertise to achieve cost-effectiveness	3	3	6
<b>TOTAL COUNTRY SCORE</b>	7	7	14
<b>MAXIMUM POSSIBLE SCORE</b>	9	9	18
<b>INDEX: TOTAL COUNTRY SCORE / MAXIMUM POSSIBLE SCORE</b>	<b>0.77</b>	<b>0.77</b>	<b>0.77</b>

*Table 7: Scorecard for Dimension 7 – Financing and Budgeting*

### **Consolidated Dimensional Analysis of CoE’s SSTC initiatives in Benin, Togo and Senegal**

The cross-dimensional analysis that flows from our scorecards for dimensions 1 through 7 is represented by Figure 7 that plots the dimensions against their indexed scores. On the dimensions of political commitment, legal frameworks and institutional capacities, interministerial and intersectorial coordination, and civil society and community participation, the CoE’s efforts across the region receive an indexed score ranging from 0.6 to 0.7, indicating that on average, the CoE has been active in promoting these dimensional goals across the region.

On dimension 5 that represents stakeholder engagement, the CoE receives a higher score of 0.94, reflecting the CoE's increased efforts at bringing domestic, regional and international stakeholders together to both strategize and operationalize sustainable and integrated school-feeding policy solutions.

With respect to integration of the agriculture and education sectors among others in a bid to make SFPs more sustainable, the CoE receives a score of 0.44, revealing scope for improvement in this area. Our analysis of the transcripts from interviews with stakeholders in Benin and Togo demonstrates the need for the strengthening of the smallholder agriculture sector as well as institutionalization of mechanisms related to production, procurement, supply chain and ICT. The final dimension 7 that indicates financing and budgeting pegs the CoE at an indexed score of 0.77, indicating the CoE's commitment to mobilizing political as well as other stakeholders to consider sustainable financing mechanisms for SFPs.

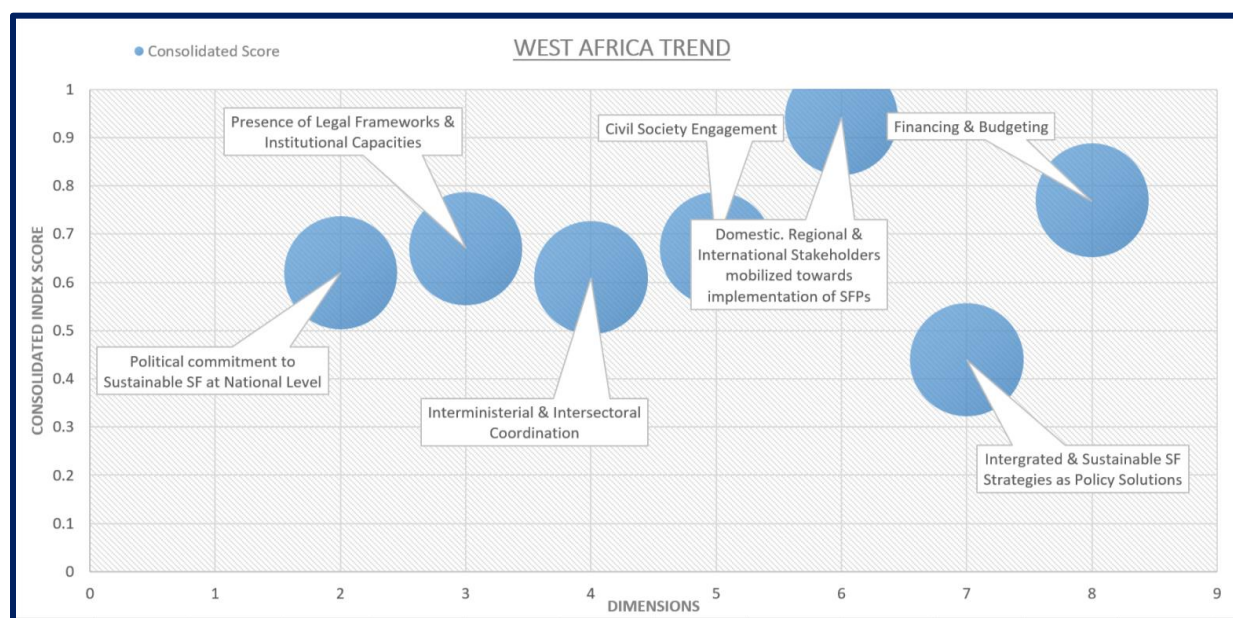


Figure 7: Consolidated Dimensional Analysis for the Region of Benin and Togo

### Cross-country Analysis

Figures 8 and 9 represent a country-specific breakdown of the dimensional analysis. The CoE's efforts at garnering political commitment for SFPs ranks particularly high in Benin relative to Togo. In Togo, in particular there is room for the CoE to facilitate increased political participation and synergies among ministries to support school-feeding initiatives. On the dimension of legal frameworks, the CoE's endeavours

have been apparent across the region, with some scope for improvement , specifically in facilitating the passage of laws supporting the potential SFP framework.

Dimensions 3 and 4 namely inter-ministerial and intersectorial coordination and civil society and community participation and ownership reveal less variability between countries with the exception of Togo on dimension 3. Our analysis shows that the CoE can push for increased inter-ministerial synergies in Togo relative to Benin. On Dimension 4, the CoE's work receives a uniform score across countries. Civil society and community engagement has been at the core of the SFPs in Benin and Togo as evidenced by a uniform high score of 0.67. However, a metric that the CoE can direct its focus on is the creation of formal civil society institutions that could help inform policies at both the state and federal level.

On Dimension 5 representing stakeholder engagement at all levels, the CoE receives a perfect score for its stakeholder mobilization efforts in Benin and a high score of 0.88 in Togo. This score is indicative of the CoE's leading role in organizing domestic as well as regional forums for high-level government officials to deliberate on policy solutions supportive of sustainable school-feeding programmes in both Benin and Togo. Additionally, it also speaks to the CoE's initiatives locally at the school and municipality level where local participation from all stakeholders is key.

Dimension 6, namely integrated sustainable school-feeding strategies as policy solutions reveals a particular need for increased technical assistance to all three countries. Analysis of the interview transcripts reveals a need for increased integration of smallholder farmers to SFPs. On Dimension 7, the CoE's efforts in facilitating the conversation around innovative as well as sustainable financing mechanism has been successful particularly in the provision of technical support to lobby for resources from the government as well as external donors/partners and to improve cost-effectiveness. The indexed score is substantial for Benin and Togo while there is room for increased technical assistance in devising and operationalizing innovative financing mechanisms.

