RAES
Red de Alimentación Escolar Sostenible
Rede de Alimentação Escolar Sustentável
Sustainable School Feeding Network

Analysis of indicators on progress in school feeding programmes in Latin America and the Caribbean (AMPAE):

A six-country case study

Brazil-FAO International Cooperation Programme
Project: Regional Agenda for Sustainable School Feeding in Latin America and the Caribbean
Food and Agriculture Organization of the United Nations (FAO)
Brazilian Cooperation Agency of the Ministry of Foreign Affairs (ABC/MRE)
National Fund for Educational Development of the Ministry of Education (FNDE/MEC)

Methodology adaptation
Najla Veloso

Supervision
Daniela Godoy
Israel Ríos
Najla Veloso
Fernanda Pacobahyba
Karine Santos

Methodology implementation
Mariel Mendiola
Daniel Scandolara

Technical supervision of implementation
Miriam de Oliveira

Publication review
Najla Veloso
Miriam Oliveira
Ana Leticia Carvalho
Paulo Palma Beraldo
Ana Yanira Calderón
Palova Brito
Paola Barbieri
Cecilia Malaguti Do Prado
Monica Alves
Janaina Plessmann

Second review of documentation and edition
Laura Muller Machado
Laura Almeida R. de Abreu
Juliana Raineri Haddad

External validation committee
Sistema de Integração Centro-Americana (SICA)
Research Consortium for School Health and Nutrition
Banco Interamericano de Desenvolvimento (BID)

Graphic design
João Pedro de Lima Fávero

Graphic supervision
Paulo Palma Beraldo
Palova Brito

Cover photos
© FAO, © FAO/Michael Dantas, © FAO/Vanessa Olarte, © FAO/Paulo Beraldo, © Courtesy of the Government of Brazil, © Courtesy of the Government of the Dominican Republic.

Analysis of indicators on the progress in school feeding programmes in Latin America and the Caribbean (AMPAE)

Brazil–FAO International Cooperation Programme
Regional Agenda for Sustainable School Feeding in Latin America and the Caribbean

Table of Contents

Summary 1

1. Introduction 2

1.1 Importance of school feeding for achieving the Sustainable Development Goals 3
1.2 Establishment of the Brazil–FAO International Cooperation Programme and its results 4
1.3 Development and objectives of the study Analysis of indicators of progress in school feeding programmes in Latin America and the Caribbean 5

2. Development of the AMPAE assessment tool 6

2.1 Theoretical, practical, and methodological foundations 7
2.2 Presentation of the AMPAE assessment tool 8
2.3 Details of the application strategy 11
2.3.1 Mapping of actors and their responsibilities 11
2.3.2 Data collection process 13

3. Description of results 15

3.1 Results by axis and degree of maturity 16
3.1.1 Governance 16
3.1.2 Legal frameworks 19
3.1.3 Food and nutrition 21
3.1.4 Financing 23
3.1.5 Summary of results by axis 25
3.2. Results of open items 27
3.3. Joint analysis of open and closed items 30

4. Recommendations 34

5. Limitations 41

6. Conclusion 44

7. References 48

Annexes

Annex I. Systematisation – Axis I: Governance 55
Annex II. Systematisation – Axis II: Regulatory frameworks 57
Annex III. Systematisation – Axis III: Food and nutrition 59
Annex IV. Systematisation – Axis IV: Financing 61

Table of Contents

Figures

1. Selected axes for the development of the AMPAE assessment tool **8**
2. Axis I: Governance – Key points requiring attention **18**
3. Axis II: Regulatory frameworks – Key points requiring attention **20**
4. Axis III: Food and nutrition – Key points requiring attention **23**
5. Axis IV: Financing – Key points requiring attention **25**
6. Key points requiring attention by axis **31**
7. Focus areas and main challenges by axis **32**
8. Proposed future tasks **47**

Tables

1. Description of analytical objectives and indicators by axis **8**
2. Level of progress and scores achieved **10**
3. Summary of questionnaire results – Part I **26**
4. Summary of questionnaire results – Part II **29**
5. Recommendations by axis **34**

Graphs

1. Axis I: Governance – Level of progress by country **17**
2. Axis I: Governance – Indicators and scale of progress **17**
3. Axis II: Legal frameworks – Level of progress by country **19**
4. Axis II: Legal frameworks – Indicators and scale of progress **19**
5. Axis III: Food and nutrition – Level of progress by country **21**
6. Axis III: Food and nutrition – Indicators and scale of progress **21**
7. Axis IV: Financing – Level of progress by country **24**
8. Axis IV: Financing – Indicators and scale of progress **24**
9. Level of progress by axis **26**
10. Frequency of main challenges reported by countries **30**

Acronyms and abbreviations

ABC	Brazilian Cooperation Agency
CARICOM	Caribbean Community
CELAC	Community of Latin American and Caribbean States
FAO	Food and Agriculture Organization of the United Nations
FF	Family Farming
FNDE	National Fund for Educational Development
FNE	Food and Nutrition Education
FNS	Food and Nutrition Security
IDB	Inter-American Development Bank
INABIE	National Institute for Student Welfare
JUNAEB	National Board for Aid and Scholarships
LAC	Latin America and the Caribbean
MAG	Ministry of Agriculture and Livestock of Paraguay
MDGFIS	Methodology for Assessing Fiscal Management Maturity and Performance
MDS	Ministry of Social Development of Paraguay
MEC	Ministry of Education and Science of Paraguay
MoECST	Ministry of Education, Culture, Science and Technology of Belize
MRE	Ministry of Foreign Affairs of Brazil
MSPBS	MSPBS Ministry of Public Health and Social Welfare of Paraguay
RAES	Sustainable School Feeding Network
SDGs	Sustainable Development Goals
SFP	School Feeding Programme
SICA	Central American Integration System
UAPA	Food for Learning Unit

Acknowledgments

We sincerely appreciate the commitment and valuable participation of all those involved during and after the implementation of the Analysis of indicators on the progress of school feeding programmes in Latin America and the Caribbean (AMPAE).

We extend our special recognition and gratitude to Fernanda Pacobahyba, President of the National Fund for Educational Development (FNDE), for her leadership and efforts in making this work possible.

We acknowledge the important contributions of the Inter-American Development Bank (IDB) team, particularly Maria Cristina MacDowell, Sandra Machado, and Soraya Naffah Ferreira, for sharing their experiences and lessons learned with FNDE, FAO and the Sustainable School Feeding Network (RAES).

We also extend our recognition and gratitude to the focal points of the school feeding programmes (SFPs) in Belize, Brazil, Chile, Colombia, the Dominican Republic and Paraguay, who supported the submission of information and documentation:

Cathleen Juan, coordinator of the school feeding programme of Belize and FAO consultant, and Terri Langford, representative of the Ministry of Education, Culture, Science and Technology (MoECST) of the Government of Belize.

Daniel Bandoni, Edenilza Carvalho, Karine Santos, Kenia Pereira, Renata Mainenti, Laiane Tavares, and Valmo da Silva from the National Fund for Educational Development (FNDE) of the Federative Republic of Brazil.

Karla Marambio and Lea Rauque, from the National Board of School Aid and Scholarships (JUNAEB) of the Republic of Chile.

Luisa Jamaica, Guillermo Marín, and Nohora Pérez, from the Unit of Food for Learning (UAPA) of the Republic of Colombia.

Reveca Chávez, Juliana Gamarra, Andrea Fernández, and Leticia Leguizamón, representatives from the Ministries of Social Development (MDS), Education and Science (MEC), Agriculture and Livestock (MAG), and Public Health and Social Welfare (MSPBS) of the Republic of Paraguay.

Yomaira Tejeda and Adrián Roa, from the National Institute for Student Welfare (INABIE) of the Dominican Republic.

We acknowledge the valuable participation of FAO representations in each AMPAE participant country. Their collaboration as institutional focal points was essential at every stage of the project. In this regard, we thank Ornella Tiboni (FAO Chile), Laura Arévalo (FAO Colombia), Ana Louteiro (FAO Paraguay), Mariella Ortega, and Wilmer Terrero (FAO Dominican Republic).

We would also like to thank Daniela Godoy, Israel Ríos, and Karine Santos, who supervised this activity, as well as other colleagues who reviewed the document and made important contributions. We also thank Cecília Malaguti and Paola Barbieri, representatives of the Brazilian Agency for Cooperation (ABC).

We express our gratitude to Donald Bundy, from the Research Consortium for School Health and Nutrition, and to Raquel Nunes and Melissa Ugalde, representing the Central American Integration System (SICA), for their valuable recommendations during the initial stages of this study.

We would like to thank Professor Laura Muller Machado, at the Brazilian higher education institution Insper, for her invaluable support in reviewing the second version of this study. Her work was instrumental in strengthening the academic rigour of the document, particularly through the restructuring of the analytical stages and the systematisation of results, contributing to greater clarity, cohesive and replicability.

To all those mentioned, we extend our deepest gratitude and recognition for their efforts, expertise, and commitment in achieving the objectives of the AMPAE project and to supporting SFPs in Latin America and the Caribbean (LAC).

© Cortesy of FNDE

Foreword

We are pleased to present the first version of the document Analysis of indicators on the progress in school feeding programmes, hereinafter referred to as AMPAE.

This document presents key indicators and challenges related to school feeding programmes in six countries in Latin America and the Caribbean. It is grounded in the understanding that the generation of data and evidence is essential for strengthening public policies.

We recognise that only through clear diagnoses, reliable information, and rigorous analysis is it possible to identify progress, challenges and opportunities for improvement in the implementation of school feeding programmes, which directly impact the lives of millions of students in Brazil, other countries in Latin America and the Caribbean, and beyond.

The preparation of this study required a high level of internal coordination, sustained dialogue and the systematisation of data in close collaboration with participating countries over recent months.

This collective effort by the Sustainable School Feeding Network (RAES) and participating countries will support national-level processes to redirect school feeding policies, facilitate the generation and exchange of knowledge, and strengthen institutional capacities to enhance food and nutrition security for students across the region.

Looking ahead, our next challenge is to continue advancing work on the priority issues identified in this study. We remain firmly committed to collaboration to further develop the regional agenda and strengthen school feeding programmes.

Fernanda Pacobahyba
President
National Fund for Educational Development (FNDE)

Summary

In line with the objectives of the Sustainable School Feeding Network (RAES), this study aims to contribute to the design of strategies to strengthen School Feeding Programmes (SFPs) in Latin America and the Caribbean (LAC). It presents evidence on the main advances and remaining challenges in this area, based on an assessment carried out using a tool developed specifically for this purpose. The study also outlines recommendations for stakeholders engaged in the subject and provides inputs for the development of a regional school feeding agenda in LAC.

After presenting the objectives, methodology, respondents and tools used to gather evidence, the study analyses the results achieved and provides recommendations for relevant stakeholders. It concludes by identifying priority lines of action for programme managers, along with key bibliographical references.

The evidence generated through this study supports integrated actions to strengthen the management and governance of SFPs, as well as the development and strengthening of regulatory frameworks. In addition, it seeks to contribute to the consolidation of a support network for high-quality SFPs that address students' physical, cognitive and social needs.

It is important to note that this study fully respects the sovereignty of the participating countries. It does not constitute an external evaluation of national programmes; rather, it represents a collaborative effort to generate technical recommendations that can support the improvement of existing policies and actions within each national context.

Considering the complexity of the challenges and the scope of the context analysed, this document is intended to serve as a strategic input to strengthen the agendas and actions of governmental and non-governmental actors, academia, civil society organizations and international organizations. In this regard, the findings may also foster institutional partnerships and collaboration at the national, regional and global levels.

© FAO

1. INTRODUCTION

© Courtesy of the Chilean Government

1.1 Importance of school feeding for achieving the Sustainable Development Goals

SFPs have been widely analysed as a key component of public policies that generate positive impacts on food security, health, education and local development, particularly in low- and middle-income countries (FAO, ABC/MRE and FNDE/MEC, 2023). Empirical evidence shows that these programmes improve student performance and contribute to reducing hunger, malnutrition and poverty by increasing students' access to adequate and healthy diets (Wang et al., 2021; FAO, ABC/MRE and FNDE/MEC, 2023).

Based on the results and impacts observed across different dimensions of human and social development, it is recognized that the implementation of School Feeding Programmes (SFPs) contributes to the achievement of the Sustainable Development Goals (SDGs), especially: SDG 1 – No Poverty; SDG 2 – Zero Hunger; SDG 3 – Good Health and Well-Being; SDG 4 – Quality Education; SDG 5 – Gender Equality; and SDG 12 – Responsible Consumption and Production.

The main effects observed include increased social inclusion, as these programmes provide fresh and nutritious food to students from different socioeconomic backgrounds, thereby fostering more equitable conditions for school retention and academic performance (Sidaner et al., 2012; Wang et al., 2021). In addition, SFPs have been associated with improvements in health and well-being, contributing to the prevention of malnutrition, the reduction of disease, and the strengthening of immune systems. These effects, in turn, support improved concentration and learning outcomes (Wang et al., 2021).

Another important effect relates to the development of healthy eating habits. Programmes that incorporate food and nutrition education not only provide meals but also influence dietary behaviours and cultural consumption patterns. A systematic review with meta-analysis provides further evidence of this effect, identifying a significant increase in fruit and vegetable consumption among adolescents exposed to structured school-based interventions (Medeiros et al., 2022; FAO, ABC/MRE and FNDE/MEC, 2023). Moreover, it is widely recognised that SFPs often provide the main meal of the day for many students.

In economic terms, SFPs serve as instruments to stimulate local development. For example, prioritising family farming in food procurement generates productive chains at the territorial level, creating short supply chains, promoting productive inclusion, and supporting income generation in rural communities (Paula et al., 2023). SFPs also provide environmental benefits, since adopting menus based on locally sourced produce reduces dependence on extensive logistics chains that emit greenhouse gases, thereby lowering the carbon footprint (Souza and Fornazier, 2022; Gonzaga et al., 2023; FAO, ABC/MRE and FNDE/MEC, 2023).

Given their widespread reach, SFPs serve a significant proportion of the global student population. It is estimated that around 418 million students benefit from these programmes worldwide each day, including approximately 85 million in LAC (WFP, 2022). However, this figure represents only about half of the region's approximately 170 million students, highlighting the need for research on the management, governance, coverage, and quality of SFPs.

1.2 Establishment of the Brazil-FAO International Cooperation Programme and its results

Considering this context, the Brazil–FAO International Cooperation on School Feeding Programme was established in 2009, reflecting the Brazilian government's commitment to reducing food insecurity in LAC. The initiative was formed as an alliance between the Government of Brazil – through the Brazilian Cooperation Agency (ABC) of the Ministry of Foreign Affairs (MRE) and the National Fund for Educational Development (FNDE) of the Ministry of Education (MEC) – and FAO.

Over more than 15 years of cooperation, three projects have been implemented: (i) Strengthening SFPs in LAC, concluded in 2018; (ii) Consolidation of SFPs in LAC, completed in 2023; and (iii) Regional agenda for sustainable school feeding in LAC, which was launched in 2024 and scheduled for completion in 2027.

Coordinated actions under this framework have encouraged countries in the region to strengthen the sustainability of their SFPs. Efforts have focused on improving the nutritional quality of food provided to students, linking public procurement from family farms with SFPs, and strengthening the capacities of around 40 000 professionals from across different government sectors. Additional actions have included developing regulatory frameworks, transitioning from a welfare-based approach to a rights-based perspective on school feeding, and building a regional agenda for sustainable school feeding. At the same time, efforts are being made to promote food and nutrition education (FNE), with the aim of encouraging more mindful consumption habits among current and future generations.

The cooperation that began in 2009 to strengthen SFPs in the region culminated in the creation of the Sustainable School Feeding Network (RAES) in 2018. RAES promotes improvements in the implementation and reformulation of SFPs across countries through a collective, horizontal, and participatory approach, grounded in the human right to adequate food. Since its creation, RAES has consolidated its role as an important tool for supporting national government management and for enhancing the quality, coverage and sustainability of SFPs throughout the region.

As a result of these efforts, the Brazil–FAO International Cooperation Programme has contributed to the transformation of agrifood systems and to the well-being and development of millions of students, farmers, and school communities. By July 2025, 18 countries had formally joined RAES.

In 2024, within the framework of the Regional Agenda for Sustainable School Feeding in LAC, it was agreed that national and regional priorities for school feeding would be defined. In this context, RAES assumed a strategic role as a platform for intersectoral dialogue, strengthening its linkages with other national, regional, and global networks.

However, despite the progress achieved by RAES since its creation, significant challenges remain for LAC countries in establishing and consolidating sustainable school feeding policies. This underscores the need to continue working together in this direction, as well as highlighting the study's importance and objectives.

1.3 Development and objectives of the study Analysis of indicators on progress in school feeding programmes in Latin America and the Caribbean

This technical study, conducted within the framework of RAES, aimed to assess the current state of SFPs in LAC and to provide recommendations for improvement to its member countries. To this end, the study presents a diagnostic tool designed to be sensitive to local realities while being replicable by other countries in the region and beyond. The study also outlines a strategy for applying the tool, identifies the structural components of SFPs that require greater attention, and, based on the diagnostic results, provides insights into priority issues and actions for public managers at the national level, as well as for regional and global stakeholders. This research was carried out with full respect for national sovereignty and country-specific contexts.

These reflections are intended to inform strategies for strengthening school feeding policies, guide national agendas, and contribute to the development of a shared regional agenda, in line with the specific objectives outlined below.

1. Present the proposed diagnostic tool designed to measure the level of development of SFPs in participating countries.
2. Present a strategy for applying the diagnostic tool in participating countries.
3. Based on the results obtained, identify priority areas requiring attention to improve programme performance and ensure continuity, thereby supporting the formulation of more effective public policies at national and regional levels.
4. Propose recommendations to guide the technical support actions of the Sustainable School Feeding Network (RAES).
5. Provide technical support for the collaborative development of a regional agenda focused on sustainable school feeding in LAC, aligned with the principles of the human right to adequate food.
6. Suggest broad lines of action to guide future Brazil-FAO International Cooperation and RAES activities across different time horizons.

RAES
Red de Alimentación Escolar Sostenible
Rede de Alimentação Escolar Sustentável
Sustainable School Feeding Network

2. DEVELOPMENT OF THE AMPAE ASSESSMENT TOOL

© Courtesy of the Government of the Dominican Republic

2.1 Theoretical, practical and methodological foundations

The AMPAE assessment tool was developed on the basis of two main pillars: the accumulated experience of international cooperation on SFPs in LAC, and specialised technical knowledge on food and nutrition education in school contexts.

Institutionally, the development of the assessment tool is grounded in over 15 years of collaboration among national governments, Brazilian cooperation, and international organizations. This collaboration has been guided by the aim of strengthening SFPs, based on the human right to adequate food. This framework emphasises the importance of collective knowledge-building and the exchange of ideas between countries, while respecting national sovereignty and local specificities.

From a technical perspective, the instrument's axes, indicators and scales — components of the instrument — which are aligned with the methodological and conceptual guidelines set out in the document School-based Food and Nutrition Education (FAO, 2023). This reference document provides principles and guidelines for the design and implementation of food and nutrition education policies in school settings. It addresses recurring challenges faced by low- and middle-income countries and offers structured solutions, including capacity-building approaches, for FAO Member states.

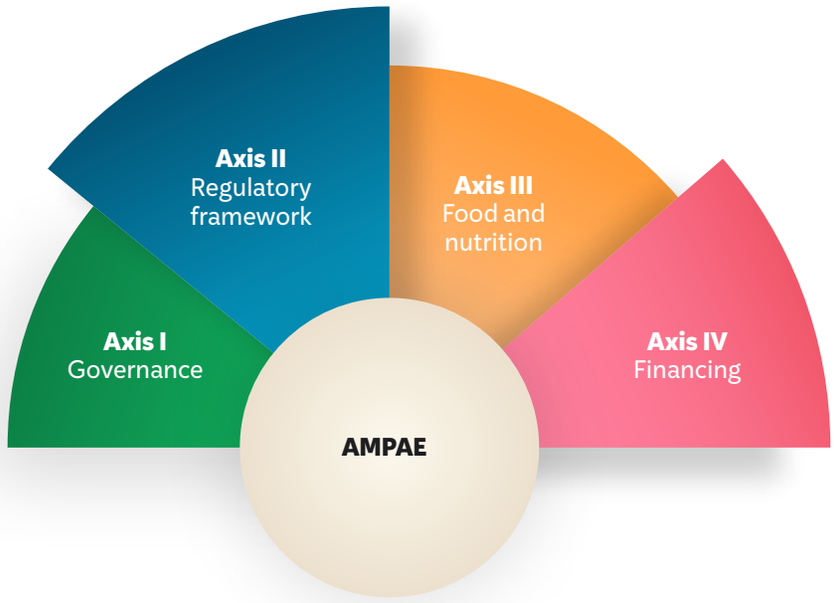
The formulation of the diagnostic tool was also inspired by the Methodology for Assessing Fiscal Management Maturity and Performance (MDGEFIS), developed by the Ceará State Finance Department with support from the Inter-American Development Bank (IDB, 2019). This methodology uses maturity scales and structural axes to analyse the evolution of public policies, which is an approach that has been adapted in this case to the specific context of SFPs.

© FAO/Enrique González

2.2. Presentation of the AMPAE assessment

The AMPAE assessment tool adopts a methodological approach that combines the analytical rigour of structured scales with sensitivity to the national contexts of participating countries (Creswell and Plano Clark, 2018). Data collection is carried out through a structured questionnaire consisting of closed-ended questions with predefined response options ranging from 'a' to 'd', as well as a 'not applicable' option. These questions are organized into four categories — Governance, Regulatory frameworks, Food and nutrition, and Financing — each of which is disaggregated into indicators and development levels. Responses are converted into percentage scores, enabling the construction of a composite scale and facilitating the analysis of the level of development and performance of SFPs.

Figure 1. Selected axes for the development of the AMPAE assessment tool



The team responsible for designing and preparing this study defined four guiding analytical axes: Governance, Regulatory frameworks, Food and nutrition, and Financing. The analytical objectives and corresponding indicators for each axis are described below:

Table 1. Description of analytical objectives and indicators by axis.

I - Governance	
Analytical objective	**Indicators**
Analyse the strategic direction of programme management, including multisectoral, interinstitutional and community participation, as well as the mechanisms established for its implementation.	1) Horizontal intersectoral coordination in school feeding policies. 2) Vertical intersectoral coordination. 3) Management arrangements of SFPs. 4) Degree of participation of different institutional actors. 5) Community participation in SFP-related activities. 6) Use of information and communication technologies to support management and data collection. 7) Availability and accessibility of general SFP information. 8) Monitoring, analysis and diagnostic processes for SFPs.

II - Regulatory framework

Analytical objective	Indicators
The aim is to develop a deeper understanding of the normative and regulatory framework directly related to school feeding programmes, including its main characteristics, effectiveness, level of adherence, and alignment with national policies and priorities.	1) School feeding laws and regulations in the country. 2) Scope and key characteristics of the school feeding legal framework. 3) Degree of compliance of SFPs with the school feeding law. 4) Public procurement regulations linked to family farming. 5) Food and nutrition security regulations. 6) Effectiveness of the implementation of national laws and regulations related to SFPs, including FNS, family farming and school feeding purchases. 7) Regulatory provisions supporting healthy school environments[1]. 8) Existence and scope of national food and nutrition education (FNE) strategies. 9) Degree of regulatory coherence and harmonisation.

III - Food and nutrition

Analytical objective	Indicators
The axis analyses qualitative aspects of programme development, including access to food and food and nutrition education.	1) Integrated planning of healthy school menus. 2) Level of professional qualifications of nutrition specialists, programme coordinators and school feeding technicians. 3) Incorporation of regional and culturally appropriate foods into school menus. 4) School kitchens and the characteristics of their infrastructure. 5) Adequacy of canteens and school dining spaces. 6) Existence and use of educational school gardens. 7) Implementation of public procurement mechanisms for sourcing food from family farming.

IV - Financing

Analytical objective	Indicators
This axis examines the budgetary framework and the availability and use of data for monitoring, follow-up and evaluation of SFPs.	1) Diagnosis of the budgetary context of SFPs. 2) Adequacy of the SFP budget. 3) Coverage of school feeding services achieved. 4) Capacity to adapt and reallocate available financial resources. 5) Conditions enabling financial intersectoral coordination. 6) Availability of data on the programmes for their effective monitoring and evaluation from a budgetary perspective.

For each analytical axis, a maximum total score of 40 points was assigned. Axis I (Governance) consisted of eight questions; Axis II (Regulatory frameworks), nine questions; Axis III (Food and nutrition), seven questions; and Axis IV (Financing), six questions. Each question was scored on a scale of 1 to 4 points, according to the selected response.

[1] The food environment is understood as the set of physical, economic, sociocultural, and regulatory conditions that determine access to, affordability of, safety of, and preferences for food. Healthy food environments are safe and supportive settings that facilitate physical access to nutritious foods for healthy diets, reducing the risk of all forms of malnutrition, including undernutrition, overweight, obesity, and diet-related non-communicable diseases. Many elements of the food environment shape dietary habits, as culture, language, culinary practices, knowledge and consumption patterns, food preferences, beliefs, and values are linked to the ways in which food is obtained, generated, produced, and consumed. (SOFI, 2024)

The final score for each axis was calculated using a weighted average of the responses, considering the score obtained for each question and its proportional contribution to the maximum possible score for the axis (40 points), as detailed in Table 2. This approach allowed scores to be standardised and compared across axes.

The interpretation of results and the classification of the level of development were based on the percentage of points obtained in relation to the maximum possible score. The criteria used to classify the level of development for each axis are presented below. Based on these criteria, the level of development of SFPs in participating countries was determined in accordance with the guidelines set out in Table 2, which systematises the application of the scoring scale.

Table 2. Level of progress and scores achieved

Degree of advancement	Score achieved
Not applicable	The analysis could not be performed for the axis.
Beginner (-)	Less than 20 percent of the maximum possible total score.
Beginner (+)	Greater than or equal to 20 percent and less than 40 percent of the maximum possible total score.
Intermediate (-)	Greater than or equal to 40 percent and less than 60 percent of the maximum possible total score.
Intermediate (+)	Greater than or equal to 60 percent and less than 75 percent of the maximum possible total score.
Advanced (-)	Greater than or equal to 75 percent and less than 90 percent of the maximum possible total score.
Advanced (+)	Greater than or equal to 90 percent of the maximum possible total score.

Source: Own elaboration

Based on the instrument and parameters described above, the data for each axis were evaluated to determine the level of development of the SFP, considering the percentage of the score obtained as the reference measure.

In addition to the closed-ended questions, the instrument included a second part consisting of an open field in which countries were asked to identify their five main challenges, ranked on a scale from 1 to 5. Supporting documentation was also requested to substantiate the responses provided for each question in each of the axes.

These documents informed a qualitative analysis that complemented and enriched the interpretation of the structured responses. Although these documents are not presented in this study, they form part of the country reports. Furthermore, the requirement that at least two national representatives reach consensus on each response reinforces the interpretative and collaborative nature of the assessment process. This approach enables not only quantitative analysis, but also the qualitative identification of areas that require greater attention.

It is important to note that, in presenting the results, participating countries were not identified in order to ensure anonymity and respect for the sovereignty and unique characteristics of each national context. Even so, each country received the results corresponding to its own analysis for internal national use.

It should also be emphasised that the AMPAE assessment has no supervisory function, as it is intended solely as a diagnostic tool. Its purpose is to identify progress, gaps, and opportunities for improvement, based on self-reported evidence agreed upon by stakeholders. Accordingly, the study that guided the design and application of the instrument was grounded in the principles of solidarity, institutional strengthening, and transparency, in line with the strategic objectives of the Sustainable School Feeding Network (RAES).

2.3. Details of the implementation strategy

The strategy adopted for implementing the instrument in participating countries that joined the initiative involved a wide range of actors. In addition to institutional coordination by the Brazilian Cooperation Agency (ABC), the National Fund for Education Development (FNDE) and FAO, the study engaged contracted consultants, international experts and representatives of national and subnational governments. The methodology adopted is therefore linked to the environment of cooperation consolidated by RAES and is underpinned by a technical approach, which is described in detail below.

2.3.1 Mapping of actors and their responsibilities

To ensure the study could achieve its objectives, multiple stakeholders were identified and invited to participate in the project, fostering a multidimensional and collaborative approach. Following this initial stakeholder mapping stage, roles and responsibilities were clearly defined and allocated among the actors involved.

I

The management team

composed of ABC, FNDE and FAO, was responsible for discussing and establishing the strategic guidelines and general terms for the development of the study, which aims to create an instrument to assess the level of maturity of SFPs in LAC.

II

The technical support and project review team

was responsible for adapting the methodology based on the Methodology for Assessing Fiscal Management Maturity and Performance (MDGEFIS). Its functions included providing technical support throughout the process, monitoring progress, reviewing and supervising the development of the assessment tool, and completing the study with the results obtained. This team also ensured that all activities were aligned with the project's strategic objectives and grounded in the practical realities of international cooperation and the implementation of SFPs in the participating countries.

III

The external team

was composed of representatives from international organizations, academia, and civil society, which provided strategic guidance during the development of the instrument. Participants included the Central American Integration System (SICA), the Research Consortium for School Health and Nutrition, and the Inter-American Development Bank (IDB).

IV Consultants were hired

through a professional selection process based on demonstrated expertise in SFPs in the region, experience with regional or global school feeding initiatives, language proficiency, and prior research experience in the participating countries. Strong relationship-building skills were also required. Following this screening process, interviews were conducted and two consultants were selected. Their responsibilities included presenting the assessment tool to national government and FAO focal points, administering the questionnaires, collecting supporting documentation, and systematising the data for inclusion in the final report.

V FAO focal points in each country

facilitated the coordination and organization of local activities and participated in meetings related to the implementation of the instrument at the national level.

VI National focal points appointed by local governments

At least two managers involved in national SFPs represented their respective countries in the local application of the instrument. These representatives actively participated in meetings with consultants, completed the questionnaires and provided essential information for analysis. They also supported their responses by submitting documentation to substantiate their responses and validated the preliminary results of the study prior to its finalisation.

It should be noted that the participating countries played a crucial role in the successful implementation of the AMPAE. Through their designated representatives, they provided essential data, perspectives, and feedback, ensuring that the results accurately reflected the realities of their SFPs. This participatory and multidimensional approach has been fundamental to establishing AMPAE as a robust analytical tool for strengthening SFPs in LAC, thereby contributing to the sustainability and positive impact of the initiative across the region.

2.3.2 Data collection process

It should be noted that the instrument is structured around analytical axes, indicators, and development scales. In order to achieve its objective — namely, to measure the degree of maturity of SFPs in different countries in LAC — the application of the questionnaire (Annexes I–IV) constituted a core component of the methodology.

The study's objectives were publicly presented in September 2024 during an official event of RAES, at which time an initial invitation to participate in the research was extended to member countries on a voluntary basis.

In October 2024, a virtual meeting was held with member countries that had expressed interest in participating. This meeting aimed to further explain the objectives of the study, present the methodological approach, and clarify the potential contribution of the study to strengthening and improving SFPs across the region.

Following this dissemination and awareness-raising process, a call for volunteers was issued to interested countries. As a result, six countries – Brazil, Belize, Chile, Colombia, the Dominican Republic and Paraguay – formally expressed their interest and appointed national focal points. Once participation was formalised, technical activities for the application of the diagnostic tool began in November 2024, with the support of RAES and the Brazil-FAO International Cooperation Programme.

The application of the instrument was carried out in successive phases. Initially, the instrument was presented by the consultants to the participating countries. Then, during an online meeting with the consultants, the national focal points discussed each question collectively and reached a consensus on the responses. The form was completed by the consultants, based on the answers provided by the focal points during the virtual meetings.