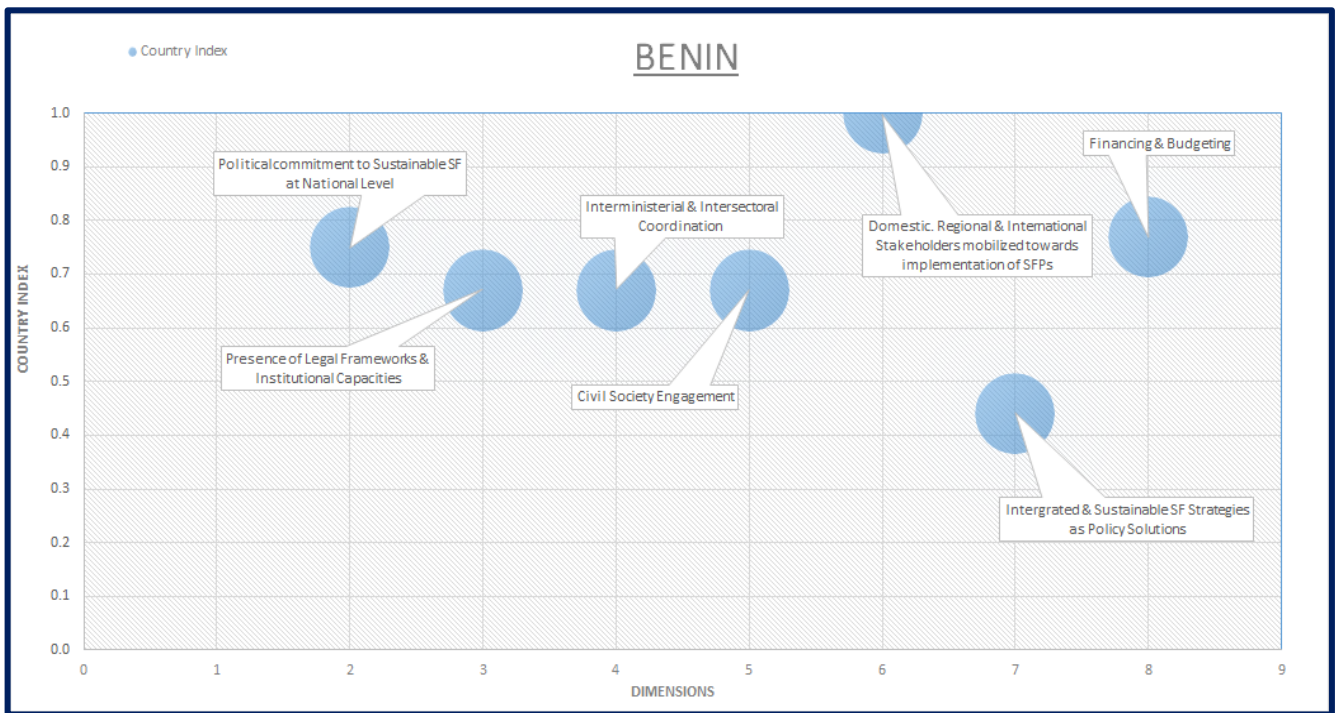


Figure 8: Dimensional Analysis for Benin

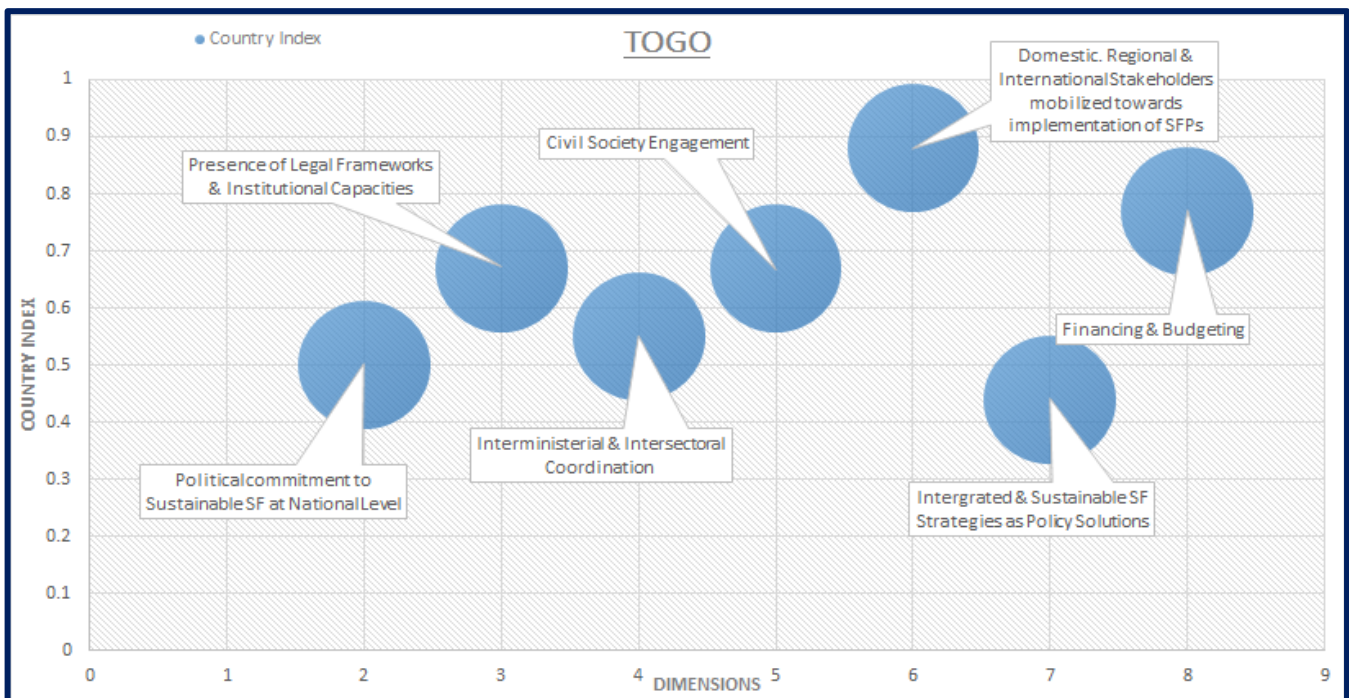
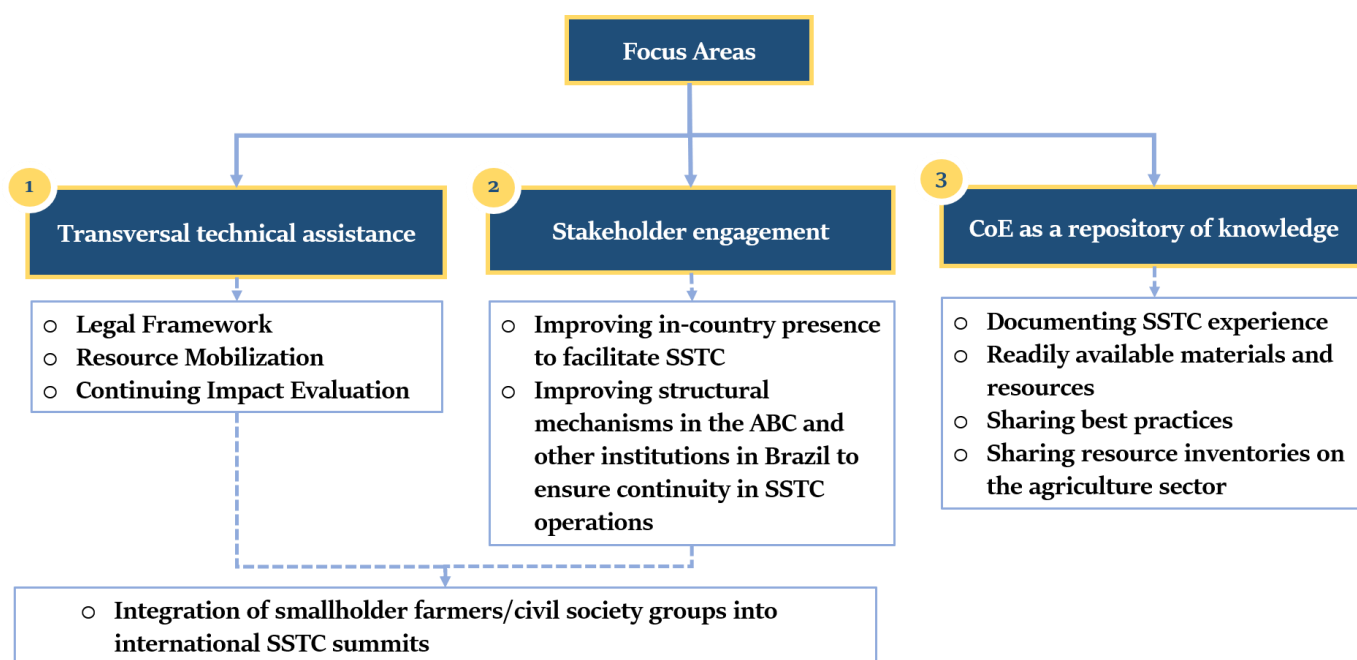


Figure 9: Dimensional Analysis for Togo

# KEY RECOMMENDATIONS

## Three Focus Areas of Enhancement

Relying on the comparative analysis conducted across dimensions and countries, this section details recommendations and key lessons. Recommendations are divided into three focus areas, borrowing from the CoE’s theory of change framework, on which our analytical methodology is based. The focus areas include Transversal Technical Assistance, Stakeholder Engagement and the CoE as a repository of knowledge.



1. **Transversal Technical Assistance:** One of the key tools at the disposal of the CoE to advance its SSTC priorities is the provision of technical assistance on a wide range of topics including legal frameworks, civil society engagement and resource mobilization. In this focus area, we focus our recommendations on three different issue areas namely legal frameworks, resource mobilization and continuing impact evaluation.

- a. **Legal frameworks:** Our country programmes analysis as well as comparative dimensional analysis reveals the need for increased assistance to the countries in institutionalizing laws concerning school-feeding programmes. In Benin and Togo, the CoE has played an active role in assisting with the making of the law, particularly in deliberating the content and ensuring its alignment with the Sustainable

Development Goals. However, these laws are on paper only and haven't received legal sanction yet. Ongoing technical support to expedite the passage of law is a strategic area of focus for the CoE. In Senegal, the National School Feeding Programme is currently implemented through a policy framework as there is currently no legal framework for school feeding. Beginning the process of drafting laws and integrating them with other existing laws such as the Agro-Sylvo-Pastoration Law of 2004 in Senegal presents a substantive opportunity for the CoE's strategic SSTC objectives. As demonstrated in the Brazil case, implementing legal frameworks will allow the governments of partner countries to establish ownership over food and nutrition security and empower the countries to sustain home-grown school feeding in preparation for the eventual exit of WFP.

- b. **Resource mobilization:** In Benin, Togo and Senegal, school-feeding programmes are part-financed by the WFP and the government. Observations from the field indicate the presence of multiple players on the field. In Togo, for example, the Canadian government's development arm and organizations such as Red Cross coordinate with different stakeholders of the school feeding programme, offering technical assistance and implementation support. In light of this, the CoE can moot the idea of convening stakeholders for a united school feeding initiative along the lines of one, single National School Feeding Programme. This ensures that funding is more centralized for the purposes of implementing and scaling-up school feeding initiatives across the countries, thereby decreasing duplication of interventions and funding inefficiencies. Another key area of opportunity is to extend the CoE's current efforts in assisting governments with identification of resources within budgets, better and efficient allocation of resources and improved cost-effectiveness. It should be noted that the team lacks full understanding of the specific roadblocks to resource mobilization in each country case. Possible roadblocks could include corruption, irregular or unpredictable donor engagement, and inefficient allocation mechanisms in the national government. In order to better understand which roadblocks are more relevant in each specific case, the CoE should conduct study visits specifically designed to better gauge the nature of roadblocks in each country.
- c. **Continuing impact evaluation:** As an extension to the Impact Evaluation Report of the CoE published in 2016, it is beneficial for the CoE to document its interventions and efforts in Benin, Togo and Senegal on dimensions informed by its Theory of Change Framework. Using systems and tools like our



scorecard approach will enable a methodical understanding of the metrics employed in advancing strategic interests in advancing SSTC for the deployment of sustainable school-feeding programmes. The CoE can then identify gaps that call for increased investment in time and resources or context-specific modifications as the case may be. On the flip side, the CoE can pinpoint areas in which its role as a facilitator of SSTC has reached saturation, paving the way for appropriate exit strategies

**2. Stakeholder Engagement:** Mobilizing stakeholders be they government, external partners, or the civil society and local communities in a collaborative partnership to make policy, law as well as put in place mechanisms for successful implementation of SFPs is in alignment with the CoE's mandate for SSTC. Much of the success of Brazil's PNAE is attributable to a closely coordinated stakeholder engagement that runs from the federal to the municipality level. This key takeaway from Brazil's SFP has provided much of the impetus for the CoE's increased involvement in ensuring multi-stakeholder commitment to SFPs in Benin, Togo and Senegal. Recommendations in this focus area centre on increased in-country presence and improved structural mechanisms within the Brazilian SSTC structure.

a. **Improved in-country presence:** Our interviews with a broad range of stakeholders particularly the agencies responsible for SFP implementation shows a need for continued and persistent technical support from the CoE. The call for support is implementation-oriented. An examination of the CoE's SSTC principles reveals its emphasis on non-interference in country programmes as to implementation, funding or institutional building. However, the need of the hour is increased assistance in translating strategic documents and resource inventories into developmental action on the ground. Without this kind of crucial support in the early stages, countries without substantive experience with SFPs will find it increasingly challenging to respond to practical challenges. Capacity building in this case is therefore, key. Going forward, the CoE can use systems and tools to continuously assess its efforts in building staff and institutional capacity in these countries, more persistently at first and less so as countries progress with the implementation of their SFPs.

- b. **Improving structural mechanisms in the Brazilian SSTC model:** The CoE works in partnership with the Brazilian Agency for Cooperation to identify trilateral or regional cooperation opportunities. Interviews with a key official from ABC showed the need for increased staffing resources for smooth SSTC operations. This remains ABC's long-term objective with direct relevance for the CoE's mandate and vision. A workaround could also be the hiring of specific/specialized consultants whose employment with the ABC or the CoE is predicated on a mandatory role within the FNDE and other agencies supporting the functioning of Brazil's SFP. These consultants could then acquire key knowledge inventories on the workings of the integrated structure of Brazil's PNAE model. This ensures that consultants are not just equipped to deliver specific technical expertise on issues related to smallholder agriculture or social protection but can also offer strategic advice for stakeholder engagement, political reform and institutional capacity-building.
- c. **Creation of local SSTC units:** The CoE could assist partner countries in creating units within their home institutions that are specifically designed to promote SSTC. Having SSTC units within different sectors of government institutions could create a more streamlined channel for communication and cooperation with Brazil's SSTC units throughout the government and facilitate the exchange and receipt of technical assistance on specific projects. For example, the government of Senegal could create an SSTC unit within the Ministry of Education in order to communicate with a unit within FNDE (Brazil) that manages the creation of school textbooks. Creating these units would therefore streamline South-South cooperation and the sharing of best practices in specific areas.
- d. **Integration of civil society and smallholder farmers at international SSTC Summits:** Although Brazil and other countries may have already developed institutional frameworks to integrate civil society and smallholder farmers, these groups are yet to be included at SSTC summits. Although the Dakar meeting of 2015 and the Addis Ababa meeting of 2016 resulted in the creation of the African School Feeding Network, and the CPLP Conference of 2018 resulted in valuable sharing of best practices in school feeding between government representatives of member countries, civil society and smallholder farmer groups were not represented. It is important to integrate these groups into the conversation so that they can interact with their counterparts in other countries and share perspectives on the barriers for representation in the government and collaborate on sharing best practices for home-grown school

feeding. Most smallholder farmers however; live in hard-to-reach areas, making it difficult for the CoE to include them in important stakeholder discussions. A potential solution could be to identify community or local municipal/government officials who through their close association with these smallholder farmers can represent their interests and concerns.

**3. CoE as a Repository of Knowledge** – Enhancement of knowledge-sharing capacities is crucial to encourage success of home-grown school feeding programmes. Imparting the various lessons, tools and examples of best practices empower countries to experiment and innovate based on their own unique sets of challenges. It also creates a support network of consolidated efforts that kickstart similar or new initiatives related to food and nutrition.

- a. **Strengthening capacity:** the CoE should create an online ledger of documentation on the history of SSTC, case studies on home-grown school feeding in partner countries, the Brazil experience, and the ways partner countries have benefitted from SSTC. The creation of this ledger would allow the Centre to provide assistance to partner countries without the need for providing in-person technical assistance and would transform the CoE into a knowledge hub for partner countries as a whole. Although the Centre has already taken steps towards fulfilling this goal, it should continue to strive to gather this documentation, organize the ledger, and make it available to partner countries through the WFP country office.
- b. **Sharing best practices of the agriculture sector:** Our interviews with stakeholders in Benin and Togo as well as remote video interviews with stakeholders in Senegal revealed the challenges of an under-developed smallholder agriculture sector. The sector is not well-organised with little to no existence of cooperatives and also lacks well-functioning institutional mechanisms for production, procurement and value chain. In light of this, a strategic consideration for the CoE's SSTC priorities is to share best practices and lessons learned from Brazil's agriculture sector that eventually paved the way for a solid integration with the education sector, informing sustainable policy solutions for school-feeding programmes.

## **Secondary Recommendation**

Over the course of this investigation, the team carried out preliminary research on the case of Senegal with the hope of incorporating an evaluation of this case study into this report. Due to time and logistical constraints, however, the team was unable to obtain a holistic view of this particular case study and was unable to carry out an in-depth analysis. However, from the preliminary information gathered after interviews with WFP country team members in the Senegal country office, the team gathered that there exists a renewed willingness from the field office to explore opportunities for SSTC through the Centre of Excellence in Brazil. Two areas for possible cooperation as highlighted by the WFP Country Team in Senegal include impact evaluations for the Purchase from Africans for Africa Programme and providing technical assistance pertaining to legal and institutional frameworks for the School Meals Programme in Senegal. Therefore, selecting Senegal as the primary focus for a subsequent cooperation between Columbia | SIPA and the Centre of Excellence would be ideal.

# CONCLUSION

The team of graduate consultants worked to fulfil its duty to the request of the initial terms of reference: to **evaluate the work of the Centre in Benin, Togo, and Senegal and provide recommendations to help it improve in its functions and mission.**

The team should highlight that this investigation was conducted under a series of very strict constraints. These include the limited window for traveling, which consisted of a period of only 10 days in both regions, the necessity of scheduling travel to both regions simultaneously, which negated the prospect of comparing knowledge on the understanding of the Brazil framework, and the inability to travel to one of the partner countries within which they would evaluate the work of the Centre.

In spite of these constraints, the team is confident that enough insights from the field to complete a thorough and analytical assessment of the CoE's role in the three countries that leverages a mixed methods, scorecard, and index approach. The evaluation has concluded with specific recommendations directed at the three characteristics outlined in Assumption #2 of the Centre of Excellence: **provision of technical assistance, stakeholder engagement, and serving as a repository of knowledge on SSTC.**

As per the discussion in the introduction to the study, it is of great hope to the team of graduate consultants that the findings of this study may serve to benefit the Centre of Excellence as well as the ultimate beneficiaries of cooperation in partner countries.

# ACKNOWLEDGEMENTS

The team would like to thank all our partners in dedicating their time to support this collaborative project. In particular, we would like to thank:

**Daniel Balaban**, Director, WFP, CoE, Brazil

**Christiani Buani**, Head of Programs, WFP, CoE, Brazil

**Mariana Rocha**, Programme Policy Officer, WFP, CoE, Brazil

**Bruno Valim Magalhães**, Programme Policy Assistant, WFP, CoE, Brazil

**João Paulo Cavalcante**, Programme and Policy Officer, WFP, CoE, Brazil

**Guy Mesmin Adoua**, Country Director, WFP, Benin

**David Geraud Adomahou**, National Consultant, WFP, Benin

**Armelle Korogone**, Programme Officer, WFP, Benin

**Beriname Badjare**, Programme Officer, WFP, Togo

**Agnes N'diaye Faye**, School Feeding Focal Point, WFP, Senegal

**Abdoulaye Faye**, School Feeding Focal Point, WFP, Senegal

**Pratima Kale**, Faculty Advisor, Columbia SIPA

**Eugenia McGill**, Director, EPD Concentration, Columbia SIPA

**Iлона Vinklerova**, Manager, EPD Concentration, Columbia SIPA

We would also like to thank all the stakeholders in Benin, Togo and Brazil that facilitated our fieldwork that culminated in this final report.

# REFERENCES

- 5a Conferência Nacional de Segurança Alimentar e Nutricional, *Relatório Rinal Carta Política, Manifesto, Proposições e Moções*, Brasília, November 2015.
- Brazil Constitution*, Article 208, VII, 1988.
- Brazil Parliament, *Decreto n°37.106*, 31 March 1955.
- Brazil Parliament, *Decreto n°72.034*, 30 March 1973.
- Brazil Parliament, *Lei n°8.913*, 12 July 1994.
- Brazil Parliament, *Medida Provisória n°1.784*, 14 December 1998.
- Brazilian Parliament, *Emenda Constitucional n°64 de 4 de fevereiro de 2010*, Brasília, 4 February 2010.
- Centre of Excellence Against Hunger. 2017. *Impact Evaluation Report (2011-2016)*. Centre of Excellence Against Hunger.
- Drake, Lesley, lice Woolnough, Carmen Burbano, and Donald Bundy, *Global School Feeding Sourcebook Lessons from 14 Countries*, The Partnership for Child Development, Imperial College Press, London, 2016.
- FAO. *Togo*. Retrieved from Food and Agriculture Organization:  
<http://www.fao.org/countryprofiles/index/en/?iso3=TGO>
- FNDE, *Informe PNAE*, June 2017.
- MEMP, *Plan d'action de mise en oeuvre de la PNAS*, 2015
- Presidência da República Controladoria-Geral da União, *Merenda Escolar Programme Nacional de Alimentação Escolar*, Brasília, August 2006.
- Presidência da República, Ministério da Educação, FNDE, *Formação Pela Escola Módulo PNAE*, Brasília, 2008.
- Republic of East Timor, *Orçamento Geral do Estado*, Dili, East Timor, 2013.
- Republic of Mozambique, Ministry of Education, *Modelos Legais e Políticos para o Desenvolvimento de Um Programme Nacional de Alimentação Escolar em Moçambique*, Maputo, 2016.
- República de São Tomé e Príncipe, *Lei de Base Lei n.º4/2012*.
- Republique du Bénin, *Rapport Général du Forum sur l'alimentation scolaire*, 2015
- The World Bank Group, *"Innovative Finance for Development Solutions,"* Initiatives of the World Bank

Group, Accessible at: <http://siteresources.worldbank.org/CFPEXT/Resources/IF-for-Development-Solutions.pdf>

WFP, *Benin Interim Country Strategic Plan*, 2018

World Bank. 2012. *Scaling Up School Feeding: Keeping Children in School while Improving their Learning and Health*. World Bank.

World Food Programme. 2013. *State of School Feeding Worldwide*. World Food Programme.



# ANNEX

## Annex 1: List of Stakeholders Interviewed

No.	Country	Organization	Designation	Name
1	Brazil	WFP Centre of Excellence	Director	David Balaban
2	Brazil	WFP Centre of Excellence	Head of Programme	Christiani Buani
3	Brazil	National Fund for Education Development (FNDE)	Head of Brazil's National School Feeding Programme (PNAE)	Karine Santos
4	Brazil	National Fund for Education Development (FNDE)	Nutritionist and Coordinator of PNAE	Albanedie Peixenio
5	Brazil	Technical Assistance and Rural Extension Enterprise (EMATER)	International Relations Advisor	Luiz Rocha
6	Brazil	Ministry of Social Development (MDS)	Deputy Secretary for Food and Nutrition Security	Lilian Rahal
7	Brazil	National Food Security Council (CONSEA)	Representative	
8	Brazil	Brazilian Cooperation Agency (ABC)	Project Manager for South-South Cooperation	Anna Maria Grazziano
9	Brazil	Department for International Development (DFID)	International Development Advisor	Thomas Giblin
10	Brazil	State of Bahia	Nutritionist and Coordinator of School Feeding Programme	Representative
11	Benin	World Food Programme	Country Director	Guy Adoua
12	Benin	World Food Programme	Director, OGP	Yaya Idrissou
13	Benin	World Food Programme	Programme Officer	Armelle Korogane
14	Benin	World Food Programme	Programme Assistant	David Adomahou
15	Benin	Ministry of Maternal and Primary Education	Minister of Primary Education	Salimane Karimou
16	Benin	Ministry of Maternal and Primary Education	Director of School Feeding	Berkegui Julienne Zime Yerima
17	Benin	Ministry of Maternal and Primary Education	Regional Direction of School Feeding Programme	Lambert Bossou
18	Benin	Le Fonds d'Appui au Développement des	Director	Regina Guedou

		Communes au Bénin (FADEC)		
19	Benin	Public School of Agnihouedji	N/A	School Administration and Parents
20	Benin	Public School of Adjovè	N/A	School Administration and Parents
21	Togo	World Food Programme	Programme Officer	Beriname Badjare
22	Togo	Food and Agricultural Organization	Assistant to the Representative of the Administration	Oyétoundé Djiwa
23	Togo	Ministry of Economics and Finance	Representative	
24	Togo	Ministry of Education	Representative	
25	Togo	Ministry of Health	Representative	
26	Togo	Ministry of Planning	Representative	
27	Togo	National Agency for Support to Grassroots Development (ANADEVB)	Director	Mazalo Katanga
28	Togo	Public School of Wonougba	N/A	School Administration and Parents

## Annex 2: Stakeholder Analysis

### *2(a): Stakeholder Analysis for Implementation of School Feeding Programmes in Brazil*

H = High, M = Medium, L = Low

No.	Category	Stakeholder	Role	Alignment with SDG Goals or National Schoolfeeding Objectives	Impact	Engagement Setting	Level of Importance (H/M/L)	Level of Influence (H/M/L)
<b>Institutional Level: Global</b>								
1	World Food Programme	Centre of Excellence	In alignment with national objectives, maintains and oversees the development of South-South Cooperation pertaining to food security and nutrition	Directly aligns and contributes to the implementation of SDG 2.	Central actor of trilateral cooperation between Brazil and West Africa, building a knowledge base for other countries. Primary beneficiary and implementer of research recommendations.	Functions in context of national aims to address food insecurity by working closely with the government and its related ministries and agencies. Main facilitator of engagement with other governments and WFP country offices, specifically, Benin, Togo and Senegal.	H	H
<b>Institutional Level: National</b>								
2	Ministries	Ministry of Social Development	Designs national policies and strategies related to social protection, including those aimed at alleviating food insecurity. Main priority is to design legal frameworks for national food and	Directly aligns and contributes to the implementation of national schoolfeeding objectives.	Approves policies that affect the living conditions of those who benefit from school feeding programmes.	Primary driver of multisector coordination specifically in education, health and agriculture. Works closely with other ministries, agencies and NGOs.	H	H