The questionnaire was structured according to the four analytical axes. The first section included eight questions for Axis I, nine for Axis II, seven for Axis III and six for Axis IV. Each question offered five response options (scored from 0 to 4), with '0' corresponding to the 'not applicable' option, which was intended for specific national contexts. Respondents were asked to select only one response per question, choosing the option that best reflected their national context.

At the end of the structured section, the questionnaire included a qualitative component in which respondents were asked to identify and rank the five main challenges faced by their SFPs, using a scale from 1 to 5. This component aimed to complement the quantitative analysis by capturing contextual nuances not identified in the closed questions, highlighting priority areas for technical support at national, regional and international levels, as promoted by RAES.

After the online session, the focal points received the questionnaire completed by the consultants. They were given two weeks to review, validate and provide comments on the responses. During this period, some countries made changes and further reflected on their responses, allowing them to clarify and elaborate on specific answers. However, these comments are not included in this document to protect the anonymity of the participating countries. To substantiate the information provided, participating countries were requested to submit official documents justifying their responses. A list of the documents received from each country is available to the study's proponents.

The responses to the questionnaire formed the primary database for this study and were validated by the national focal points, as described above. Following validation and approval by all relevant stakeholders, the document was officially finalised.

In summary, data collection for the AMPAE study took place between October and December 2024, involving six participating countries. Initially, the consultants scheduled virtual meetings with each country, lasting an average of two to three hours, during which they presented the instrument and clarified questions related to the completion of the questionnaire. Subsequently, countries received the questionnaire and were given an additional two to three weeks to submit their responses and compile the requested supporting documentation. In some cases, an additional review stage was conducted prior to the final consolidation of the information.

© Courtesy of the Peruvian Government

3. DESCRIPTION OF THE RESULTS

© FAO

3.1 Results by axis and degree of maturity

Section 3.1 and its subsections present the results obtained through the application of the questionnaire in the participating countries. To preserve national sovereignty and reflect the specific characteristics of each national context, all information is presented in an aggregated and fully anonymised manner. This approach is intended to promote regional learning and the identification of common patterns without judgement, fostering a cooperative and constructive analytical process. The section begins with a general analysis of the performance of SFPs at the regional level. This is followed by an in-depth look at the results and key points of attention for each of the four structural axes evaluated: Governance, Regulatory frameworks, Food and nutrition, and Financing.

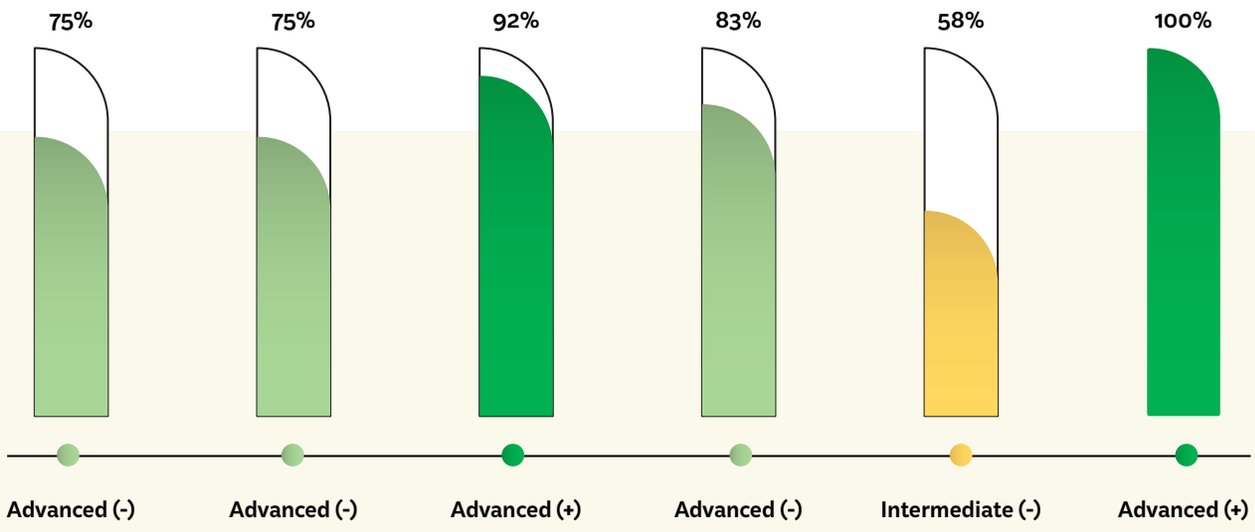
Subsequently, Section 3.2 presents the main challenges identified by countries through the open-ended component of the questionnaire. These self-reported, free-form responses are crucial for complementing quantitative analysis, as they capture contextual nuances and operational realities that may not be fully reflected in the closed questions. They offer a more qualitative perspective on local realities. The challenges were analysed and systematised based on their frequency of mention and the level of criticality attributed by respondents themselves. This qualitative perspective enriches our understanding of the gaps and opportunities for strengthening SFPs at national, regional and international levels.

3.1.1 Governance

Based on the results presented in Graph 1, the scores obtained for Axis I range from 58 to 100 percent, showing notable variation among participating countries. Most countries are at the **Advanced** level of development, while one is classified at the **Intermediate (–)** level. Overall, the results indicate strong performance by countries in terms of the governance of SFPs.

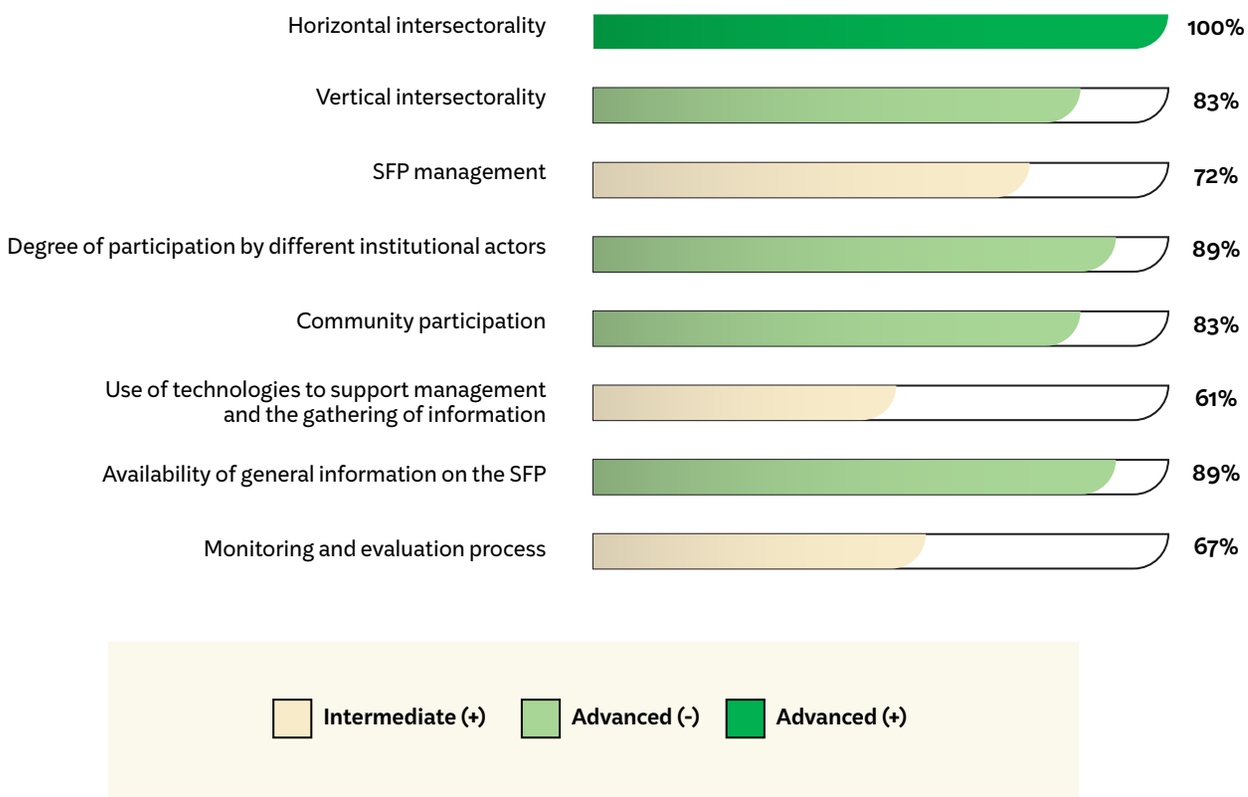
A regional average score of 79 percent was observed, corresponding to an **Advanced (–)** level of development. This result reflects strong performance in key governance dimensions, such as horizontal intersectoral coordination (100 percent) and vertical coordination (83 percent), both classified at advanced levels. Countries reported having established formal coordination mechanisms – such as councils and committees – that bring together actors from various ministries, thereby strengthening linkages between SFPs and other government policies.

Graph 1. **Axis I: Governance – Level of progress by country**



Source: Own elaboration

Graph 2. **Axis I: Governance - Indicators and scale of progress**



Source: Own elaboration

The availability of general information on SFPs is also noteworthy, with 89 percent of countries ensuring access to essential data that support transparency and informed decision-making. However, other areas of governance – such as SFP management (72 percent), the use of technologies for data collection and analysis (61 percent), and monitoring and evaluation processes (67 percent) – present opportunities for improvement.

Points requiring attention:

Based on the results shown in the previous graph, it is evident that some aspects require more attention at both the national and regional levels, including:

Management: From a management perspective, the assessment examined national decision-making processes, the existence of formal structures to ensure the participation of other monitoring bodies, and the regularity of systematic coordination meetings. The results indicate that this dimension presents significant gaps.

Use of technologies: This indicator focused on the availability and use of data collection tools and technological instruments to support advanced statistical data analysis and the monitoring of programme implementation. The results show that limitations in the institutionalisation of these mechanisms persist.

Promotion of programme monitoring and evaluation systems: This indicator aimed to assess how countries track the development and performance of their SFPs. The results indicate that this remains a challenging area, requiring sustained investments in both financial and human resources to strengthen monitoring, analysis, and evaluation processes. However, 33.3 percent of participating countries indicated that they are working on the development of digital applications and software to improve these aspects. This item represents an opportunity for improvement.

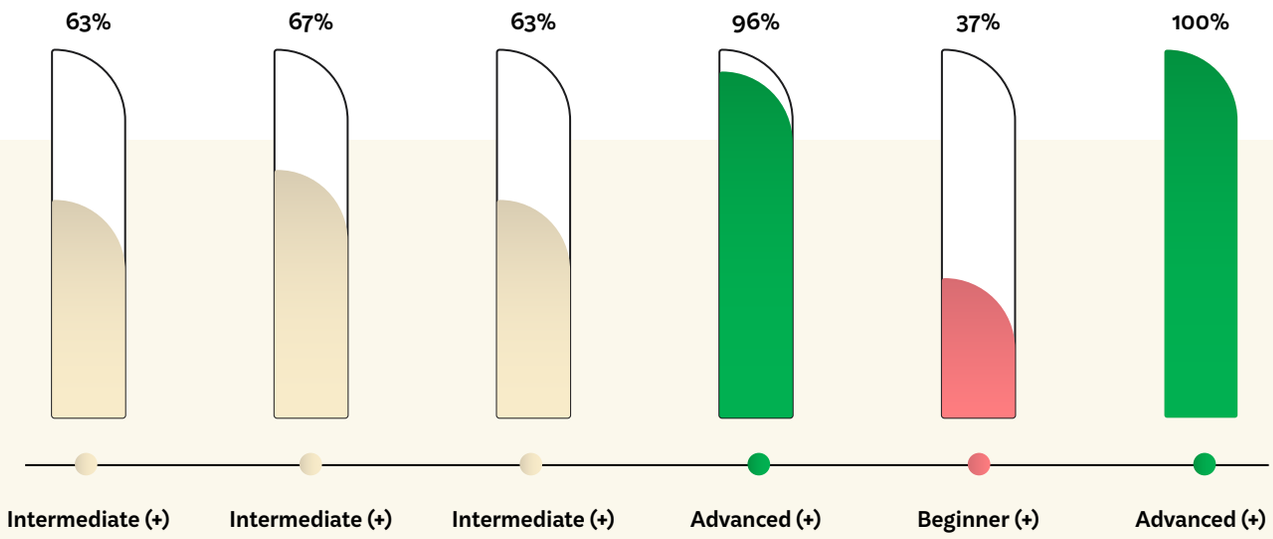
Figure 2. Axis I: Governance – Key points requiring attention

Source: Own elaboration

3.1.2 Regulatory frameworks

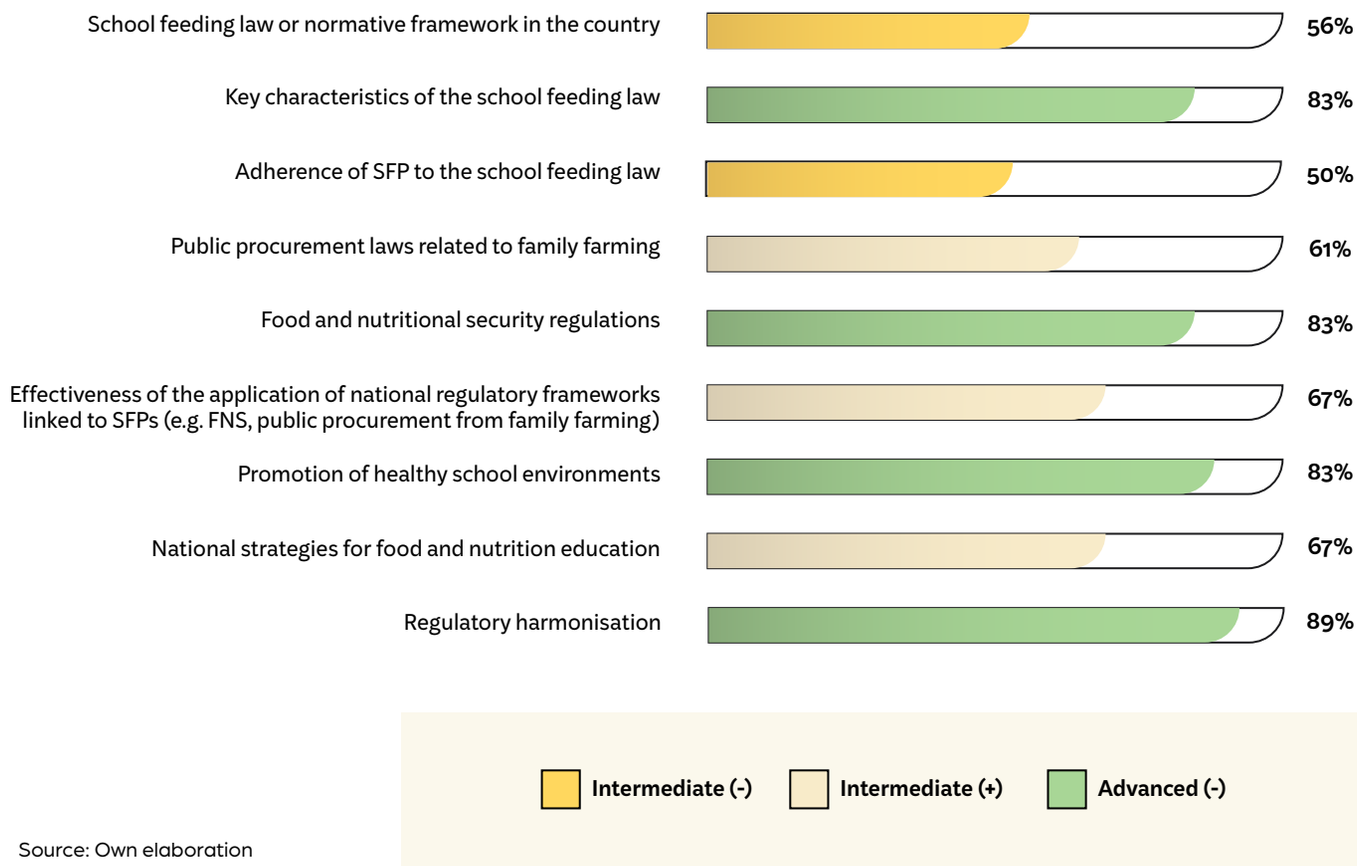
In **Axis II: Regulatory frameworks**, the regional average places countries at an **Intermediate (–)** level of development, reflecting commitment to strengthening the legal and regulatory foundations of SFPs, although there is significant room for improvement. The results vary between 37 and 100 percent across countries, with a varied distribution.