			nutrition security policy.					
3		Ministry of Education	Central actor for the implementation of school feeding programmes through its primary agency, the National Fund for Development of Education (FNDE).	Directly aligns and contributes to the implementation of national school feeding objectives.	Formation of the FNDE and FNDE targets.	Oversees the activities of the FNDE and provides funding to support links between education and agriculture.	<b>H</b>	<b>H</b>
4	Agencies	National Fund for the Development of Education (FNDE)	Government entity responsible for administering school feeding programmes (SPFs). Distributes funds.	Directly aligns and contributes to the implementation of national school feeding objectives.	Provides insight into SFPs in Brazil, which is shared with the WFP branches in West Africa to promote South-South cooperation.	Reports to the Ministry of Education, that oversees national schoolfeeding programmes.	<b>H</b>	<b>H</b>
5		Brazilian Agency of Cooperation (ABC)	An agency under the Brazilian Foreign Ministry primarily concerned with technical cooperation with other countries.	Directly aligns and contributes to the implementation of national school feeding objectives.	Establishing the degree to which South-South cooperation will take place and develop cooperation-related government policies.	Works within in the international framework, via collaboration with other countries.	<b>H</b>	<b>H</b>
6	Civil Society	National Council Food and Nutrition Security (CONSEA)	Government advisory organ to the Presidency on matters related to food and nutrition security, integrated by a $\frac{2}{3}$ civil society representation.	Directly aligns and contributes to the implementation of national school feeding objectives through policy	Makes recommendations for the creation of new public policies on areas that the Centre of Excellence monitors and evaluates.	Reports to Brazil's Interministerial Chamber of Food and Nutrition Security (CAISAN), visible at the ministry and president level.	<b>H/M</b>	<b>H/M</b>

				recommendations.				
<b>Institutional Level: Regional, Municipal and Local</b>								
7	Other agencies	District Company for Technical Assistance and Rural Extension (EMATER)	Provides rural extension services for smallholder farmers.	Indirectly contributes to the integrated implementation of national school feeding programmes.	Invests in growth of the smallholder farming sector.	Reports to the Ministry of Social Development.	<b>L</b>	<b>L</b>
8	Local government	Municipalities	Implement PNAE at the local level.	Directly aligns and contributes to the implementation of national school feeding objectives.	In charge of carrying out the day-to-day implementation of the National School Feeding Programme in partnership with school staff.	Receives budget for local schools from the federal level. Is held accountable through the supervision of the CAE.	<b>H/M</b>	<b>H/M</b>
9	Civil Society	CONSEA (State-level)	State-level government advisory organ to the Presidency on matters related to food and nutrition security, integrated by a 2/3 civil society representation.	Directly aligns and contributes to the implementation of national school feeding objectives.	Provides decentralised assistance for improving school feeding programmes at the local level.	Under the national CONSEA agency, reports to Brazil's Interministerial Chamber of Food and Nutrition Security (CAISAN), visible at the ministry and president level.	<b>H/M</b>	<b>H/M</b>
10		CONSEA (Municipal-level)	Municipal-level government advisory organ to the Presidency on matters related to food and nutrition security, integrated by a 2/3 civil society representation.	Directly aligns and contributes to the implementation of national school feeding objectives.	Direct engagement and understanding of the implementation gaps as they impact school feeding at the local level.	Under the state-level CONSEA agency, reports to Brazil's Interministerial Chamber of Food and Nutrition Security (CAISAN), visible at the	<b>H/M</b>	<b>H/M</b>

						ministry and president level.		
11		School Feeding Councils (CAE)	Responsible for monitoring federal resources provided by the National Education Development Fund directed at school feeding. Consists of two representatives of the national government, two representatives of education entities, two parent representatives, and two representatives of civil society organizations.	Directly aligns and contributes to the implementation of national school feeding objectives.	Oversees funds used to guarantee good sanitation practices and development of school feeding progress.	Reports to the Ministry of Education and works with CONSEA at the municipal level.	<b>M</b>	<b>L</b>

Note: Other agencies that are important stakeholders in the Brazilian context is Brazil's Interministerial Chamber of Food and Nutrition Security (CAISAN), a government decision-making authority that emphasises Interministerial cooperation. The Ministry of Health also plays a key role, as food and nutrition security is closely tied to national health targets.

***2(b): Stakeholder Analysis for Implementation of School Feeding Programmes in Benin***

H = High, M = Medium, L = Low

No.	Category	Stakeholder	Role	Alignment with SDG Goals or National Schoolfeeding Objectives	Impact	Engagement Setting	Level of Importance (H/M/L)	Level of Influence (H/M/L)
<b>Institutional Level: Global</b>								
1		World Food Programme Centre of Excellence	In alignment with national objectives, maintains and oversees the development of South-South Cooperation pertaining to food security and nutrition	Directly aligns and contributes to the implementation of SDG 2.	Central actor of trilateral cooperation between Brazil and West Africa, building a knowledge base for other countries. Primary beneficiary and implementer of research recommendations	Functions in context of national aims to address food insecurity by working closely with the government and its related ministries and agencies. Main facilitator of South-South engagement with other governments and WFP country office in Benin.	<b>H</b>	<b>H</b>
2	United Nations Agencies	World Food Programme Country Office	In alignment with national objectives, develops and oversees the implementation of country-specific strategies, policies and plans. Ensures timely and effective responses to meet changing food security and nutrition needs. Oversees operation and day-to-day management as related to WFP processes. Organises resources towards	Directly aligns and contributes to the implementation of SDG 2 and the Zero Hunger initiative.	Identifies schoolfeeding programmes as a national priority and advocating for improved coordination, capacity-building and national policy change. Mobilises resources targeting the provision of school meals to 100,000 children in 364 public primary school.	Functions in context of national aims to address food insecurity by working closely with the government and its related ministries and agencies. Working on the ground with current resources and existing strategies. Engaging with local (and other) actors in the field. Monitoring impact and potential gaps in implementation of programmes.	<b>H</b>	<b>H</b>

			implementation activities, provides technical assistance, monitors performance delivery, conducts trainings and manages course corrections.					
3		Food and Agriculture Organization (FAO)	Supports the improvement of agricultural supply-chain and farming techniques. Focuses on designing targeted solutions for the agriculture sector to ensure high productivity.	Indirectly contributes to the integrated implementation of national school feeding programmes.	FAO assistance in Benin is centred on three main areas: strengthening food and nutrition security through intensified, diversified and increased agricultural, animal and fisheries production; sustainable natural resource management, supporting synergies, improving the legal and administrative framework, harmonizing soil management, and ensuring responsible governance of tenure; an efficient institutional framework and strengthened agriculture sector capacities.	Collaborates with the Benin government on matters related to food production and management of farmers.	<b>H</b>	<b>L</b>
<b>Institutional Level: National</b>								



4	Ministries	Ministry of Planning and Development	Designs national policies and strategies related to social and economic development, including those aimed at alleviating food insecurity.	Aligns with national schoolfeeding aims.	Prioritizing nutrition and food security policy, targeted at schoolgoing children.	Functions under the purview of national leadership that prioritizes national schoolfeeding programmes.	<b>H</b>	<b>H</b>
5		Ministry of Economy and Finances	Responsible for governing and managing the economy and financial activity, including setting aside resources for alleviating food insecurity.	Aligns with national schoolfeeding aims.	Provision of adequate financial resources together with international donors to support national schoolfeeding activities.	Functions under the purview of national leadership that prioritises national schoolfeeding programmes.	<b>H</b>	<b>H</b>
6		Ministry of Maternal and Primary Education	Provides all girls and boys with age-appropriate access to primary school, guarantees a full-length primary education that is proficiently taught and guarantees inclusive, equitable, high-quality education for all and promote opportunities for lifelong learning.	Aligns with national schoolfeeding aims.	Provision of school meals to 100,000 children in 364 public primary school through various schoolfeeding programmes.	Functions under the purview of national leadership that prioritises national schoolfeeding programmes. Engages primarily with primary schools and administrators.	<b>H</b>	<b>H</b>
7		Ministry of Health and Social Protection	Aims to reduce maternal and infant mortality, prevention and fight against disease and improve quality of care.	Directly contributes to national schoolfeeding aims.	Improves children's health by supporting efforts to ensure primary schoolchildren receive	Functions under the purview of national leadership that prioritises national schoolfeeding programmes.	<b>H</b>	<b>H</b>

			Strengthening partnerships in the health sector and promoting medical ethics.		nutritious and calorie-sufficient meals daily.			
8		Ministry of Agriculture	To define policies relating to Agriculture, Breeding Fisheries, Forestry and Natural Resources, Agricultural Research, Rural Legislation, Rural fitting and Cleansing, Promotion of Rural Youths and Women Activities, Packaging of agricultural products and to other closely related sectors.	Indirectly contributes to national schoolfeeding aims.	Implementation of policies and plans that affect local farmers and bridges the gap between national and municipal activities.	Functions under the purview of national leadership that prioritises national schoolfeeding programmes. Engages primarily through policies aimed at incentivising smallholder farmers.	<b>H</b>	<b>H</b>
9	Agencies	Directorate of School Feeding Programmes	The Directorate is a government agency that provides regional direction for school feeding programmes in Benin. They are charged with coordinating all projects related to WFP activity and the implementation of school feeding policy as well as logistics.	Directly contributes to national schoolfeeding aims.	Coordination and deployment is increasingly efficient and effective.	Government entity prioritising implementation and coordination with other relevant bodies.	<b>H</b>	<b>M</b>

10		<i>Le Fonds d'Appui au Développement des Communes au Bénin (FADEC)</i>	Decentralizes and transfers resources from the Ministries to communities in maternal health, education, agriculture and water.	Directly contributes to national schoolfeeding aims.	Resources are able to reach intended beneficiaries through a structured framework.		<b>H</b>	<b>M</b>
<b>Institutional Level: Regional, Municipal and Local</b>								
11	Government Agency	Regional government agency	Oversees and monitors strategic development within each region.	Directly contributes to national schoolfeeding aims.	Responds quickly to challenges in the implementation of school feeding programmes at the regional level.	Functions under the Directorate and main stakeholders are local actors within each region.	<b>H</b>	<b>M</b>
12	Local Actors	Mayors	Town or village-level advocacy via increasing participation and mobilising resources.	Directly contributes to national schoolfeeding aims.	Able to consolidate and raise immediate and longer-term challenges facing the implementation of school feeding programmes at the town or village level.	Works closely with local community and responds to local needs to improve food and nutrition security.	<b>M</b>	<b>M</b>
13		School Canteen Administrators	Main distributors of school meal plans to primary school children.	Directly contributes to national schoolfeeding aims.	Ensures nutritional meals reaches beneficiaries effectively and efficiently.	Engages community members and parents. Mediates engagement with regional agencies.	<b>H</b>	<b>L</b>
14		Smallholder Farmers	Provides locally produced food to schools in the communities.	Directly contributes to national schoolfeeding aims.	Increased nutrition status of children, improve farmers' livelihoods and stimulate local economy.	Set up farms within school compounds that complement efforts to provide nutritious and calorie-sufficient meals to schoolchildren.	<b>H/M</b>	<b>L</b>
15		Village Management Committees	Direct implementation of school feeding programmes, address	Directly contributes to national schoolfeeding aims.	Support implementation and	Conducts village meetings to problem-solve and raise concerns or	<b>H</b>	<b>L</b>

			local challenges, ensure quality control, and monitor outputs.		monitoring of local activities.	challenges to relevant agencies and partners.		
--	--	--	--	--	---------------------------------	---	--	--

**2(c): Stakeholder Analysis for Implementation of School Feeding Programmes in Togo**

H = High, M = Medium, L = Low

No.	Category	Stakeholder	Role	Alignment with SDG Goals or National Schoolfeeding Objectives	Impact	Engagement Setting	Level of Importance (H/M/L)	Level of Influence (H/M/L)
<b>Institutional Level: Global</b>								
1	Centre of Excellence United Nations Agencies	World Food Programme Centre of Excellence	In alignment with national objectives, maintains and oversees the development of South-South Cooperation pertaining to food security and nutrition.	Directly aligns and contributes to the implementation of SDG 2.	Central actor of trilateral cooperation between Brazil and West Africa, building a knowledge base for other countries. Primary beneficiary and implementer of research recommendations.	Functions in context of national aims to address food insecurity by working closely with the government and its related ministries and agencies. Main facilitator of South-South engagement with other governments and WFP country office in Benin.	<b>H</b>	<b>H</b>
2		World Food Programme Country Office	In alignment with national objectives, develops and oversees the implementation of country-specific strategies, policies and	Directly aligns and contributes to the implementation of SDG 2.	Identifies school meals as a national priority and advocating for improved coordination, capacity-building and national	Functions in context of national aims to address food insecurity by working closely with the government and its related ministries and	<b>H</b>	<b>H</b>

			plans. Ensures timely and effective responses to meet changing food security and nutrition needs. Oversees operation and day-to-day management as related to WFP processes. Organises resources towards implementation activities, provides technical assistance, monitors performance delivery, conducts trainings and manages course corrections.		policy change, particularly for its nationally-owned school meals programme. The development of a national multi-sectorial framework and a national plan for resource mobilization were established. Results revealed that the Togo national school meals capacity index increased from 1.4 in 2012 to 1.8 in 2016. The sustainable school meals policy has been integrated in the updated social protection and safety net national strategic plan and a Memorandum of Understanding (MOU) with the Government to develop and implement an integrated school meals programme by 2018 was signed.	agencies. Working on the ground with current resources and existing strategies. Engaging with local (and other) actors in the field. Monitoring impact and potential gaps in implementation of programmes.		
3		Food and Agriculture Organization (FAO)	Supports the improvement of agricultural supply-chain and farming techniques. Focuses	Indirectly contributes to the integrated implementation of national school	FAO assistance in Togo is centred on three main areas: strengthening food and nutrition security	Collaborates with the government on matters related to food production and management of	<b>H</b>	<b>L</b>

			on designing targeted solutions for the agriculture sector to ensure high productivity. Mainly contributes to funding and technical assistance.	feeding programmes.	through intensified, diversified and increased agricultural, animal and fisheries production; sustainable natural resource management, supporting synergies, improving the legal and administrative framework, harmonizing soil management, and ensuring responsible governance of tenure; an efficient institutional framework and strengthened agriculture sector capacities.	farmers, particularly, smallholder farmers.		
<b>Institutional Level: National</b>								
4	Ministries	Ministry of Planning	Designs national policies and strategies related to social and economic development, including those aimed at alleviating food insecurity.	Aligns with national schoolfeeding aims and the Zero Hunger initiative.	Prioritizing nutrition and food security policy, targeted at primary schoolgoing children.	Works closely with other ministries on prioritizing national schoolfeeding programmes.	<b>H</b>	<b>H</b>
5		Ministry of Economy and Finance	Responsible for governing and managing the economy and financial activity, including	Aligns with national schoolfeeding aims and the Zero Hunger initiative.	Provision of adequate financial resources together with international donors to support national	Works closely with other ministries on prioritizing national schoolfeeding programmes.	<b>H</b>	<b>H</b>

			setting aside resources for alleviating food insecurity.		schoolfeeding activities.			
6		Ministry of Education	Responsible for the implementation of monitoring and evaluation mechanisms and data management/analysis pertaining to school feeding programmes.	Aligns with national schoolfeeding aims and the Zero Hunger initiative.	The first edition of the school meals forum in Togo was organized in November 2016 with support from WFP, the World Bank and the Centre of Excellence against Hunger in Brazil. More than 600 participants from several countries (Benin, Niger, Cape Verde, Burundi, Brazil) including schoolchildren attended the forum and shared their views on school meals activities and benefits for recipient communities. Togo national school meals policy adopted in 2014 was reviewed and updated in line with the new development agenda.	Works closely with the other ministries, CoE, World Bank and other West African countries.	<b>H</b>	<b>H</b>
7		Ministry of Agriculture	Provides support regarding food procurement and storage; enables WFP	Directly aligns with national schoolfeeding aims	Implementation of policies and plans that affect local smallholder farmers and	Works closely with WFP and the government as well as smallholder farmers.	<b>H</b>	<b>M</b>

			and the government to support the development of a national home-grown school meals programme in which smallholder farmers organizations will play a predominant role in providing food to school canteens.	and the Zero Hunger initiative.	encourages interlinkages between agriculture and education.			
8	Agencies	National Agency for Grassroots Development	Lead entity for the implementation of the school meals programme.	Aligns with national schoolfeeding aims and the Zero Hunger initiative.	The national school meals capacity index increased from base line of 1.4 in 2012 to 1.8 reaching its target for 2016. A national multi-sectorial framework was established and a national plan for resource mobilization developed. The number of government staff trained by WFP in nutrition programme design, implementation and other nutrition related areas was 66 in 2016 compared to 35 planned. With support	Reports to the Ministry of Grassroots Development.	<b>H</b>	<b>H</b>



					from WFP, the school meals policy document was reviewed in 2016.			
<b>Institutional Level: Regional, Municipal and Local</b>								
9	Canadian International Committee of the Red Cross (ICRC)		Provides financial resources and community training aimed at members of the local community.	Aligns with national schoolfeeding aims.	Successfully funded a pilot school feeding programme in Togo.	Encourages longer-term development by providing specialist personnel and delegates or financial assistance in cooperation with Red Cross partners.	M	M
10	Local Actors	School Directors and Administrators	Main distributors of school meal plans to primary school children.	Directly contributes to national schoolfeeding aims.	Ensures nutritional meals reaches beneficiaries effectively and efficiently.	Engages community members and parents. Mediates engagement with regional agencies.	H	L
11		Smallholder Farmers	Provides locally produced food to schools in communities.	Directly contributes to national schoolfeeding aims.	Increased nutrition status of children, improve farmers' livelihoods and stimulate local economy.	Set up farms within school compounds that complement efforts to provide nutritious and calorie-sufficient meals to schoolchildren.	M	L
12		School Management Committees	Consisting mainly of parents and other community members, directly implements school feeding programmes with partners, address local challenges, ensure quality control and monitor outputs.	Directly contributes to national schoolfeeding aims.	Support implementation and monitoring of local activities.	Conducts local meetings to problem-solve and raise concerns or challenges to relevant agencies and partners.	H	L

## Annex 3: Interview Guides

### 3(a): Interview Guides for Stakeholders in Brazil

#### World Food Programme Centre of Excellence Staff

##### General Information

Format	: Individual interview
Leads	: Three SIPA team members
Participants	: CoE Staff
Location	: CoE Office - Brasilia
Duration	: 60 minutes

##### Interview Objectives

To gain insights into the nature of South-South Cooperation between Brazil and West Africa.

- How does the Centre of Excellence complement the work of the Brazilian government in SSTC-related matters?
- What are the current priorities and challenges for the Centre in working with partner countries in West Africa?
- What are the expectations for the Columbia team and what knowledge gaps should the team aim to address?

##### Key Assumptions

- Members of the client's organization speak English, in which case a translator is not required;
- Team would have communicated with staff beforehand.

##### Set-Up

- The interview will last 60 minutes and will be conducted at the WFP's office in Brasilia;
- Client contact to be present.

##### Introduction

Thank you for taking the time to host us here in Brazil. As you are familiar, the purpose of this interview is to learn about the Centre's role in leading SSTC initiatives with partner countries in West Africa and to gain a better understanding of how to address knowledge gaps of relevance to the work of the Centre.

This session will take approximately 60 minutes of your time. Your participation will involve answering questions about your experience as well as some questions about your organization and environment. All personal and program-related information obtained during this interview will be used only for purposes of this research study.

As your research team, it is our goal to provide you with a final product that accurately addresses all areas of concern for the Centre. For this reason, your continued feedback and guidance throughout the project is both welcome and necessary.

### **Verbal Consent**

Before we begin, we would first like to confirm that you understand everything we have discussed and that we have your permission to proceed [read Information Sheet and record verbal consent]. You may stop the interview if there is no consent to participation.

With your permission, we would like to take photos during the course of, or after, this interview. The photos may be used for academic presentations, multimedia online publications, and reports of this study. However, if you would rather not have your photo taken, please let us know and we will not do so.

We would also like to record the interview, in order to fully capture your ideas. If you would rather not have the interview recorder, please let us know and we will not do so.

We would like to start with some questions related to the WFP.

### **Perspectives on the Organization and the Domestic Context**

- Could you please begin by telling us about the priorities of the Centre? How often does the Centre receive new requests and what is the process for achieving SSTC like?
- How does the CoE complement the work of the Brazilian government on SSTC-related matters, especially that of the ABC?
- What are some of the major challenges to SSTC and partner countries in West Africa?

Now that we have more insights on the general situation, let us move to leveraging the Brazil experience with school feeding.

### **Perspectives on the National School Feeding Programme in Brazil**

- Could you provide us with an overview of what are the most important aspects of the Brazil experience with school feeding that serve as a benchmark for partner countries?

Let's move on to our specific case studies in West Africa – Benin and Togo

### **Assessment of School Feeding Programmes in Partner Countries and Cooperation with Brazil**

- How would you evaluate the performance of Benin and Togo with their own school feeding programmes?
- How would you evaluate the effectiveness of SSTC in these partner countries?

- What in your view are the biggest roadblocks to SSTC with these two partner countries?
- What aspects of the Brazilian model should the partner countries aim to emulate?
- What are the current priorities in providing SSTC assistance to these partner countries?

We are reaching the end of this interview.

### **Closing Questions**

- Is there anything else you would like to share with us that you think is important?
- Do you have any final questions for us?

### **Conclusion**

Thank you very much for sharing your experience and valuable insights with us. We really appreciate your guidance and feedback throughout the research project.

As we move forward, we look to capitalize on our time here in Brazil to continue this communication in person and we will continue to organize calls after we return to the US. Thank you again, have a great day.

## **Brazil Government Staff – Ministry of Social Development (MDS)**

### **General Information**

Format	: Individual interview
Leads	: Three SIPA team members
Participants	: MDS Staff
Location	: MDS Office, Brasilia
Duration	: 60 minutes

### **Interview Objectives**

To gain insights into the Brazilian model for intersectoriality and the opportunities that exist for SSTC.

### **Key Assumptions**

- Members of the client’s organization speak Portuguese, so simultaneous translation will be required.
- Team would have communicated with staff beforehand.

### **Set-Up**

- The interview will last 60 minutes and will be conducted at the ABC office in Brasilia;
- Client contact to be present.

## **Introduction**

Thank you for taking the time to meet with us here in Brazil. As you are familiar, the purpose of this interview is to learn about your experience with intersectoriality and SSTC.

This session will take approximately 60 minutes of your time. Your participation will involve answering questions about MDS's relationship with PNAE and the degree to which the Ministry supports intersectoriality. All personal and program-related information obtained during this interview will be used only for purposes of this research study.

Please be advised that your participation in this study is completely voluntary and you may withdraw your consent to participate at any time. You may stop the interview at any time. You are encouraged to let me know if there are any questions that you prefer not to answer. There is no penalty if you decide not to answer the questions, not to participate, or to withdraw from the study.

We would also like to highlight that there are no personal benefits to you from participating in this study. However, there may be benefits linked to the beneficiaries as this assessment may help to assist the Centre of Excellence's work in SSTC.