Graph 3. **Axis II: Regulatory frameworks – Level of progress by country**



Source: Own elaboration

Graph 4. **Axis II: Regulatory frameworks – Indicators and scale of progress**



Source: Own elaboration

Although there has been progress in regulatory harmonisation (89 percent) and in legal frameworks related to food and nutrition security (83 percent), key challenges remain, particularly related to the lack of specific regulations governing school feeding and state public procurement processes.

In some countries, SFPs show a satisfactory level of alignment with school feeding laws; however, in half of them (50%), there is additional specific legislation, and effective compliance with these laws reaches only 56%. Furthermore, the implementation of public procurement linked to family farming (61%) and the effectiveness in enforcing existing legislation (67%) constitute priority areas for improvement, which are essential to maximize the impact of SFPs on communities.

Points requiring attention:

It should be noted that, although the average score for the regulatory framework axis falls within the Intermediate level, respondents emphasized that steady progress is being made in developing regulations to support the implementation of sustainable SFPs. Within this axis, several indicators were identified as requiring greater attention, including:

School feeding laws: These are considered essential policy mechanisms to ensure the quality implementation and sustainability of SFPs. Within the sample, 50 percent of countries report having specific school feeding legislation. However, this percentage does not reflect the reality of the region, as only eight out of 33 countries have enacted dedicated school feeding laws. Additionally, in half of the cases within the sample, respondents indicated that the legal framework is not fully aligned with programme implementation, indicating weaknesses in its implementation.

Public procurement laws or regulations linked to family farming: These regulatory strategies aim to facilitate the supply of healthy, regionally appropriate and locally sourced foods through SFPs. While 50 percent of countries report operating under such regulations, their level of implementation remains at an Intermediate level. These frameworks are primarily found in countries that have specific school feeding legislation.

Food and nutrition education (FNE) strategies: The study aimed to understand how countries monitor the development and implementation of FNE activities within SFPs. According to participants, this remains a major challenge, as FNE strategies are encouraged but still executed on a voluntary basis. The lack of mandatory actions incorporated into the school curriculum limits their effectiveness, institutionalisation and long-term sustainability.

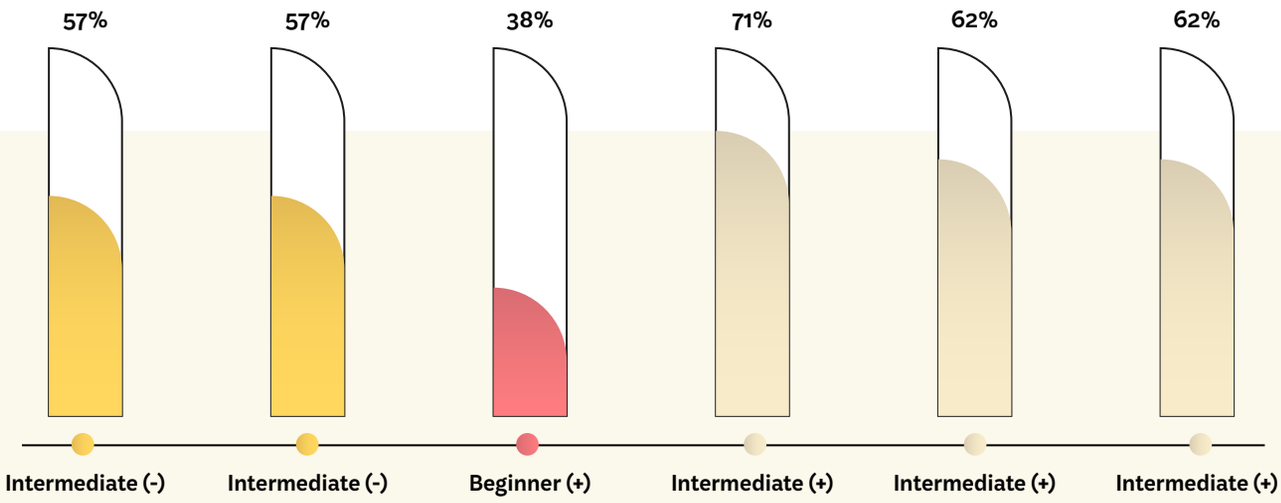
Figure 3. **Axis II: Regulatory frameworks – Key points requiring attention**

Source: Own elaboration

3.1.3 Food and nutrition

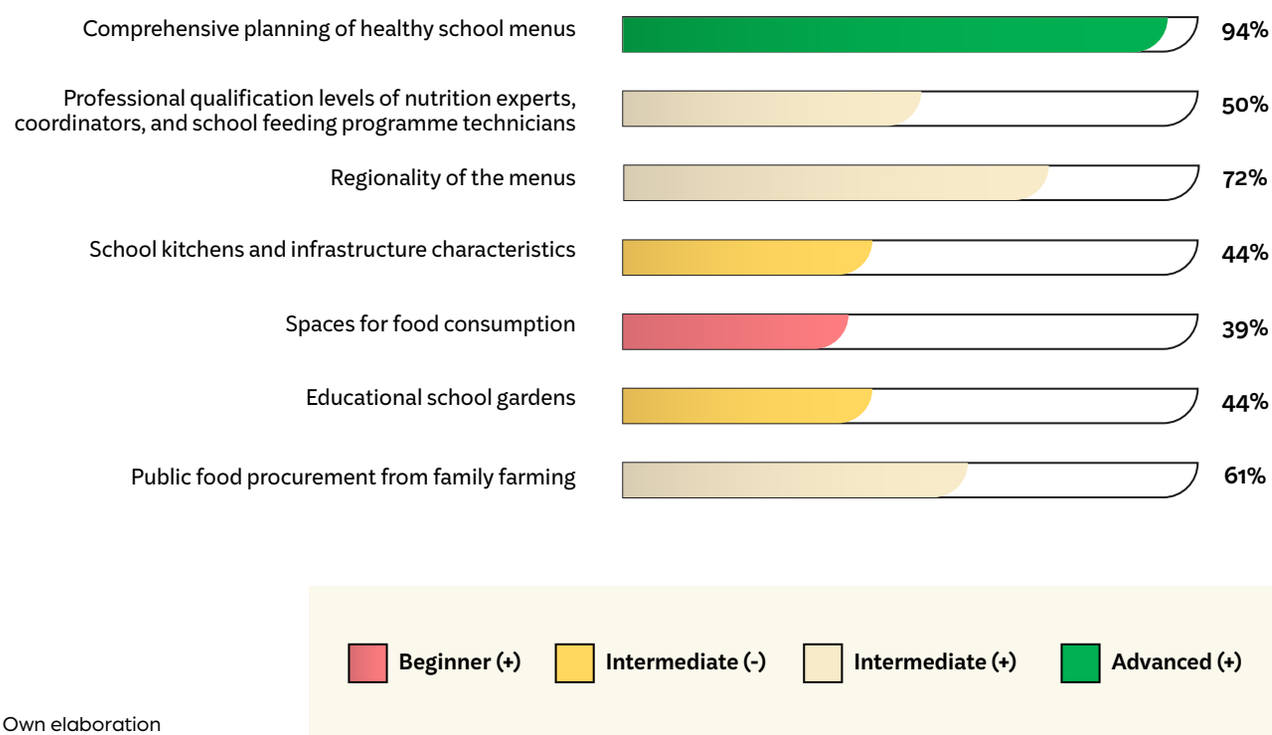
Axis III: Food and nutrition is closely linked to the implementation and execution of SFPs. Among the four axes, it records the lowest average level of progress, at 57 percent, corresponding to an **Intermediate (–)** level. There are significant disparities in the level of development of this axis across countries. Although one country achieved a score of 71 percent, ranking as the highest level of development in the region, another remains at a Beginner (+) level with only 38 percent, well below the regional average. This wide variation highlights critical areas that require priority attention to improve the quality and effectiveness of SFP implementation.

Graph 5. **Axis III: Food and nutrition – Level of progress by country**



Source: Own elaboration

Graph 6. **Axis III: Food and nutrition – Indicators and scale of progress**



Source: Own elaboration

Most indicators register low scores and point to areas requiring strengthened implementation or greater investment. Notable gaps are observed in school kitchen and canteen infrastructure, with only 44 and 39 percent of countries, respectively, reporting adequate facilities for food preparation and service.; that is, less than half of the countries confirm that they have adequate space reserved for preparing and serving food in schools, There is also evidence of limited nutrition-related training for technical staff (50 percent) and weak integration of sustainable practices, such as the incorporation of food sourced from family farmers. Based on these findings, the following key issues can be highlighted:

A Menu planning is the only indicator within this axis that shows significant progress, with 94 percent of countries reporting an advanced level of development. However, further efforts are needed to diversify school menus by incorporating regional and culturally appropriate options that promote healthier eating habits.

B Kitchen infrastructure represents one of the major challenges, as only 44 percent of countries provided data on this aspect and confirmed the existence of adequate infrastructure for food storage, preparation and distribution.

C Around 39% of respondents indicated that fewer than 25% of schools have adequate spaces for food consumption.

D Public procurement from family farming shows relatively stronger performance, with 61 percent of countries reporting an advanced level of development in these processes. Three countries stand out for having specific school feeding legislation that explicitly supports procurement from family farmers.

By cross-referencing data, a strong correlation can be inferred between several constraints, including the lack of trained technical personnel, the absence of nutrition specialists in SFP management teams, weaknesses in implementing food and nutrition education activities, low levels of school garden implementation, and the lack of regulatory mechanisms to facilitate the acquisition of healthy and appropriate food products. Taken together, these factors compound implementation challenges and undermine the overall effectiveness of SFPs.

© FAO/Enrique González

Points requiring attention:

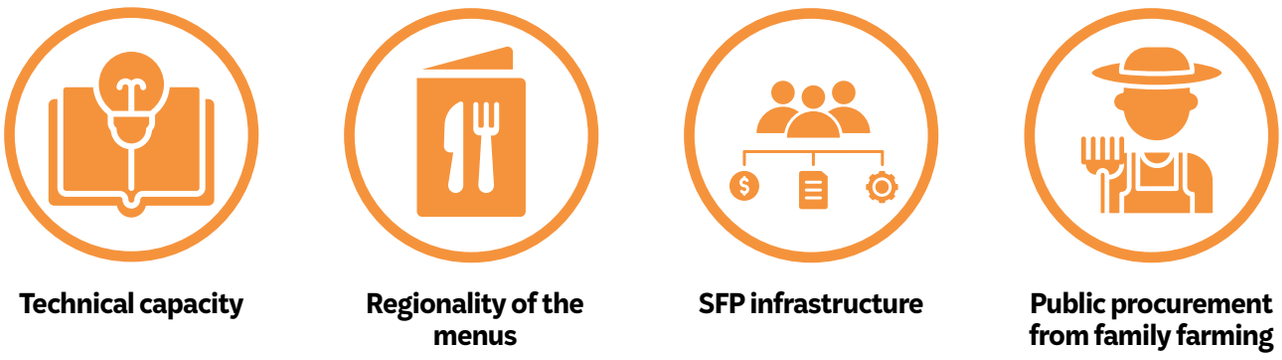
Capacity level of technical staff working in SFPs: The study assessed whether school feeding teams include qualified professionals who regularly participate in ministry-led activities aimed at strengthening technical competencies. Results point to low levels of nutrition-related training among technical staff and limited integration of sustainable practices. In addition, participants highlight that there is still an insufficient number of professionals, who are often required to operate within teams that are too small to meet the operational demands of the programmes.

Menu regionalisation: The study examined whether school menus incorporate regional considerations, as this is a formal requirement for approval by the ministry. The findings indicate that menus remain largely centralised and insufficiently diversified.

Infrastructure for food preparation, storage, and consumption: The study analysed the proportion of schools with operational spaces for food preparation, storage, and consumption. Reported coverage ranges between 25 and 50 percent, although several countries were unable to provide data due to information gaps.

Public procurement from family farming: The study assessed whether countries use public procurement mechanisms to acquire food for SFPs, including the presence of monitoring components. There is evidence that the process of public procurement still demands attention.

Figure 4. **Axis III: Food and nutrition – Key points requiring attention**

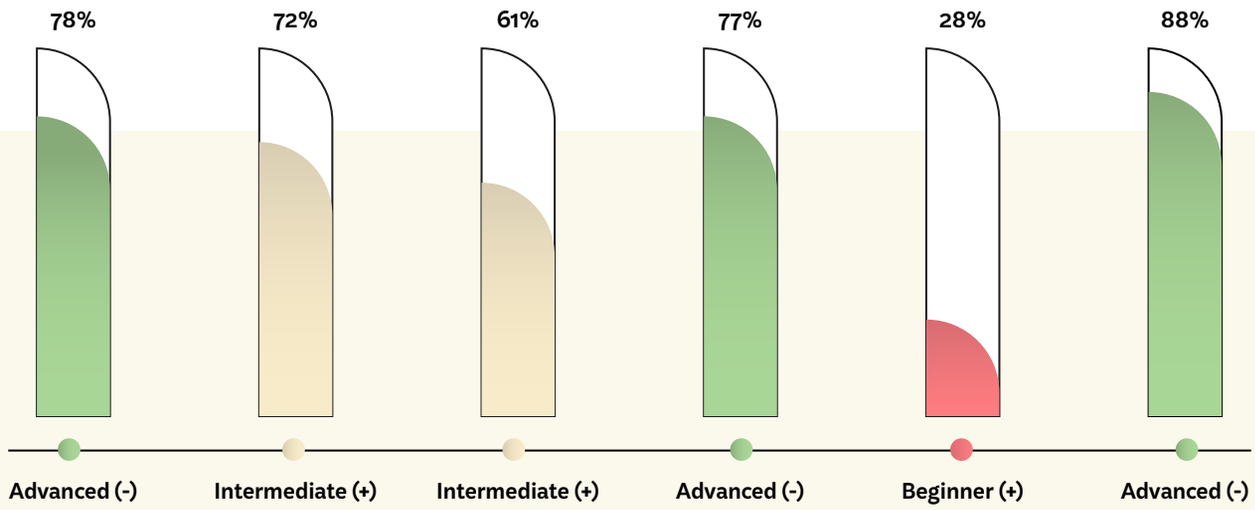


Source: Own elaboration

3.1.4 Financing

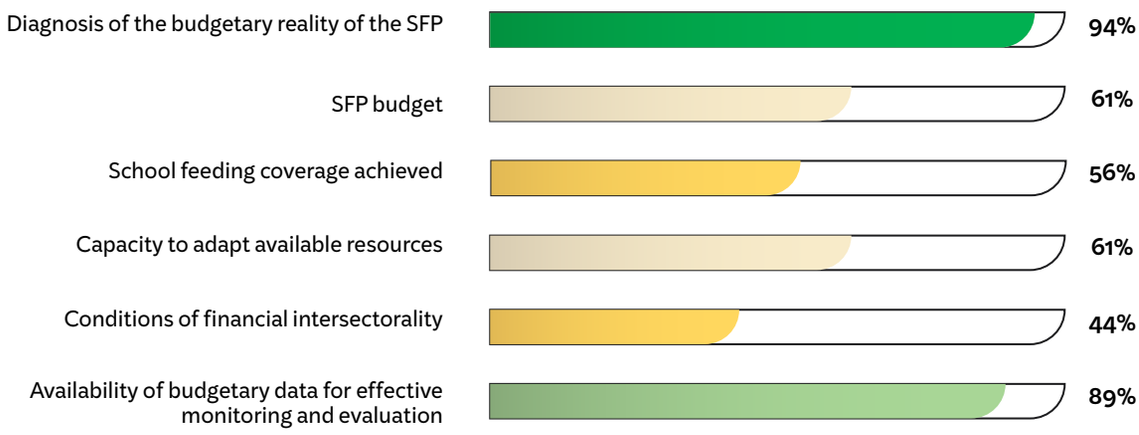
In the financing axis, notable differences were identified across countries at varying levels of development. Performance levels show a wide disparity, ranging from 28 to 88 percent, with an overall average of 67 percent, placing this axis at an **Intermediate (+)** level. One-third of countries (33.3 percent) are classified an **Advanced** level, while 16.6 percent face significant challenges, with performance at 28 percent, corresponding to a **Beginner (+)** level.