## **Verbal Consent**

Before we begin, we would first like to confirm that you understand everything we have discussed and that we have your permission to proceed [read Information Sheet and record verbal consent]. You may stop the interview if there is no consent to participation.

With your permission, we would like to take photos during the course of, or after, this interview. The photos may be used for academic presentations, multimedia online publications, and reports of this study. However, if you would rather not have your photo taken, please let us know and we will not do so.

We would also like to record the interview, in order to fully capture your ideas. If you would rather not have the interview recorder, please let us know and we will not do so.

## **Interview Process**

Finally, we would like to make sure that you know that all ideas and comments are welcome, and we value your opinions. Please express your thoughts and share issues freely, even if they differ from common opinions. There is no right or wrong answer.

We aim for you to be comfortable and at ease at all times, so please feel free to raise your concerns at any time during this session. Do you have any questions before we start?

Let us begin.

## **Opening and Ice-breaker**

- Could you please begin by telling us your name, and a little more about yourself?
- How long have you been in this role?

We would like to start with some questions related to the ABC.

### **Perspectives on the Ministry**

- Could you give us an overview of the work of the MDS and its relationship with PNAE?
- Which areas of PNAE does MDS support?
- To what extent are other social protection programs in Brazil (i.e. Bolsa Familia) interrelated with PNAE?

Now that we have more insights on the general situation, let us move to the discussion on intersectoriality and SSTC.

### **Perspectives on Intersectoriality and SSTC**

- In what ways does MDS support intersectoriality in PNAE?
- How does intersectoriality work for other social protection programs?
- How has MDS supported SSTC? Have these interactions led to greater incorporation of intersectorial approaches in partner countries?
- Has the SSTC component been institutionalized within MDS?
- What are some of the challenges expressed by partner countries to implementing intersectorial approaches?

We are reaching the end of this interview.

### **Closing Questions**

- Is there anything else you would like to share with us that you think is important?
- Do you have any final questions for us?

### **Conclusion**

Thank you very much for sharing your experience and valuable insights with us. We really appreciate you taking time out to help with our research.

You already have our contact information, in case you have questions for us. We will be sending you a follow-up email, however, please feel free to reach out at any time. Thank you again, have a great day.

## **Brazil Government Staff – National Fund for Development Education**

### **General Information**

Format : Individual interview

Leads : Three SIPA team members  
Participants : FNDE Staff  
Location : FNDE Office, Brasilia  
Duration : 60 minutes

### **Interview Objectives**

To gain insights into the Brazilian School Feeding Programme, its history, strengths, and opportunities for SSTC.

### **Key Assumptions**

- Members of the client's organization speak Portuguese, so simultaneous translation will be required.
- Team would have communicated with staff beforehand.

### **Set-Up**

- The interview will last 60 minutes and will be conducted at the FNDE office in Brasilia;
- Client contact to be present.

### **Introduction**

Thank you for taking the time to meet with us here in Brazil. As you are familiar, the purpose of this interview is to learn about your experience with the National School Feeding Programme in order to understand how partner countries of the Centre in West Africa can best improve their own programmes at home.

This session will take approximately 60 minutes of your time. Your participation will involve answering questions about your experience with the programme as well as some questions about the challenges and qualities of PNAE. All personal and program-related information obtained during this interview will be used only for purposes of this research study.

Please be advised that your participation in this study is completely voluntary and you may withdraw your consent to participate at any time. You may stop the interview at any time. You are encouraged to let me know if there are any questions that you prefer not to answer. There is no penalty if you decide not to answer the questions, not to participate, or to withdraw from the study.

We would also like to highlight that there are no personal benefits to you from participating in this study. However, there may be benefits linked to the beneficiaries as this assessment may help to assist the Centre of Excellence's work in SSTC.

### **Verbal Consent**

Before we begin, we would first like to confirm that you understand everything we have discussed and that we have your permission to proceed [read Information Sheet and record verbal consent]. You may stop the interview if there is no consent to participation.

With your permission, we would like to take photos during the course of, or after, this interview. The photos may be used for academic presentations, multimedia online publications, and reports of this study. However, if you would rather not have your photo taken, please let us know and we will not do so.

We would also like to record the interview, in order to fully capture your ideas. If you would rather not have the interview recorder, please let us know and we will not do so.

### **Interview Process**

Finally, we would like to make sure that you know that all ideas and comments are welcome, and we value your opinions. Please express your thoughts and share issues freely, even if they differ from common opinions. There is no right or wrong answer.

We aim for you to be comfortable and at ease at all times, so please feel free to raise your concerns at any time during this session. Do you have any questions before we start?

Let us begin.

### **Opening and Ice-breaker**

- Could you please begin by telling us your name, and a little more about yourself?
- How long have you been in this role?

We would like to start with some questions related to the PNAE.

### **Perspectives on the Organization and the Domestic Context**

- Could you give us an overview of PNAE in Brazil?
- What aspects of PNAE would you say make the Brazilian School Feeding Programme unique from other school feeding programmes around the world?

Now that we have more insights on the general situation, let us move to the program execution.

### **Perspectives on the execution of PNAE**

- How does the FNDE carry out monitoring and evaluation for the programme?
- What ministries are covered under the inter-sectorial approach?
- Can you expand on the significance of the inter-sectorial approach under PNAE?

### **Assessment**

- What are some of the challenges for implementation of PNAE?
- How has FNDE facilitated SSTC?
- In what ways do you feel SSTC can be enhanced through the FNDE?



We are reaching the end of this interview.

### **Closing Questions**

- Is there anything else you would like to share with us that you think is important?
- Do you have any final questions for us?

### **Conclusion**

Thank you very much for sharing your experience and valuable insights with us. We really appreciate you taking time out to help with our research.

You already have our contact information, in case you have questions for us. We will be sending you a follow-up email, however, please feel free to reach out at any time. Thank you again, have a great day.

## **Brazil Government Staff – National Fund for Development Education (ABC)**

### **General Information**

Format	: Individual interview
Leads	: Three SIPA team members
Participants	: ABC Staff
Location	: ABC Office, Brasilia
Duration	: 60 minutes

### **Interview Objectives**

To gain insights into the Brazilian model for SSTC, it's history, strengths, and opportunities.

### **Key Assumptions**

- Members of the client's organization speak Portuguese, so simultaneous translation will be required.
- Team would have communicated with staff beforehand.

### **Set-Up**

- The interview will last 60 minutes and will be conducted at the ABC office in Brasilia;
- Client contact to be present.

### **Introduction**

Thank you for taking the time to meet with us here in Brazil. As you are familiar, the purpose of this interview is to learn about your experience with SSTC.

This session will take approximately 60 minutes of your time. Your participation will involve answering questions about your experience with the programme as well as some questions about the challenges and strengths of SSTC through the ABC. All personal and program-related information obtained during this interview will be used only for purposes of this research study.

Please be advised that your participation in this study is completely voluntary and you may withdraw your consent to participate at any time. You may stop the interview at any time. You are encouraged to let me know if there are any questions that you prefer not to answer. There is no penalty if you decide not to answer the questions, not to participate, or to withdraw from the study.

We would also like to highlight that there are no personal benefits to you from participating in this study. However, there may be benefits linked to the beneficiaries as this assessment may help to assist the Centre of Excellence's work in SSTC.

### **Verbal Consent**

Before we begin, we would first like to confirm that you understand everything we have discussed and that we have your permission to proceed [read Information Sheet and record verbal consent]. You may stop the interview if there is no consent to participation.

With your permission, we would like to take photos during the course of, or after, this interview. The photos may be used for academic presentations, multimedia online publications, and reports of this study. However, if you would rather not have your photo taken, please let us know and we will not do so.

We would also like to record the interview, in order to fully capture your ideas. If you would rather not have the interview recorder, please let us know and we will not do so.

### **Interview Process**

Finally, we would like to make sure that you know that all ideas and comments are welcome, and we value your opinions. Please express your thoughts and share issues freely, even if they differ from common opinions. There is no right or wrong answer.

We aim for you to be comfortable and at ease at all times, so please feel free to raise your concerns at any time during this session. Do you have any questions before we start?

Let us begin.

### **Opening and Ice-breaker**

- Could you please begin by telling us your name, and a little more about yourself?
- How long have you been in this role?

We would like to start with some questions related to the ABC.

### **Perspectives on the Government Organ**

- Could you give us an overview of the work of the ABC in the context of SSTC with partner countries in West Africa?
- How would you translate the concept of south-south cooperation into program objectives, design and implementation? Can you describe the process including how you go about choosing the countries you work with, making agreements and executing them?
- How has SSTC figured into the Brazilian government's national policies on food policy and social protection?

Now that we have more insights on the general situation, let us move to the program execution.

### **Perspectives on the execution of SSTC**

- What would you say are the current priority areas for SSTC?
- Which of these areas you think are promising and which of these could be improved?
- Tell us a little bit about south-south cooperation agreements with countries that have been very successful. What would you say are the contributing factors to their successes?
- How do you feel the Centre of Excellence complements the work of the ABC? How do you prevent duplication of efforts?

We are reaching the end of this interview.

### **Closing Questions**

- Is there anything else you would like to share with us that you think is important?
- Do you have any final questions for us?

### **Conclusion**

Thank you very much for sharing your experience and valuable insights with us. We really appreciate you taking time out to help with our research.

You already have our contact information, in case you have questions for us. We will be sending you a follow-up email, however, please feel free to reach out at any time. Thank you again, have a great day.

### **Brazil Government Staff – School Feeding Councils (CAE)**

#### **General Information**

Format : Individual interview  
Leads : Three SIPA team members

Participants : CAE Staff  
Location : CAE Office, Brasilia  
Duration : 60 minutes

### **Interview Objectives**

To gain insights into the Brazilian model for civil society integration and explore opportunities for SSTC in this regard.

### **Key Assumptions**

- Members of the client's organization speak Portuguese, so simultaneous translation will be required.
- Team would have communicated with staff beforehand.

### **Set-Up**

- The interview will last 60 minutes and will be conducted at the ABC office in Salvador;
- Client contact to be present.

### **Introduction**

Thank you for taking the time to meet with us here in Brazil. As you are familiar, the purpose of this interview is to learn about your experience with civil society integration and implementation oversight as it pertains to the National School Feeding Programme.

This session will take approximately 60 minutes of your time. Your participation will involve answering questions about your experience with the programme as well as some questions about the mechanisms of civil society participation at the local and national levels and the associated challenges. All personal and program-related information obtained during this interview will be used only for purposes of this research study.

Please be advised that your participation in this study is completely voluntary and you may withdraw your consent to participate at any time. You may stop the interview at any time. You are encouraged to let me know if there any questions that you prefer not to answer. There is no penalty if you decide not to answer the questions, not to participate, or to withdraw from the study.

We would also like to highlight that there are no personal benefits to you from participating in this study. However, there may be benefits linked to the beneficiaries as this assessment may help to assist the Centre of Excellence's work in SSTC.

### **Verbal Consent**

Before we begin, we would first like to confirm that you understand everything we have discussed and that we have your permission to proceed [read Information Sheet and record verbal consent]. You may stop the interview if there is no consent to participation.

With your permission, we would like to take photos during the course of, or after, this interview. The photos may be used for academic presentations, multimedia online publications, and reports of this study. However, if you would rather not have your photo taken, please let us know and we will not do so.

We would also like to record the interview, in order to fully capture your ideas. If you would rather not have the interview recorder, please let us know and we will not do so.