Graph 7. **Axis IV: Financing – Levels of progress by country**

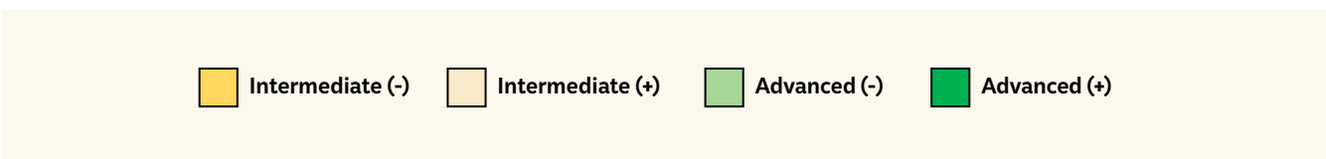


Source: Own elaboration

Graph 8. **Axis IV: Financing – Indicators and scale of progress**



Source: Own elaboration



Regarding the data collected under the Financing axis, while significant progress has been made in completing budget diagnostics (94 percent) and improving the availability of financial data (89 percent), challenges remain in ensuring universal coverage and long-term sustainability of programmes. Coverage of SFPs remains limited (56 percent), restricting their ability to guarantee universal access to healthy, fresh, and adequate school meals.

Points requiring attention:

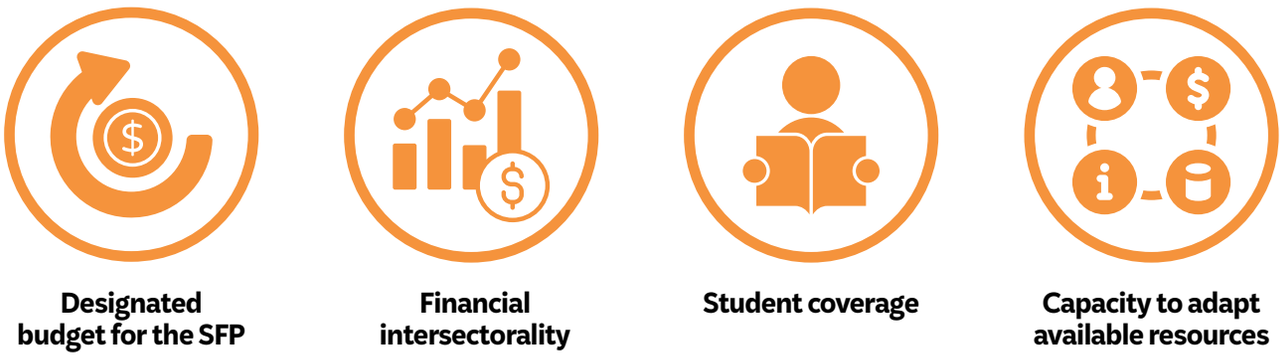
Budget allocated to SFPs: This indicator assessed whether the financial resources allocated to SFPs are sufficient to achieve both the desired coverage and quality standards. This is a mechanism for the sustainability of the SFP that requires attention, as weaknesses were evident.

Financial intersectorality: The study sought to determine whether SFPs already have the support of multiple funding sources and different levels of government, and whether they have an approved strategy to promote financial intersectorality and long-term sustainability. The findings indicate that such a strategy is not yet in place in most participating countries.

Student coverage: This indicator assessed the proportion of students reached by the SFPs. Coverage was rated at an **Intermediate (–)** level, meaning that between 40 and 70 percent of students are currently covered. This gap highlights the need for more efficient mechanisms to achieve full student coverage, with a view to guaranteeing the human right to adequate food for all students.

Ability to adapt available resources: This dimension refers to the existence of formally established contingency plans for each type of contingency that may arise, as well as to the regular training of personnel involved in the management and implementation of SFPs and members of the school community. Establishing mechanisms to adapt and reallocate resources is essential to ensure the continuous provision of food, particularly in emergency situations.

Figure 5. **Axis IV: Financing – Key points requiring attention**

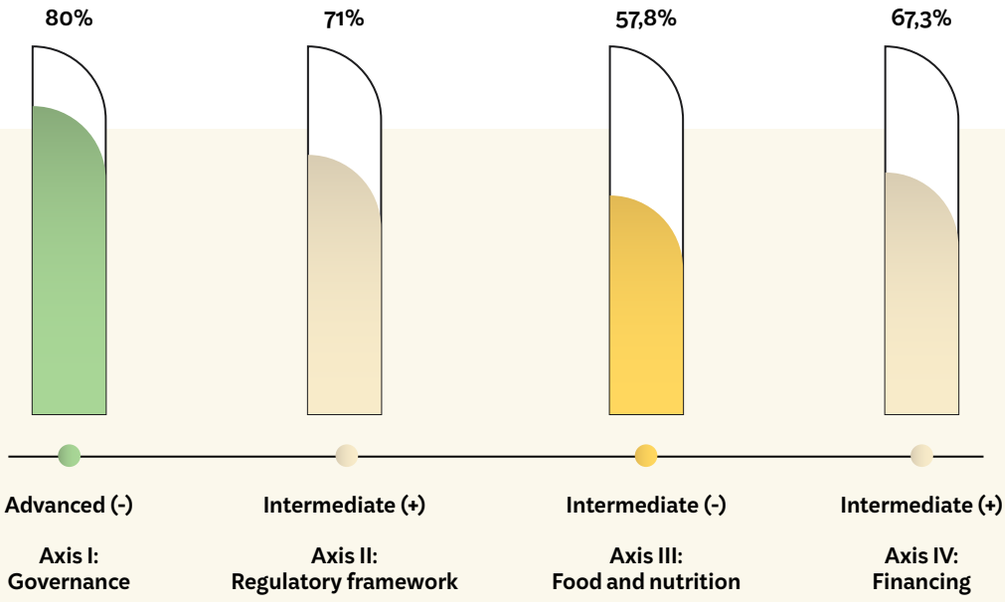


Source: Own elaboration

3.1.5 Summary of results by axis

The following figure illustrates the average level of development achieved in each axis, based on the scores obtained by the participating countries. Axis III: Food and nutrition emerges as the most fragile, with the lowest average level of progress, while Axis I: Governance stands out as the most developed. To facilitate a more detailed interpretation of these results, the next table summarises the main findings, highlighting both strengths and the areas where the Indicators and maturity scale indicate the greatest need for attention in each axis evaluated.

Graph 09. **Level of progress by axis**



Source: Own elaboration

Table 3. **Summary of questionnaire results – Part I**

I - Governance

Positive highlights:

- All participating countries (100 percent) demonstrate horizontal intersectoral articulation.
- A high proportion (83 percent) show vertical intersectoral articulation across government levels.
- Most countries (89 percent) provide general information on the SFPs, contributing to transparency and public accountability.

Points requiring attention:

- Programme management (72 percent).
- Use of technologies for data collection and analysis (61 percent).
- Monitoring and evaluation (67 percent)

II - Regulatory frameworks

Positive highlights:

- A high level of regulatory harmonization, achieved by 89 percent of countries.
- Strong legal frameworks on food and nutrition security, established in 83 percent of countries.
- Active promotion of healthy school environments in 83 percent of participating countries.

Points requiring attention:

- Weak alignment between legal frameworks and programme implementation, observed in only 50 percent of countries.
- Limited implementation of public procurement from family farming reaching 61 percent of countries.
- Insufficient formal national strategies for food and nutrition education, with 67 percent of countries meeting the assessed criteria.

III - Food and nutrition

Positive highlights:

- School menu planning has reached an advanced level in 94 percent of participating countries.
- Public procurement processes for food from family farms show advanced development in 61 percent of countries.
- Specific legislation for school meals is in place in at least three countries, strengthening the legal certainty of public procurement processes.

Points requiring attention:

- Kitchen infrastructure (44 percent) and school canteens (39 percent) remain among the most fragile areas.
- Staffing levels and the training of technical personnel in nutrition are insufficient, with only 50 percent of countries meeting the assesses criteria.
- Persistent gaps in infrastructure, technical capacity and lack of regulations undermine the sustainability of SFPs, particularly in contexts of political and climatic instability.

IV - Financing

Positive highlights:

- A high proportion of countries (94 percent) have a specific annual budget allocated to the implementation of SFPs.
- Most countries (89 percent) make financial data on the programme publicly available, with periodic updates.
- More than half of countries (56 percent) conduct regular budget assessments to monitor SFP resources.

Points requiring attention:

- Only 33 percent of participating countries report that currently available resources are sufficient to ensure both coverage and quality.
- Student coverage remains below optimal levels.
- Financial intersectorality and long-term sustainability remain fragile.

Source: Own elaboration

3.2 Results of open items

The second part of the questionnaire sought to identify the main challenges related to the implementation of SFPs, as freely and spontaneously reported by participating countries. The analysis of responses was based on the frequency with which certain topics were mentioned by the national focal points, as well as on the scores assigned to each issue, allowing for an assessment of their relative relevance and level of criticality.

The data was systematised internally by the project team following the completion of data collection by the consultants responsible for administering the questionnaire. Although no specific automated tool was used, responses were organized into thematic categories based on recurrence and the level of criticality assigned by the respondents themselves. The process was standardised through consultant training, clear guidance, and respect for the sovereignty and specific contexts of each country. Clarifying these methodological steps helps to reinforce the transparency and replicability of the study.

Data analysis revealed a series of structural challenges faced by countries in the implementation of SFPs. One of the main challenges is related to financing, since the absence of a formally established national budget, coupled with the lack of intersectoral strategies to ensure financial sustainability, limits the capacity to expand programmes and improve their quality. Insufficient resources directly affect student coverage, the nutritional quality of menus, human resource management, and the implementation of complementary actions, such as school gardens and food and nutrition education initiatives.

Another critical issue is the precarious physical infrastructure. In many cases, schools lack access to safe drinking water and operate with kitchens, canteens, and equipment that are inadequate for food preparation and consumption, which compromises food safety and poses risks to students' health.

In addition, limited participation of the school community in SFP governance hinders the development of programmes that are more responsive to local contexts. The lack of institutional spaces for the participation of students, families, and communities in decision-making and monitoring reduces the overall effectiveness and transformative potential of these policies.

Limitations were also identified in management, monitoring, and evaluation systems, including low levels of data disaggregation, a lack of standardized indicators, and limited use of digital technologies. In addition, regulatory gaps remain a significant obstacle: the absence of, or weak coordination among, specific laws and regulations related to school feeding, food and nutrition security (FNS), food and nutrition education (FNE), public procurement from family farming and healthy school environments weakens the institutionalisation of programmes and hinders effective coordination across sectors and levels of government. Based on this analysis, the main challenges identified are summarised below:

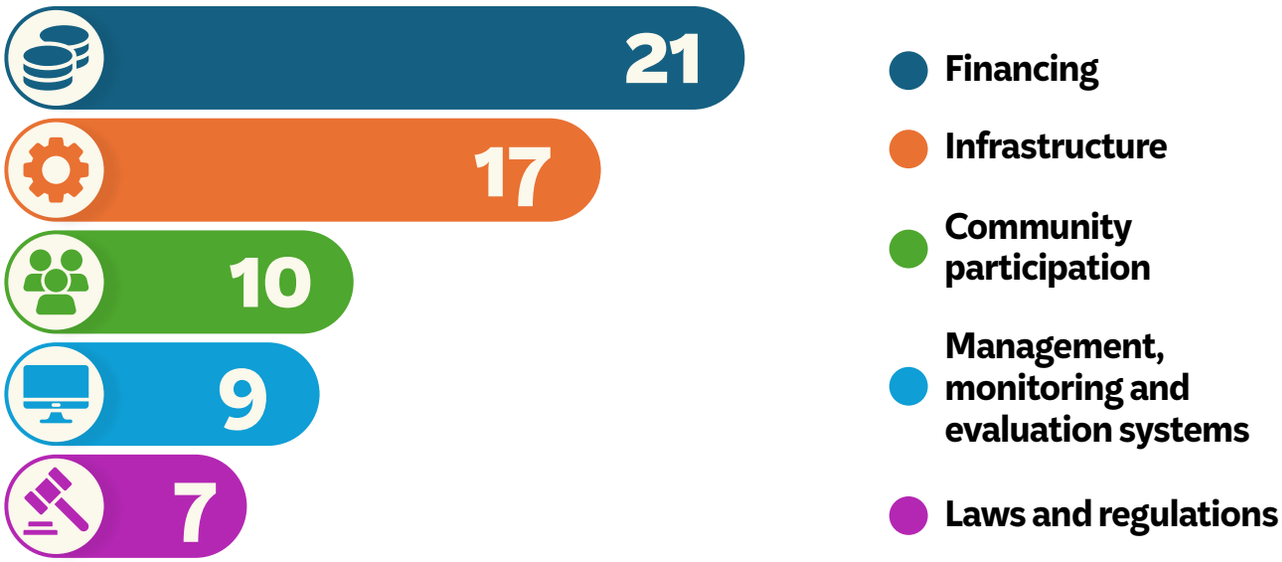
© FAO

Table 4. **Summary of questionnaire results – Part II**

Challenge 1: Financing of SFPs at the national level
• Difficulty in ensuring sustainable financing due to the absence of a formally defined and government-approved budget or a national plan that prioritises the SFP. • Lack of intersectoral financing approaches, with programmes relying heavily on the managing ministry. • Insufficient budget allocations to achieve universal coverage and meet desired quality standards, particularly in relation to the nutritional value of school menus. • Inadequate funding to support human resources and programme management, including planning, implementation, management, monitoring and staff training. • Insufficient financial resources to implement complementary initiatives, such as school gardens and FNE campaigns.
Challenge 2: Inadequate infrastructure
• Limited access to safe drinking water in many schools. • Increased public health risks due to inadequate infrastructure for food storage, preparation and distribution, with implications for food safety. • Lack of kitchens, canteens and healthy school environments that are adequate for food consumption. • Insufficient kitchen equipment and materials to meet programme needs.
Challenge 3: Community engagement (limited participation of school communities)
• Lack of activities promoting the participation of students, parents, and communities in the supervision, feedback, and decision-making processes of SFPs. • Low levels of community involvement in FNE initiatives and promotion of healthy eating habits. • Absence of formal, institutionalised spaces for citizen participation in programme governance.
Challenge 4: Management, monitoring, and evaluation systems (absence of systems)
• Limited data disaggregation. • Insufficient monitoring systems, which hinder the systematic collection of detailed information on infrastructure, such as the number of schools with kitchens, canteens, and access to basic services. • Challenges in accessing, sharing and exchanging information across government sectors and institutions. • Limited use of digital technologies and management tools for planning, monitoring, and evaluation due to gaps in training and availability. • Absence of clearly defined indicators, standards, and regular data collection mechanisms to support consistent monitoring.
Challenge 5: Legal and regulatory frameworks
• Absence of, or gaps in, laws or regulations related to school feeding, food and nutrition security, food and nutrition education, public procurement from family farming, and pedagogical school gardens, as well as insufficient legislation regulating or prohibiting the sale of ultra-processed foods in school environments. • Duplication of objectives or lack of alignment between existing laws and regulations relevant to SFPs. • Insufficient regulatory provisions to promote effective horizontal and vertical intersectoral collaboration, including the creation of school feeding management committees.

Source: Own elaboration

Graph 10. **Frequency of the main challenges reported by countries**



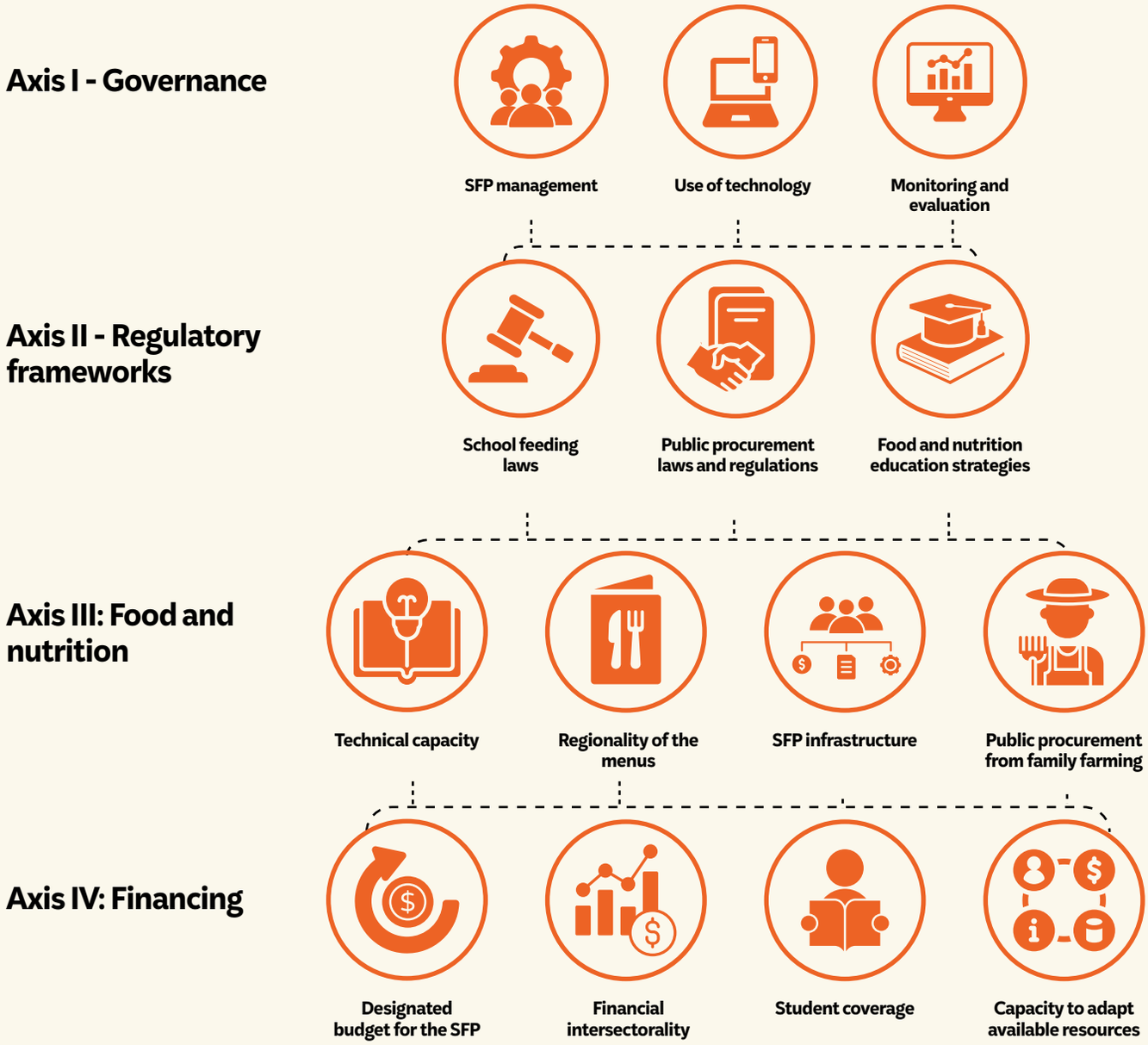
Source: Own elaboration

3.3 Joint analysis of open and closed items

The analysis across the four axes shows that countries performed strongest in the governance axis, with an average of 80 percent, corresponding to an **Advanced (–)** level. The regulatory framework axis also showed solid performance, with an average score of 71 percent, classified as **Intermediate (+)**. In contrast, the food and nutrition axis obtained the lowest average score, at 57.8 percent, corresponding to an **Intermediate (–)** level, which points to a relative weakness in programme implementation within this dimension. Finally, the financing axis achieved an average score of 67.3 percent, also classified as **Intermediate (+)**, indicating challenges related to the financial sustainability of SFPs. The indicators with the lowest scores are highlighted below, reinforcing the critical importance of strengthening infrastructure and financing to improve the overall performance and sustainability of SFPs.

© FAO

Figure 6. **Key points requiring attention by axis**

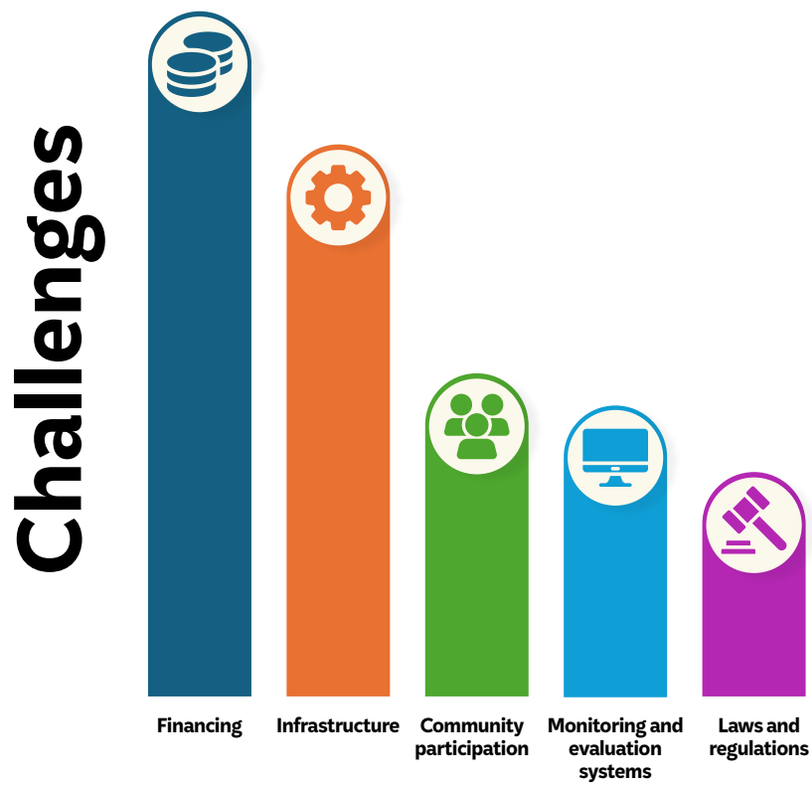


Source: Own elaboration

In the analysis of open-ended responses, participants emphasised that the most pressing challenge is ensuring adequate and sufficient funding for the programmes. This is particularly critical for guaranteeing the nutritional quality of school menus, improving school infrastructure, and achieving universal coverage for all students. Other challenges identified include enhancing the infrastructure of educational centres, strengthening community participation, improving programme regulatory frameworks, and establishing effective monitoring and evaluation systems. The figure below presents a synthesis of the study's findings.

Figure 7. **Focus areas and main challenges by axis**

This graph suggests that the food and nutrition axis requires the greatest attention among the countries analysed. The predominance of an **Intermediate (–)** level shows that further action and technical support are needed to advance the implementation and execution of SFPs.



In conclusion, financing and infrastructure constraints emerge as the main challenges faced by countries. These limitations are likely to influence performance across other dimensions and contribute to the prevalence of intermediate levels, particularly in programme implementation.

Source: Own elaboration

4. RECOMMENDATIONS

© FAO

4. Recommendations

Based on the challenges identified throughout the study, including those reported directly by countries and those analysed considering the institutional experience of partner institutions, this section presents a set of guidelines aimed at strengthening SFPs. The proposals are organized by analytical axis, according to their respective questions, indicators, and maturity scales, as systematised in the summary table below.

The recommendations presented are not derived exclusively from the responses collected in the field, but also based on the guidelines of Brazil's National School Feeding Programme, especially Decree No. 6 447/2008, as well as on practices consolidated by organisations with extensive international experience in the field. This combination of references makes it possible to move beyond diagnosis, offering proposals that reflect both the concrete challenges faced by countries and the lessons learned from successful experiences in the design and management of public school feeding policies.

Acknowledging the diversity of national contexts and the need for solutions that respect sovereignty, legal frameworks and local priorities, the points outlined below aim to contribute to the strengthening of structural and sustainable actions grounded in evidence and integrated approaches. The main objective is to promote more equitable and healthy school feeding in coordination with other public policies, such as education, health, agriculture, and social development, thereby reinforcing the role of the SFPs as instruments for the realisation of rights and territorial development.

Table 5. **Recommendations by axis**

Axis I: Governance – development level: Advanced (-)

1. Horizontal intersectoral articulation on school feeding

- **Coordination mechanisms:** Establish and maintain permanent intersectoral working groups that include the health, education, agriculture, social development and economic sectors.
- **Integrated public policies:** Design and implement policies that link shared objectives, such as food and nutrition security, education, school health and rural development.
- **Intersectoral coordination:** Clearly define and assign roles and responsibilities to each sector to avoid duplication of efforts and maximize the impact of interventions. It is crucial that professionals are adequately informed, trained and supported to work in a coordinated and collaborative manner.

2. Vertical intersectoral articulation

- **Coordination mechanisms:** Create or strengthen effective communication channels between national, departmental, and municipal levels.
- **Coordinated decentralization:** Develop operational manuals and guidelines to ensure standardised programme implementation across all levels. Where appropriate, explore more dynamic and interactive formats, such as videos and short courses, to facilitate engaging and accessible learning.
- **Strengthening local capacities:** Provide training and support tools, including courses and peer exchanges, for subnational actors to ensure the efficient implementation of national policies.

3. School feeding programme management

- **Comprehensive management:** Implement a governance model that engages key actors at the municipal, departmental, and national levels, as well as professionals from the health, education, social development, nutrition and economic sectors.
- **Integrated planning systems:** Design and align strategies that integrate financial, operational, and technical planning, supported by continuous monitoring of objectives.
- **Institutional strengthening:** Promote and ensure that SFP management teams are adequately staffed with qualified personnel and provided with adequate resources.

4. Different institutional actors involved

- **Multisectoral involvement:** Formalise participation mechanisms to enable meaningful contributions from academic institutions, NGOs, international organizations, and the private sector in the programme's strategic decision-making processes.
- **Committee establishment:** Ensure that regulatory frameworks for SFPs provide for the creation of multisectoral advisory committees, including the health, education, social development, nutrition, agriculture, fisheries and economic sectors, in order to support programme planning and supervision.

5. Community participation in SFP activities

- **Community oversight mechanisms:** Establish school committees with representation from parents, teachers, and students to monitor SFP implementation, fostering community empowerment and transparency in resource management.
- **Dialogue spaces:** Promote regular meetings with community members to assess programme performance and gather feedback for continuous improvement.
- **Community training:** Develop a continuous training model, including workshops on community roles in SFP oversight and on food and nutrition education for all relevant actors.

6. Use of technology to support management and data collection

- **Digital systems:** Update and implement online platforms for real-time data collection and analysis, such as inventory tracking, meal distribution and school attendance.
- **Technology training:** Ensure that involved personnel have the necessary skills and ongoing support to effectively use the implemented technological tools.
- **Accessibility and transparency:** Design interactive management systems and dashboards that enable decision-makers and communities to access timely and relevant information.

7. Availability of general information on SFPs

- **Public platform:** Promote the development of websites or mobile applications that provide open-access data on SFP implementation and progress.
- **Periodic reports:** Regularly update and disseminate clear and accessible reports on programme management, including financial data, coverage and results.
- **Inclusive communication:** Use accessible and inclusive communication formats to ensure that all stakeholders, including rural communities, can understand and access the information.

8. SFP monitoring and evaluation processes

- **Monitoring systems:** Establish monitoring systems based on key indicators to evaluate SFP coverage, quality, impact and sustainability.
- **External evaluations:** Promote independent evaluations to ensure objectivity in findings and recommendations.
- **Continuous feedback:** Systematically use monitoring and evaluation results to inform timely adjustments to programme strategies and policies.

Axis II: Regulatory frameworks – Development level: Intermediate (+)

1. School feeding law or regulation in the country

- **Enactment of a specific school feeding law:** Ensure that the country has a specific law or regulatory framework on school feeding that guarantees programme financing, operation, and long-term sustainability.
- **Inclusive participation:** Promote the involvement of multiple sectors (education, health, agriculture, social development and economy) and key actors (civil society, educational communities, international organizations and the private sector) in the design, consultation and approval of the legal framework.

2. Key components of the school feeding law

- **Essential elements:** The law should define its scope and key terms and establish a human rights-based approach to adequate food. It should also address institutional arrangements, food procurement modalities, coordination mechanisms, financial frameworks, minimum procurement requirements from family farming and fisheries (where applicable), food and nutrition education practices, food safety standards, nutritional guidelines, environmental sustainability, monitoring systems, and community participation.
- **Guaranteed right:** Ensure that the law explicitly recognises school feeding as a universal right for students.

3. Level of adherence of the SFP to the school feeding law

- **Implementation:** Create mechanisms to evaluate SFP compliance with the legal framework, ensuring that operational practices are aligned with legal provisions.
- **Supervision and sanctions:** Establish or strengthen oversight bodies to monitor compliance and apply corrective measures or sanctions in cases of non-compliance.

4. Public procurement laws linked to family farming

- **Promotion of family farming:** Establish legislation prioritizing food procurement from family farming by defining minimum purchase percentages, providing incentives for small-scale producers, and reducing administrative barriers.
- **Access and transparency:** Ensure that the law includes transparency mechanisms and facilitates access for small-scale farmers to school feeding markets.
- **Short supply chains:** Develop public procurement systems that favour local sourcing, fostering local economies and reducing logistical costs.
- **Farmer training:** Provide training for producers on regulatory requirements and market opportunities through clear, accessible and inclusive communication, in order to facilitate their participation in school feeding procurement processes.
- **Cooperative and association models:** Encourage the creation of formal groups, such as associations and cooperatives of family farmers or fishers, to strengthen the sector, promote sustainable territorial development, and ensure fair trade mechanisms and incentives for participation.

5. Food and nutrition security (FNS) regulations

- **Regulatory integration:** Ensure that FNS regulations and front-of-pack nutrition labelling frameworks are in place and that the consumption of ultra-processed foods in schools is restricted.
- **Multisectoral approach:** Ensure coordination and alignment of FNS policies with other relevant sectors, including health, education, social development, agriculture and the economy.

6. Effectiveness of the implementation of national laws and regulations linked to school feeding programmes

- **Continuous monitoring:** Implement regular monitoring and evaluation systems to measure the effectiveness of the implementation of laws and regulations related to SFPs.
- **Measurement tools:** Design specific tools such as audits, surveys, and reports to assess key indicators (compliance, impact, and sustainability). Use and publish results for ongoing adjustments.

7. Healthy school environments

- **Infrastructure investment:** Allocate resources to create or upgrade physical spaces, such as kitchens, storage facilities, canteens, and access to safe drinking water, in order to promote healthy school environments.
- **Laws and regulations for healthy school environments:** Enforce laws promoting permanent healthy school environments and intensify awareness-raising campaigns to ensure consistent and effective implementation nationwide.

8. National strategies for food and nutrition education

- **Curriculum integration:** Develop and implement FNE programmes as part of national education plans, integrating topics such as nutrition, environmentally sustainable diets and healthy habits into the school curriculum, including practical and educational activities.
- **Teacher training:** Provide continuous training, guidance, and resources for educators and other stakeholders to strengthen their FNE knowledge and teaching capabilities.
- **Parental and community involvement:** Expand FNE strategies beyond the classroom by engaging families and communities in participatory activities that promote healthy habits at home and in the wider environment.

9. Regulatory harmonisation with various policies related to healthy and sustainable environments

- **Policy coherence:** Ensure that school food regulations align with other relevant policies, including front-of-package nutrition labelling, regulations limiting the supply and access to ultra-processed foods in schools, national dietary guidelines, safe water use, and broader policies promoting healthy and sustainable food environments.
- **Strengthening regulatory frameworks:** Foster synergies between school feeding laws and related policies to enhance their impact across health, education, agriculture, environmental protection, social development, and sustainability.