### **Interview Process**

Finally, we would like to make sure that you know that all ideas and comments are welcome, and we value your opinions. Please express your thoughts and share issues freely, even if they differ from common opinions. There is no right or wrong answer.

We aim for you to be comfortable and at ease at all times, so please feel free to raise your concerns at any time during this session. Do you have any questions before we start?

Let us begin.

### **Opening and Ice-breaker**

- Could you please begin by telling us your name, and a little more about yourself?
- How long have you been in this role?

We would like to start with some questions related to the CAE.

### **Perspectives on the Government Organ**

- Could you give us an overview of the specific operational mechanisms of CAE?
- How does the local CAEs communicate with state and national levels?
- What are the challenges to holding municipalities accountable for the proper implementation of the National School Feeding Programme?

Now that we have more insights on the general situation, let us move to the SSTC component.

### **Perspectives on the execution of SSTC**

- How has CAE collaborated with partner countries in the past?
- To what extent has this cooperation led to greater implementation of civil society integration and accountability components at the local level in the school feeding programmes of partner countries?
- What challenges have partner countries encountered when creating local accountability and civil society integration components?
- How can the Centre of Excellence better promote SSTC through the CAEs?

We are reaching the end of this interview.

### **Closing Questions**

- Is there anything else you would like to share with us that you think is important?
- Do you have any final questions for us?

### **Conclusion**

Thank you very much for sharing your experience and valuable insights with us. We really appreciate you taking time out to help with our research.

You already have our contact information, in case you have questions for us. We will be sending you a follow-up email, however, please feel free to reach out at any time. Thank you again, have a great day.

## **Brazil Government Staff – CONSEA**

### **General Information**

Format	: Individual interview
Leads	: Three SIPA team members
Participants	: CONSEA Staff
Location	: CONSEA Office, Brasilia
Duration	: 60 minutes

### **Interview Objectives**

To gain insights into the Brazilian model for civil society integration and explore opportunities for SSTC in this regard.

### **Key Assumptions**

- Members of the client’s organization speak Portuguese, so simultaneous translation will be required.
- Team would have communicated with staff beforehand.

### **Set-Up**

- The interview will last 60 minutes and will be conducted at the ABC office in Brasilia;
- Client contact to be present.

### **Introduction**

Thank you for taking the time to meet with us here in Brazil. As you are familiar, the purpose of this interview is to learn about your experience with civil society integration as it pertains to the National School Feeding Programme.

This session will take approximately 60 minutes of your time. Your participation will involve answering questions about your experience with the programme as well as some questions about the mechanisms of civil society participation at the local and national levels and the associated challenges. All personal and program-related information obtained during this interview will be used only for purposes of this research study.

Please be advised that your participation in this study is completely voluntary and you may withdraw your consent to participate at any time. You may stop the interview at any time. You are encouraged to let me know if there any questions that you prefer not to answer. There is no penalty if you decide not to answer the questions, not to participate, or to withdraw from the study.

We would also like to highlight that there are no personal benefits to you from participating in this study. However, there may be benefits linked to the beneficiaries as this assessment may help to assist the Centre of Excellence's work in SSTC.

### **Verbal Consent**

Before we begin, we would first like to confirm that you understand everything we have discussed and that we have your permission to proceed [read Information Sheet and record verbal consent]. You may stop the interview if there is no consent to participation.

With your permission, we would like to take photos during the course of, or after, this interview. The photos may be used for academic presentations, multimedia online publications, and reports of this study. However, if you would rather not have your photo taken, please let us know and we will not do so.

We would also like to record the interview, in order to fully capture your ideas. If you would rather not have the interview recorder, please let us know and we will not do so.

### **Interview Process**

Finally, we would like to make sure that you know that all ideas and comments are welcome, and we value your opinions. Please express your thoughts and share issues freely, even if they differ from common opinions. There is no right or wrong answer.

We aim for you to be comfortable and at ease at all times, so please feel free to raise your concerns at any time during this session. Do you have any questions before we start?

Let us begin.

### **Opening and Ice-breaker**

- Could you please begin by telling us your name, and a little more about yourself?
- How long have you been in this role?

We would like to start with some questions related to CONSEA.

### **Perspectives on the Government Organ**

- Could you give us an overview of the specific operational mechanisms of CONSEA?
- How does CONSEA communicate between the local, state, and national levels?
- How often does CONSEA meet at different levels?
- What are the challenges to creating proper civil society engagement in the policymaking process?

Now that we have more insights on the general situation, let us move to the SSTC component.

### **Perspectives on the execution of SSTC**

- How has CONSEA collaborated with partner countries in the past?
- To what extent has this cooperation led to greater implementation of civil society integration components in the school feeding programmes of partner countries?
- What are some of the challenges that partner countries have encountered when integrating a civil society participation component in their school feeding programmes at home?
- How can the Centre of Excellence better promote SSTC on matters relevant to civil society integration?

We are reaching the end of this interview.

### **Closing Questions**

- Is there anything else you would like to share with us that you think is important?
- Do you have any final questions for us?

### **Conclusion**

Thank you very much for sharing your experience and valuable insights with us. We really appreciate you taking time out to help with our research.

You already have our contact information, in case you have questions for us. We will be sending you a follow-up email, however, please feel free to reach out at any time. Thank you again, have a great day.

## **Brazil Government Staff – EMATER**

### **General Information**

Format	: Individual interview
Leads	: Three SIPA team members
Participants	: EMATER Staff
Location	: EMATER Office, Brasilia
Duration	: 60 minutes

### **Interview Objectives**



To gain insights into the Brazilian model for rural extension and the opportunities that exist for SSTC in this domain.

### **Key Assumptions**

- Members of the client's organization speak Portuguese, so simultaneous translation will be required.
- Team would have communicated with staff beforehand.

### **Set-Up**

- The interview will last 60 minutes and will be conducted at the ABC office in Brasilia;
- Client contact to be present.

### **Introduction**

Thank you for taking the time to meet with us here in Brazil. As you are familiar, the purpose of this interview is to learn about your experience with rural extension and SSTC.

This session will take approximately 60 minutes of your time. Your participation will involve answering questions about EMATER's relationship with PNAE and the degree to which the social enterprise supports rural extension. All personal and program-related information obtained during this interview will be used only for purposes of this research study.

Please be advised that your participation in this study is completely voluntary and you may withdraw your consent to participate at any time. You may stop the interview at any time. You are encouraged to let me know if there are any questions that you prefer not to answer. There is no penalty if you decide not to answer the questions, not to participate, or to withdraw from the study.

We would also like to highlight that there are no personal benefits to you from participating in this study. However, there may be benefits linked to the beneficiaries as this assessment may help to assist the Centre of Excellence's work in SSTC.

### **Verbal Consent**

Before we begin, we would first like to confirm that you understand everything we have discussed and that we have your permission to proceed [read Information Sheet and record verbal consent]. You may stop the interview if there is no consent to participation.

With your permission, we would like to take photos during the course of, or after, this interview. The photos may be used for academic presentations, multimedia online publications, and reports of this study. However, if you would rather not have your photo taken, please let us know and we will not do so.

We would also like to record the interview, in order to fully capture your ideas. If you would rather not have the interview recorder, please let us know and we will not do so.

## **Interview Process**

Finally, we would like to make sure that you know that all ideas and comments are welcome, and we value your opinions. Please express your thoughts and share issues freely, even if they differ from common opinions. There is no right or wrong answer.

We aim for you to be comfortable and at ease at all times, so please feel free to raise your concerns at any time during this session. Do you have any questions before we start?

Let us begin.

## **Opening and Ice-breaker**

- Could you please begin by telling us your name, and a little more about yourself?
- How long have you been in this role?

We would like to start with some questions related to the EMATER's work.

## **Perspectives on the EMATER**

- Could you give us an overview of the work of EMATER and its relationship with PNAE?
- What is the mechanism for rural extension through EMATER like?
- How has rural extension benefitted smallholder farmers enter the National School Feeding Programme value chain?

Now that we have more insights on the general situation, let us move to the discussion on rural extension and SSTC.

## **Perspectives on Rural Extension and SSTC**

- In what ways does SSTC exist between EMATER and partner countries?
- What are some of the challenges shared by partner countries when implementing rural extension projects?
- How does SSTC work in an enterprise that is entirely focused on Brazil?
- To what extent should SSTC become institutionalized in EMATER?

We are reaching the end of this interview.

## **Closing Questions**

- Is there anything else you would like to share with us that you think is important?
- Do you have any final questions for us?

## **Conclusion**

Thank you very much for sharing your experience and valuable insights with us. We really appreciate you taking time out to help with our research.

You already have our contact information, in case you have questions for us. We will be sending you a follow-up email, however, please feel free to reach out at any time. Thank you again, have a great day.

### **3(b): Interview Guides for Stakeholders in West Africa (Benin and Togo)**

#### **Multilateral Agencies - Country Offices of WFP and FAO**

##### **General Information**

Format	: Individual interview
Leads	: 5 SIPA team members
Participants	: WFP, FAO
Location	: Benin and Togo
Duration	: 60 minutes

##### **Interview Objective**

To gain insights into School Feeding Programmes (SFP) in Benin and Togo, and the opportunities that exist for SSTC.

##### **Key Assumptions**

- Some participants may not speak English, in which case French-speaking SIPA team members will facilitate the interview.

##### **Set-Up**

- The interview will last 60 minutes and will be conducted within the offices of the participant.
- Client contact to be present.

##### **Introduction**

Thank you for taking the time to host us here. The purpose of this interview is to learn about the CoE's role in leading SSTC initiatives and supporting SFPs with partner countries in West Africa. We would like to gain a better understanding of how the WFP country offices supports SFP initiatives, and how the CoE can best address gaps in implementing and managing SFPs.

This session will take approximately 60 minutes of your time. Your participation will involve answering questions about your experience as well as some questions about your organization and environment. All personal and program-related information obtained during this interview will be used only for purposes of this research study.

Please be advised that your participation in this study is completely voluntary and you may withdraw your consent to participate at any time. You may stop the interview at any time. You are encouraged to let me know if there any questions that you prefer not to answer. There is no penalty if you decide not to answer the questions, not to participate, or to withdraw from the study.

We would also like to highlight that there are no personal benefits to you from participating in this study. However, there may be benefits linked to the beneficiaries as this assessment may help to assist the Centre of Excellence's work in SSTC.

### **Verbal Consent**

Before we begin, we would first like to confirm that you understand everything we have discussed and that we have your permission to proceed [read Information Sheet and record verbal consent]. You may stop the interview if there is no consent to participation.

With your permission, we would like to take photos during the course of, or after, this interview. The photos may be used for academic presentations, multimedia online publications, and reports of this study. However, if you would rather not have your photo taken, please let us know and we will not do so.

We would also like to record the interview, in order to fully capture your ideas. If you would rather not have the interview recorder, please let us know and we will not do so.

### **Interview Process**

Finally, we would like to make sure that you know that all ideas and comments are welcome, and we value your opinions. Please express your thoughts and share issues freely, even if they differ from common opinions. There is no right or wrong answer.

We aim for you to be comfortable and at ease at all times, so please feel free to raise your concerns at any time during this session. Do you have any questions before we start?

Let us begin.

### **Perspectives on the Organization and the Domestic Context**

- Could you please begin by telling us about the priorities of the WFP Country office?
- How do you work with the government/ministries, implementing actors, and the CoE? What specific areas of support are you providing (technical assistance, financing, food procurement etc)
- What are the major challenges that you have been seeing?