Axis III: Food and Nutrition – Development level: Intermediate (-)

1. Comprehensive planning of healthy school menus

- **National standardisation:** Design school menus based on national dietary guidelines, local preparations based on food culture, and consider the basic elements of a healthy menu that meets the nutritional needs of students, including those with food allergies and intolerances.
- **Monitoring and adjustment:** Implement periodic evaluation systems for menus to ensure their effectiveness in improving child nutrition, increasing student acceptance and reducing food waste.

2. Professional qualification of nutrition experts, coordinators, and school feeding technicians

- **Defined professional profile:** Establish clear profiles for SFP personnel, including management and administrative staff, nutritionists, cooks, food technicians, and coordinators.
- **Continuous training:** Offer regular training and certification programmes to enhance staff technical and operational competencies.

3. Regionalisation of menus

- **Cultural and availability adaptation:** Design menus reflecting regional cultural diversity and food availability.
- **Local utilisation:** Promote the use of local and seasonal foods, fostering sustainability and regional economic development.
- **Flexible planning:** Create guidelines that allow regional adaptations while maintaining national nutritional quality standards and addressing students' specific health needs.

4. School kitchens and infrastructure

- **Adequate infrastructure:** Ensure school kitchens are equipped for safe food storage, preparation, and distribution.
- **Hygiene standards:** Implement mandatory sanitation and equipment standards for school kitchens and ensure access to safe drinking water.
- **Targeted investments:** Allocate specific resources for constructing and improving kitchens in schools lacking adequate infrastructure.

5. Spaces for food consumption

- **Healthy environments:** Establish dedicated food consumption areas that are clean, safe, well-ventilated, and maintained at a comfortable temperature, fostering a positive environment for students.
- **Functional furniture:** Provide appropriate tables and chairs for children, along with hygiene facilities (e.g., sinks, trash bins) for handwashing before and after meals.
- **Environmental education:** Promote the sustainable use of these spaces, including waste management and recycling strategies.
- **Waste reduction:** Promote food loss and waste reduction practices, including encouraging the use of food for composting in school gardens, among other initiatives.

6. Pedagogical school gardens

- **Pedagogical integration:** Implement school gardens as learning tools across subjects such as science, biology, mathematics, and environmental education.
- **Governmental support:** Allocate funding for the creation and maintenance of school gardens, as well as staff training and the establishment of national management guidelines to guide their management and operation

7. Public food procurement from family farming

- **Specific legislation:** Develop policies and laws that prioritise the acquisition of food from family farming in SFPs.
- **Supplier training:** Provide ongoing training for family farmers on administrative and logistical processes, as well as good production practices to meet public procurement requirements.
- **Training for SFP professionals:** Educate SFP managers on the importance of family farmers' participation in public procurement processes, ensuring clearer and more accessible communication.
- **Monitoring systems:** Establish mechanisms to ensure compliance with minimum purchase percentages from family farming.

Axis IV: Financing – Development Level: Intermediate (+)

1. Budgetary reality diagnosis of the programmes

- **Allocated budget:** Establish a specific and predictable annual budget for the SFP, ensuring its inclusion as a priority line in the national budget.
- **Regular updates:** Conduct periodic analyses of the SFP's financial needs, considering inflation, student growth, and required quality standards.
- **Transparent allocation:** Publish information on the allocated budget to promote transparency and build trust in programme management.
- **Resource mobilisation:** Strengthen efforts to mobilise additional resources, including donor funding to support programme sustainability.

2. SFP budget

- **Balanced coverage and quality:** Ensure that allocated resources achieve not only universal coverage but also meet quality standards in terms of quantity and nutritional value of the menus offered.
- **Annual adjustment:** Design budget review mechanisms to adapt to changes in global and national food, transportation, and equipment price variability.
- **Complementary support:** Seek complementary funding sources, such as international cooperation or public-private partnerships, to temporarily support critical aspects of the programme or pilot initiatives that can later be scaled by governments.

3. Achieved school feeding coverage

- **Universal goal:** Ensure that all students enrolled in the public education system benefit from the SFP.
- **Prioritisation of vulnerable areas:** Ensure that communities with the highest levels of poverty and malnutrition are prioritized in programme implementation.
- **Expansion strategies:** Design strategies to gradually increase coverage in areas with identified gaps, including rural, isolated areas and indigenous communities.

4. Ability to adapt available resources to contingencies

- **Contingency plans:** Develop clear, specific protocols to ensure the continuity of the SFP during emergencies, such as natural disasters or pandemics.
- **Emergency fund:** Create a dedicated budgetary fund for contingencies to enable a swift response to unforeseen situations.
- **Intersectoral collaboration:** Engage other government sectors, such as civil defence, social development and health, in order to implement logistical solutions during crises.

5. Financial intersectorality conditions

- **Integrated strategies:** Design financial articulation and distribution mechanisms with other government sectors (health, education, social development, economy, agriculture) to optimise SFP resources.
- **Intersectoral cooperation:** Promote formal agreements that define each sector's financial responsibilities within the programme.
- **Institutional participation:** Include international organizations and NGOs as strategic partners to mobilise additional resources for specific situations with defined objectives.

6. Availability of data for effective monitoring and evaluation from a budgetary perspective

- **Integrated management systems:** Implement digital platforms that enable real-time collection, analysis, and visualisation of financial and operational SFP data.
- **Transparent monitoring:** Ensure that budgetary data is available to stakeholders, including civil society, to promote accountability.
- **Key indicators:** Define and track specific budgetary indicators, such as cost per meal, achieved coverage, and the proportion of resources allocated to family farming and other food purchases.
- **SFP cost analysis per student:** Develop studies to determine the cost per student at the various levels of government, considering the operational realities of each country.

Source: Own elaboration

© Courtesy of the Chilean Government

5. LIMITATIONS OF THE STUDY

©FAO / Fabiola Alcorta

© Courtesy of the Municipality of Capitão Leonidas Marques

5. Limitations of the study

Despite the advances in methodology and the care taken in designing the diagnostic tool, it is important to recognise the limitations of the adopted model. Since this is a self-diagnostic process conducted by the countries' own representatives, the data – including numerical values – reflect institutional perceptions and are therefore subject to varying degrees of subjectivity and technical understanding of the questionnaires. The study required countries to reach internal consensus to complete the questionnaires, which posed a challenge but also represents a strength of the process.

Nevertheless, the responses may have been influenced by time constraints, the availability of human resources, staff turnover, and the respondents' familiarity with the technical criteria used. Furthermore, the information obtained is strongly anchored in the local and institutional contexts of each country, which limits the generalisability of results due to reduced external validity. The experiences diagnosed are not representative of all LAC countries, nor do they seek to establish rigid standards or rankings among participants.

The objective was to produce a regional overview and support the development of recommendations that guide rather than prescribe, while respecting the sovereignty and diversity of national trajectories. For this reason, the public report was anonymised, ensuring that no country could be directly identified in the comparative analyses. This reinforced the cooperative and non-evaluative nature of the initiative. However, each country received its own analysis results individually for internal and institutional use.

Another limiting factor is the comparability between countries, as the number of respondents and level of response detail can vary significantly depending on each territory's institutional capacity. The scoring-based response system was designed to standardise results and minimise bias. However, since this system is based on self-assessment, some self-reporting bias may be present, although this is mitigated by the submission of supporting documentation and joint deliberation among representatives.

The small number of respondents per country – sometimes only one or two – also poses a significant restriction. On the other hand, the fact that the unit of analysis is the SFP (usually only one per country) helps ensure consistency, as the questionnaire reflects the institutional perception of the programme as a whole.

Therefore, quantitative analyses should be interpreted with caution, as the limited sample size makes statistical inference difficult. While the scoring scales (from 1 to 4) facilitated comparability, they may not fully capture intermediate nuances. Additionally, participation in the first round was limited to six countries, which limits the scope for statistical generalisation across the entire region.

It is also important to understand how institutional, regulatory and cultural diversity between countries can lead to different local interpretations of concepts present in the instrument, such as “effective community participation” and “use of technology in management”. Variation in the availability and formalisation of supporting documents may have influenced qualitative analysis. Furthermore, open and public domain data were used as auxiliary sources, but no formal cross-validation protocol was applied, which limits opportunities for methodological triangulation.

Finally, the depth of the information collected depended heavily on local technical capacity, access to up-to-date data, and the political priority assigned to the issue in each country.

While these limitations do not compromise the findings, they should be considered when interpreting results and formulating future strategies. Transparently acknowledging these restrictions strengthens the study's credibility and provides relevant input for improving the instrument's methodology in future rounds and its expansion to other countries in the region.

6. CONCLUSION

© Courtesy of the Municipality of Manaus

6. Conclusion

The AMPAE study sought to make an unprecedented contribution to the field of school feeding in LAC by proposing a diagnostic methodology that is evidence-based, sensitive to national contexts, and developed in collaboration with the participating countries.

In designing the processes for data collection and analysis across axes and indicators, it was essential to respect national sovereignty and autonomy, as well as the political, administrative, and organizational specificities of each country's programme structure. Additionally, it was crucial to consider the final objectives of this study, particularly in relation to generating evidence and supporting RAES member countries in defining regional priorities for monitoring the actions of the Brazil-FAO International Cooperation Programme and RAES.

The analysis of the four axes revealed that countries achieved the highest performance in the governance axis, with an average score of 80 percent, placing it at the **Advanced (–)** level. Meanwhile, the regulatory frameworks axis showed significant progress, with an average score of 71 percent, placing it in the **Intermediate (+)** category. The food and nutrition axis received the lowest score, averaging 57.8 percent and classified as **Intermediate (–)**, highlighting relative weaknesses in programme implementation within this dimension. Finally, the financing axis had an average score of 67.3 percent, also in the **Intermediate (+)** category, indicating ongoing challenges in the financial sustainability of the programmes.

In line with these results, the main challenges identified by countries regarding the implementation of SFPs were also analysed. Respondents indicated that the most pressing challenge has been ensuring adequate and sufficient funding, particularly to guarantee the nutritional quality of menus, proper school infrastructure, and universal student coverage. Other key challenges include improving the quality of school infrastructure, increasing community participation, expanding the programmes' regulatory frameworks, and establishing effective monitoring and evaluation systems.

By recognising these gaps and consolidating guiding recommendations, the study not only highlights ways to strengthen SFPs but also reinforces the strategic role of the Sustainable School Feeding Network (RAES) in building an integrated regional agenda. RAES reaffirms its commitment to improving SFPs at both regional and national levels by fostering dialogue, strengthening cooperation, and encouraging the exchange of experiences among countries in LAC.

Based on the evidence and recommendations presented, general guidelines were defined to guide, over different time horizons, future actions by the Brazil-FAO International Cooperation Programme and RAES in support of advancing the analysed axes and indicators. The main priorities are:

© Courtesy of the Government of Belize

• Strengthen the financial sustainability of SFPs: Develop and support long-term financing mechanisms, including innovative co-financing and resource mobilisation strategies, to ensure nutritional quality, universal coverage and programme continuity.

• Strengthen the infrastructure and operational capacities of educational centres: Develop projects to improve school infrastructure (canteens, kitchens, food storage places), as well as food logistics and distribution systems, adapted to the specific needs of each context.

• Promote the development and updating of regulatory frameworks: Support countries in creating, reviewing or strengthening laws, regulations and public policies that facilitate effective SFP implementation and inter-institutional coordination.

• Promote governance, coordination and strategic planning: Strengthen inter-institutional and inter-sectoral coordination, promote transparency in accountability, and support evidence-based decision-making.

• Encourage community participation and food and nutrition education practices: Develop programmes that actively involve families, communities and local actors in the design, implementation and monitoring of SFPs, while promoting healthy eating habits.

• Strengthen monitoring, evaluation and evidence generation systems: Support the creation or improvement of monitoring and evaluation systems adapted to each country, enabling the identification of gaps, measurement of progress, and guidance for continuous improvement strategies.

• Facilitate the regional exchange of experiences and good practices: Consolidate RAES as a platform for knowledge exchange, promoting the dissemination of successful experiences, innovations and lessons learned across LAC countries.

© Courtesy of the Government of the Dominican Republic

Figure 8. **Proposed future tasks**

Source: Own elaboration

7. References

AGU (Attorney General's Office of the Union of Brazil). Parecer N° 00033/2023/CGCONSU/PFFNDE/PGF/AGU. Brasilia. 20 October 2023. https://www.gov.br/fnde/pt-br/acesso-a-informacao/acoes-e-programas/programas/pnae/media-pnae/pareceres/Parecer_33_2023_CGCONSU.pdf

BCN (Library of the National Congress of Chile). Ley N° 20.606. Santiago, Chile. 6 July 2012. https://www.bcn.cl/leychile/navegar?idNorma=1041570

CISAN (Intersectoral Commission for Food and Nutritional Security of Colombia). Lineamiento Nacional de Educación Alimentaria y Nutricional. October 2017. https://www.icbf.gov.co/system/files/lineamiento_nacional_de_educacion_alimentaria_y_nutricional_validacion_ctean.pdf

COMPES (National Council for Economic and Social Policy of the Republic of Colombia). Política Nacional de Seguridad Alimentaria y Nutricional (PSAN). Bogotá. 31 March 2008. https://colaboracion.dnp.gov.co/CDT/Conpes/Social/113.pdf

DIPRES (Budget Directorate of the Government of Chile). Presupuesto 2024. https://www.dipres.gob.cl/597/w3-multipropertyvalues-15199-35869.html

FAO, ABC/MRE (Brazilian Cooperation Agency/Ministry of External Relations) & FNDE/MEC (National Education Development Fund/Ministry of Education). 2023. Escuelas Sostenibles – Orientaciones conceptuales & metodológicas. Brasilia. https://doi.org/10.4060/cc7219es

FAO, ABC/MRE & FNDE/MEC. 2023. Legal frameworks for sustainable school feeding – A dialogue based on the Latin American and Caribbean scenario. Brasilia. https://doi.org/10.4060/cc5738en

FAO. School food and nutrition. https://www.fao.org/school-food/en/

FAO. 2023. AMEXCID and FAO Facilitate School Feeding Training in Belize. https://www.fao.org/in-action/mesoamerica-sin-hambre/noticias-eventos/detail-events/fr/c/1674545/

FAO. School-based food and nutrition education. https://www.fao.org/school-food/areas-work/based-food-nutrition-education/en/

FAO. 2023. FAO and Mexico establish six school gardens in Belize to enhance children's nutrition and improve their learning environment. https://www.fao.org/americas/news/news-detail/FAO-and-Mexico-establish-six-school-gardens-in-Belize-to-enhance-children's-nutrition-and-improve-their-learning-environment/en

FAO. Mesoamerica Hunger Free AMEXCID-FAO – Belize. https://www.fao.org/in-action/mesoamerica-sin-hambre/proyectos/belize/en/

FAO. 2022. Project document Optimización de capacidades institucionales para transformar & mejorar la calidad y eficiencia de los servicios prestado por el Instituto Nacional de Bienestar Estudiantil a los y las estudiantes – DOM/22/001/01/09. 23 August 2022. https://inabie.gob.do/media/attachments/2022/12/21/Acuerdos-INABIE-FAO-2022.pdf

FAO, IFAD International Fund for Agricultural Development), UNICEF (United Nations International Children's Emergency Fund), WFP (World Food Programme) & WHO (World Health Organization). 2024. The State of Food Security and Nutrition in the World (SOFI), 2024. https://doi.org/10.4060/cd1254en

FNDE. 2023. Portaria N° 219. 26 April 2023. https://www.in.gov.br/en/web/dou/-/portaria-n-219-de-26-de-abril-de-2023-*-482236850

FNDE. CAE Virtual. https://www.fnde.gov.br/caeweb/

FNDE. Dados da Agricultura Familiar.
https://www.gov.br/fnde/pt-br/acesso-a-informacao/acoes-e-programas/programas/pnae/consultas/pnae-dados-da-agricultura-familiar

FNDE. Espelho CAE. https://www.fnde.gov.br/caeweb/publico/consultaEspelhoCae.do

FNDE. Jornada de Educação Alimentar e Nutricional (EAN).
https://www.gov.br/fnde/pt-br/acesso-a-informacao/acoes-e-programas/programas/pnae/campanhas/pnae-concurso-jornada-ean

FNDE. Liberações. https://www.fnde.gov.br/sigefweb/index.php/liberacoes

FNDE. Manuais e Cartilhas.
https://www.gov.br/fnde/pt-br/acesso-a-informacao/acoes-e-programas/programas/pnae/manuais-e-cartilhas

FNDE. Plataforma Antonieta de Barros – Plataforma de Governança de Dados do FNDE.
https://www.fnde.gov.br/plataforma-antonieta-de-barros/#dados

FNDE. PNAE Monitora. https://www.fnde.gov.br/pnaemonitora/#/apresentacao

FNDE. PNAE. https://www.gov.br/fnde/pt-br/acesso-a-informacao/acoes-e-programas/programas/pnae

FNDE. Reality Show Vida de Merendeira.
https://www.gov.br/fnde/pt-br/acesso-a-informacao/acoes-e-programas/programas/pnae/campanhas/reality-show-audiovisual-vida-de-merendeira/reality-show-audiovisual-vida-de-merendeira

FNDE. Sistema de Gestão do PNAE (SIGPNAE). https://www.fnde.gov.br/sigpnae/#/login

FNDE. Sistema de Prestação de Contas (SiGPC).
https://www.fnde.gov.br/sigpcadm/sistema.pu?operation=localizar

FNDE. 2022. Nota Técnica Nº 2810740/2022/COSAN/CGPAE/DIRAE.
https://www.gov.br/fnde/pt-br/acesso-a-informacao/acoes-e-programas/programas/pnae/media-pnae/notas-tecnicas/2022/NotaTecnicaEANassinada.pdf

FNDE. 2020. Resolução Nº 6. 8 May 2020.
https://www.gov.br/fnde/pt-br/acesso-a-informacao/legislacao/resolucoes/2020/resolucao-no-6-de-08-de-maio-de-2020/view

FNDE, Ministry of Education (MEC), Ministry of Agrarian Development & Family Farming (MDA), Ministry of Development, Social Assistance, Family & Fight against Hunger (MDS) & Ministry of Health (MS). 2023. Acordo de Cooperação Técnica Nº 5/2023. Brasilia. 4 April 2023. Private document.