### **Perspectives on School Feeding Programmes**

- Can you talk about how SFPs were introduced in the region? How has the program evolved or improved?
- How are smallholder farmers engaged in SFPs? If they aren't why not?

- What continues to be a challenge in order to expand SFPs and make it sustainable?
- What kind of support is needed in order to address these barriers?

### **Closing Questions**

- Is there anything else you would like to share with us that you think is important?
- Do you have any final questions for us?

### **Conclusion**

Thank you very much for sharing your experience and valuable insights with us. We really appreciate your guidance and feedback throughout the research project.

As we move forward, we look to capitalize on our time here in Brazil to continue this communication in person and we will continue to organize calls after we return to the US. Thank you again, have a great day.

## **Ministries and National Agencies**

### **General Information**

Format	: Individual interview
Leads	: 5 SIPA team members
Participants	: Ministries, National Agencies
Location	: Benin and Togo
Duration	: 60 minutes

### **Interview Objectives**

To gain insights into School Feeding Programmes (SFP) in Benin and Togo, and the opportunities that exist for SSTC.

### **Key Assumptions**

- Participants do not speak English, in which case French-speaking SIPA team members will facilitate the interview.

### **Set-Up**

- The interview will last 60 minutes and will be conducted within the offices of the participant.
- Client contact to be present.

### **Introduction**

Thank you for taking the time to host us here. The purpose of this interview is to learn about the CoE's role in leading SSTC initiatives and supporting SFPs with partner countries in West Africa. We would like to gain a better understanding of how the CoE can best address gaps in implementing and managing SFPs.

This session will take approximately 60 minutes of your time. Your participation will involve answering questions about your experience as well as some questions about your organization and environment. All personal and program-related information obtained during this interview will be used only for purposes of this research study.

Please be advised that your participation in this study is completely voluntary and you may withdraw your consent to participate at any time. You may stop the interview at any time. You are encouraged to let me know if there are any questions that you prefer not to answer. There is no penalty if you decide not to answer the questions, not to participate, or to withdraw from the study.

We would also like to highlight that there are no personal benefits to you from participating in this study. However, there may be benefits linked to the beneficiaries as this assessment may help to assist the Centre of Excellence's work in SSTC.

### **Verbal Consent**

Before we begin, we would first like to confirm that you understand everything we have discussed and that we have your permission to proceed [read Information Sheet and record verbal consent]. You may stop the interview if there is no consent to participation.

With your permission, we would like to take photos during the course of, or after, this interview. The photos may be used for academic presentations, multimedia online publications, and reports of this study. However, if you would rather not have your photo taken, please let us know and we will not do so.

We would also like to record the interview, in order to fully capture your ideas. If you would rather not have the interview recorder, please let us know and we will not do so.

### **Interview Process**

Finally, we would like to make sure that you know that all ideas and comments are welcome, and we value your opinions. Please express your thoughts and share issues freely, even if they differ from common opinions. There is no right or wrong answer.

We aim for you to be comfortable and at ease at all times, so please feel free to raise your concerns at any time during this session. Do you have any questions before we start?

Let us begin.

### **Perspectives on the Ministry**

- Could you give an overview of the work of the Ministry and its relationship with the SFP?
- What areas of SFP do you support?

- How are your priorities/initiatives within your Ministry related or integrated into SFP?

### **Perspectives of SFP**

- How would you assess the performance of SFPs in terms of implementation and outcome? What are the current gaps and challenges?
- What level and kind of support is your ministry receiving from WFP/CoE and other organizations for SFPs?
- How is the government financing SFPs?
- What frameworks are being developed in order to institutionalize SFPs? What challenges exist in doing so?
- Would the government be ready to implement the program on its own?
  - o What are the factors preventing this from happening?

### **Closing Questions**

- Is there anything else you would like to share with us that you think is important?
- Do you have any final questions for us?

### **Conclusion**

Thank you very much for sharing your experience and valuable insights with us. We really appreciate you taking time out to help with our research.

You already have our contact information; in case you have questions for us. We will be sending you a follow-up email, however, please feel free to reach out at any time. Thank you again, have a great day.

## **NGOs, District/Regional Governments - School Feeding Programme Implementing Actors**

### **General Information**

Format	: Individual interview
Leads	: 5 SIPA team members
Participants	: Implementing actors
Location	: Benin and Togo
Duration	: 60 minutes

### **Interview Objectives**

To gain insights into School Feeding Programmes (SFP) in Benin and Togo, and the opportunities that exist for SSTC.

### **Key Assumptions**

- Participants do not speak English, in which case French-speaking SIPA team members will facilitate the interview.

### **Set-Up**

- The interview will last 60 minutes and will be conducted within the offices of the participant.
- Client contact to be present.

### **Introduction**

Thank you for taking the time to meet with us. The purpose of this interview is to get a better understanding of the SFP and your role in its design, set up and management. We would also like to hear about successes and challenges, and what gaps remain in terms of knowledge and support from the CoE.

This session will take approximately 60 minutes of your time. Your participation will involve answering questions about your experience as well as some questions about your organization and environment. All personal and program-related information obtained during this interview will be used only for purposes of this research study.

Please be advised that your participation in this study is completely voluntary and you may withdraw your consent to participate at any time. You may stop the interview at any time. You are encouraged to let me know if there any questions that you prefer not to answer. There is no penalty if you decide not to answer the questions, not to participate, or to withdraw from the study.

We would also like to highlight that there are no personal benefits to you from participating in this study. However, there may be benefits linked to the beneficiaries as this assessment may help to assist the Centre of Excellence's work in SSTC.

### **Verbal Consent**

Before we begin, we would first like to confirm that you understand everything we have discussed and that we have your permission to proceed [read Information Sheet and record verbal consent]. You may stop the interview if there is no consent to participation.

With your permission, we would like to take photos during the course of, or after, this interview. The photos may be used for academic presentations, multimedia online publications, and reports of this study. However, if you would rather not have your photo taken, please let us know and we will not do so.

We would also like to record the interview, in order to fully capture your ideas. If you would rather not have the interview recorder, please let us know and we will not do so.

### **Interview Process**

Finally, we would like to make sure that you know that all ideas and comments are welcome, and we value your opinions. Please express your thoughts and share issues freely, even if they differ from common opinions. There is no right or wrong answer.



We aim for you to be comfortable and at ease at all times, so please feel free to raise your concerns at any time during this session. Do you have any questions before we start?

Let us begin.

### **Perspectives on the Organization and the Domestic Context**

- What does your organization/agency do and what are its priorities? How are these priorities being solved?
- What issues in nutrition/health and education are you seeing in the region?

### **School Feeding Programme Implementation and Operations**

- What is your role in the implementation of the SFP in your district or community?
- Who are the partners on these projects? How involved is the national government and the WFP?
  - o Which ones do you work closely with and what is their role? What other government support is needed?
- How many schools and children are beneficiaries?
  - o How many meals do children receive per day/week? Is this consistent across schools?
- How is the food production capacity being tracked/analyzed?
- Who are the main producers of the food in this community/municipality?
- What local level structures are there to establish communication locally, and at the regional, or national levels?
- What are the challenges you've seen in meeting the requirements for SFP programs?
  - o What strategies are being developed to overcome these challenges?
- What additional support is needed?

### **SFP Programme Impact**

- What positive impacts are you seeing locally (Nutrition, education, farmers' livelihoods, gender, other)?
- What negatives impacts, or effects have arisen?
- How could the program be improved? What other factors do SFPs not consider?

### **WFP CoE**

- What interactions have you had with WFP CoE on implementation, and operations?
- What level of support have you received from WFP CoE? WFP Country office?
  - o Are there any areas of support that is still needed?
- Are there alternative models to address these issues that should be considered?
- Are there any feedback mechanisms?

### **Closing Questions**

- Is there anything else you would like to share with us that you think is important?

- Do you have any final questions for us?

### **Conclusion**

Thank you very much for sharing your experience and valuable insights with us. We really appreciate you taking time out to help with our research.

You already have our contact information; in case you have questions for us. We will be sending you a follow-up email, however, please feel free to reach out at any time. Thank you again, have a great day.

## **School Feeding Programme Local Actors - School Administration, Community Members**

### **General Information**

Format	: Individual and Focus Group interview
Leads	: 5 SIPA team members
Participants	: Local Actors
Location	: Benin and Togo
Duration	: 45 minutes

### **Interview Objectives**

To gain insights into School Feeding Programmes (SFP) in Benin and Togo, and the opportunities that exist for SSTC.

### **Key Assumptions**

- Participants do not speak English and may not speak French in which case local WFP staff will facilitate the interview

### **Set-Up**

- The interview will last 30 minutes and will be conducted within a school or community gathering space.
- Client contact to be present.

### **Introduction**

Thank you for taking the time to meet with us. The purpose of this interview is to get a better understanding of your experience and involvement with the School Feeding Programme in your community and your role in its design, set up and management.

This session will take approximately 45 minutes of your time. Your participation will involve answering questions about your experience as well as some questions about your organization and environment. All personal and program-related information obtained during this interview will be used only for purposes of this research study.

Please be advised that your participation in this study is completely voluntary and you may withdraw your consent to participate at any time. You may stop the interview at any time. You are encouraged to let me know if there any questions that you prefer not to answer. There is no penalty if you decide not to answer the questions, not to participate, or to withdraw from the study.

We would also like to highlight that there are no personal benefits to you from participating in this study. However, there may be benefits linked to the beneficiaries as this assessment may help to assist the Centre of Excellence's work in SSTC.

### **Verbal Consent**

Before we begin, we would first like to confirm that you understand everything we have discussed and that we have your permission to proceed [read Information Sheet and record verbal consent]. You may stop the interview if there is no consent to participation.

With your permission, we would like to take photos during the course of, or after, this interview. The photos may be used for academic presentations, multimedia online publications, and reports of this study. However, if you would rather not have your photo taken, please let us know and we will not do so.

We would also like to record the interview, in order to fully capture your ideas. If you would rather not have the interview recorder, please let us know and we will not do so.

### **Interview Process**

Finally, we would like to make sure that you know that all ideas and comments are welcome, and we value your opinions. Please express your thoughts and share issues freely, even if they differ from common opinions. There is no right or wrong answer.

We aim for you to be comfortable and at ease at all times, so please feel free to raise your concerns at any time during this session. Do you have any questions before we start?

Let us begin.

### **SFP Programme Impact**

- What positive impacts are you seeing locally (Nutrition, education, farmers' livelihoods, gender, other) from the SFP?
- What negatives impacts, or effects have arisen?
- What challenges are you seeing in the management of the program? How it can it be improved? What other factors do SFPs not consider?

### **Community Involvement**

- Is there a canteen or food management committee comprising representatives who are parents, teachers, and students? What is their role?
  - o Who does the cooking of the food and how is quality being maintained?
- From your knowledge, has the community included school feeding as a priority?
  - o How has the community been involved in deciding products in the food basket?
  - o Does the community contribute via financial contribution, cooking, or other?
  - o What trends are you seeing in both positive impacts and challenges to community involvement?

### **Conclusion**

Thank you very much for sharing your experience and valuable insights with us. We really appreciate you taking time out to help with our research.

You already have our contact information; in case you have questions for us. We will be sending you a follow-up email, however, please feel free to reach out at any time. Thank you again, have a great day.

**School of International and Public Affairs, Columbia University**  
420 W 118th St #1410, New York, NY 10027

**Centre of Excellence Against Hunger in Brazil**  
SHN, Quadra 1, Bloco A  
Brasília, Brazil 70701-000