Government of the Dominican Republic. 2022. Decree 610-22. Santo Domingo. 18 October 2022.
https://www.dgcp.gob.do/new_dgcp/documentos/politicas_normas_y_procedimientos/leyes_y_decretos/Decreto%20610-22.pdf

Government of the Dominican Republic. 2016. Ley Nº 589-16. Santo Domingo. 5 July 2016.
https://faolex.fao.org/docs/pdf/dom159064.pdf

Government of Belize Press Office. 2023. Cabinet Brief, 2 March 2023.
https://www.pressoffice.gov.bz/cabinet-brief-68/

Government of Belize Press Office. 2023. Healthy Habits, Healthy Schools, Healthy Belize Initiative to be Piloted in Schools.
https://www.pressoffice.gov.bz/healthy-habits-healthy-schools-healthy-belize-initiative-to-be-piloted-in-schools/

Great Belize Television. Enhancing School Feeding Programs in Belize: Training Sessions for Administrators and Cooks.
https://edition.channel5belize.com/enhancing-school-feeding-programs-in-belize-training-sessions-for-administrators-and-cooks/

ICBF (Colombian Institute of Family Welfare) & FAO. 2017. Guías Alimentarias Basadas en Alimentos para la población colombiana mayor de 2 años.
https://www.icbf.gov.co/system/files/guias_alimentarias_basadas_en_alimentos_para_la_poblacion_colombiana_mayor_de_2_anos_0.pdf

INDAP (Institute for Agricultural Development). 2024. Agricultura familiar logró récord de ventas al Programa de Alimentación Escolar de Junaeb en 2023. 27 February 2024.
https://www.indap.gob.cl/noticias/agricultura-familiar-logro-record-de-ventas-al-programa-de-alimentacion-escolar-de-junaeb

Instituto Nacional de Bienestar Estudiantil (INABIE (National Institute of Student Welfare). ''Clausuran con éxito el primer diplomado de educación alimentaria y y nutricional que certificó a 160 docentes y & técnicos''. Available at https://inabie.gob.do/component/content/article/clausuran-con-exito-el-primer-diplomado-de-educacion-alimentaria-y-nutricional-que-certifico-a-160-docentes-y-tecnicos?catid=8&highlight=WyJkaXBsb21hZG8iLCJlYW4iXQ==&Itemid=103

INABIE. Convenios & Acuerdos. https://inabie.gob.do/convenios-y-acuerdos

INABIE. Estructura Orgánica de la Institución.
https://inabie.gob.do/transparencia/index.php/estructura-organica-de-la-institucion

INABIE. INABIE anuncia campaña ¡Date vida, come sano! para contribuir con la reducción del índice de obesidad en los escolares y la población general.
https://inabie.gob.do/component/content/article/inabie-anuncia-campana-date-vida-come-sano-para-contribuir-con-la-reduccion-del-indice-de-obesidad-en-los-escolares-y-la-poblacion-general?catid=8&Itemid=103

INABIE. INABIE se capacita en el uso de la herramienta SMP PLUS para optimizar los menús del Programa de Alimentación Escolar.
https://inabie.gob.do/component/content/article/inabie-se-capacita-en-el-uso-de-la-herramienta-smp-plus-para-optimizar-los-menus-del-programa-de-alimentacion-escolar?catid=8&Itemid=103

INABIE. INABIE & FAO saludan Cámara de Diputados aprobara el Proyecto de Ley de Alimentación & Nutrición Escolar.
https://inabie.gob.do/component/content/article/inabie-y-fao-saludan-camara-de-diputados-aprobara-el-proyecto-de-ley-de-alimentacion-y-nutricion-escolar?catid=8&Itemid=103

INABIE. INAFOCAM, INABIE, FAO & UNPHU inician diplomado en Educación Alimentaria & Nutricional.
https://inabie.gob.do/component/content/article/inafocam-inabie-fao-y-unphu-inician-diplomado-en-educacion-alimentaria-y-nutricional?catid=8&highlight=WyJkaXBsb21hZG8iLCJlYW4iXQ==&Itemid=103

INABIE. Manual de Cargos Típicos & Comunes del INABIE. Private document.

INABIE. Memorias Institucionales.
https://inabie.gob.do/transparencia/index.php/plan-estrategico-de-la-institucion/informes-de-logros-y-o-seguimiento-del-plan-estrategico

INABIE. Plan Operativo Anual (POA) 2024.
https://inabie.gob.do/transparencia/index.php/plan-estrategico-de-la-institucion/plan-operativo-anual-poa/category/3047-plan-operativo-anual-2024

INABIE. Planificación Estratégica Institucional.
https://inabie.gob.do/transparencia/index.php/plan-estrategico-de-la-institucion/planificacion-estrategica

INABIE. Política Proveedores del Almuerzo Escolar del Programa de Alimentación Escolar (PAE).
https://inabie.gob.do/media/attachments/2024/08/Poli%CC%81tica%20para%20Proveedores.pdf

INABIE. Portal de Transparencia del Instituto Nacional de Bienestar Estudiantil (INABIE).
https://inabie.gob.do/transparencia/index.php/inicio

INABIE. Presupuesto. https://inabie.gob.do/transparencia/index.php/presupuesto

INABIE. Presupuesto Aprobado del Año 2024.
https://inabie.gob.do/transparencia/index.php/presupuesto/presupuesto-aprobado-del-ano/category/3045-presupuesto-aprobado-del-ano-2024

INABIE. SISBIE Salud Escolar. https://inabie.gob.do/haz-tu-cita

IDB (Inter-American Development Bank). Um instrumento de avaliação da maturidade da gestão fiscal (MD-GEFIS).
https://blogs.iadb.org/gestion-fiscal/pt-br/um-instrumento-de-avaliacao-da-maturidade-da-gestao-fiscal-md-gefis/

JUNAEB (National Board of School Assistance and Scholarships). SUBPESCA.
https://www.junaeb.cl/del-mar-a-tu-escuela-subpesca-y-junaeb-buscan-promover-el-abastecimiento-de-productos-marinos-de-pescadores-artesanales-en-las-escuelas-de-chile/

JUNAEB. Consejo de la sociedad civil. https://www.junaeb.cl/consejo-de-la-sociedad-civil/

JUNAEB. Direcciones regionales. https://www.junaeb.cl/direcciones-regionales/

JUNAEB. Gobierno & FAO firman convenio para la creación de la ley de alimentación escolar en Chile.
https://www.junaeb.cl/gobierno-y-fao-firman-convenio-para-la-creacion-de-la-ley-de-alimentacion-escolar-en-chile/

JUNAEB. INDAP. https://www.junaeb.cl/category/indap

JUNAEB. Licitación ID: 85-53-LR23.
https://www.mercadopublico.cl/Procurement/Modules/RFB/DetailsAcquisition.aspx?qs=QzHiLdhUos3ibBqZ9X1tyw==

JUNAEB. Organigrama. https://www.junaeb.cl/organigrama/

JUNAEB. PAE Online. https://pae.junaeb.cl/

JUNAEB. Programa de Alimentación Escolar. https://www.junaeb.cl/programa-de-alimentacion-escolar/

JUNAEB. Quienes somos. https://www.junaeb.cl/quienes-somos/

JUNAEB. SIGPAE. https://sigpae.junaeb.cl/tiza/

Matías, D.L., Chamber of Deputies of the Dominican Republic, CIPROS (Center for Research and Social Promotion), FAO & INABIE. 2023. Propuesta para la formulación del marco legal en alimentación & nutrición escolar. Santo Domingo. January 11, 2023.

MADR (Ministry of Agriculture and Rural Development of Colombia). Decreto Número 248 de 2021. Bogotá. 9 March 2021.

MADR. Resolución 175 de 2024. Bogotá. 21 June 2024.

MADR. Resolución 464 de 2017. Bogotá. 29 December 2017.

MDS (Ministry of Development, Social Assistance, Family and the Fight Against Hunger of Brazil). Educação Alimentar e Nutricional. https://www.gov.br/mds/pt-br/caisan/educacao-alimentar-e-nutricional

MEPyD (Ministry of Economy, Planning and Development of the Dominican Republic). Gobierno dominicano & JICA promueven alimentación saludable para el control de enfermedades no transmisibles.
https://mepyd.gob.do/gobierno-dominicano-y-jica-promueven-alimentacion-saludable-para-el-control-de-enfermedades-no-transmisibles/

MINEDUC (Ministry of Education of Chile). Currículum Nacional – Eje: Nutrición y salud. https://www.curriculumnacional.cl/614/w3-propertyvalue-118825.html?__noredirect=1

MINEDUC. Currículum Nacional – Recursos Educativos y Documentos Curriculares – El huerto escolar ecológico. https://www.curriculumnacional.cl/portal/Curso/Educacion-General/1-Medio/85456:El-huerto-escolar-ecologico

Ministry of Education of Brazil. Resolução CD/FNDE Nº 7. 2 May 2024. https://www.in.gov.br/en/web/dou/-/resolucao-cd/fnde-n-7-de-2-de-maio-de-2024-557685634

Ministry of Education of Colombia. Resolución Número 018858. Bogotá. 11 December 2018. https://www.mineducacion.gov.co/1780/articles-380004_pdf.pdf

Ministry of Finance and Public Credit of Colombia. Presupuesto General de la Nación 2024. https://www.minhacienda.gov.co/webcenter/portal/SaladePrensa/pages_proyectodepresupuestogeneraldelanacin2024

MPO (Ministry of Planning and Budget of Brazil). 2024. Orçamentos da União, exercício financeiro 2025: projeto de lei orçamentária – volume II. Brasilia.

MS (Ministry of Health of Brazil). 2014. Guia Alimentar para a População Brasileira. Brasilia.

MS. 2019. Guia Alimentar para Crianças Brasileiras Menores de 2 Anos. Brasilia.

MINSAL (Ministry of Health of Chile). Ley de Alimentos – Medidas en establecimientos educacionales. https://saludresponde.minsal.cl/ley-de-alimentos-medidas-en-establecimientos-educacionales/

MINSAL. Reglamento Sanitario de los Alimentos – Decreto Nº 977/96 (updated). 13 May 1997. https://dinta.cl/reglamento-sanitario-de-los-alimentos-actualizacion-mayo-2024/

MSP (Ministry of Public Health of the Dominican Republic). Guías Alimentarias Basadas en Sistemas Alimentarios con enfoque de Curso de vida. 2023. https://repositorio.msp.gob.do/handle/123456789/2319

Ministry of Health and Social Protection of Colombia. Resolución 2674 de 2013. Bogotá. 22 July 2013. https://www.alcaldiabogota.gov.co/sisjur/normas/Norma1.jsp?i=54030

Ministry of Health and Social Protection of Colombia. Resolución 810 de 2021. Bogotá. 16 June 2021. https://scj.gov.co/sites/default/files/marco-legal/resolucion-810-de-2021.pdf

Ministry of Education, Culture, Science and Technology (MoECST). Feeding Program Receipts – Wesley Lower Primary.

MoECST. Health Education Learning Outcomes for Primary Schools, by Teaching Cycles and by Class Levels. Private document.

MoECST. School Feeding Programme Menu and Protocols 2023.

National Assembly of Belize. Belize Parliamentary Alliance Against Hunger and Malnutrition (BPAHM). Belize City. 13 May 2021. https://www.nationalassembly.gov.bz/wp-content/uploads/2021/05/BPAHM.pdf

OAS (Organization of American States). Ley 66-97: Ley General de Educación. Santo Domingo. 4 February 1997. https://www.oas.org/juridico/spanish/mesicic2_repdom_sc_anexo_7_sp.pdf

Transparency Portal of the Republic of Chile. Junta Nacional de Auxilio Escolar & Becas (JUNAEB) – Transparencia activa. https://www.portaltransparencia.cl/PortalPdT/directorio-de-organismos-regulados/?org=AJ009

PESA (Special Programme for Food Security). Seguridad Alimentaria y Nutricional Conceptos Básicos. https://openknowledge.fao.org/server/api/core/bitstreams/f1bb882a-b059-4368-9022-c70840d77ce5/content

RAES (Sustainable School Feeding Network). La RAES. https://redraes.org/la-raes/

Republic of Colombia. Decreto 1075 de 2015. Bogotá. 26 May 2015.
https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=77913

Republic of Colombia. Decreto 1852 de 2015. Bogotá. 16 September 2015.
https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=63514#

Republic of Colombia. Decreto 218 de 2020. Bogotá. 14 February 2020.
https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=106634

Republic of Colombia. Decreto 219 de 2020. Bogotá. 14 February 2020.
https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=106635

Republic of Colombia. Ley 2042 de 2020. Bogotá. 27 July 2020.
https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=159969

Republic of Colombia. Ley 2046 de 2020. Bogotá. 6 August 2020.
https://www.suin-juriscol.gov.co/viewDocument.asp?ruta=Leyes/30039692

Republic of Colombia. Ley 2120 de 2021. Bogotá. 30 July 2021.
https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=168029

Republic of Colombia. Ley 2167 de 2021. Bogotá. 22 December 2021.
https://www.mineducacion.gov.co/1759/articles-400474_recurso_32.pdf

Republic of Colombia. Ley 2195 de 2022. Bogotá. 18 January 2022.
https://www.funcionpublica.gov.co/eva/gestornormativo/norma.php?i=175606

Federative Republic of Brazil . Constituição da República Federativa do Brasil. Brasilia. 5 October 1988. Federative Republic of Brazil. Decreto N° 11.422. Brasilia. 28 February 2023.
https://www.planalto.gov.br/ccivil_03/_ato2023-2026/2023/decreto/D11422.htm

Federative Republic of Brazil. Decreto N° 11.821. Brasilia. 12 December 2023.
https://www.planalto.gov.br/ccivil_03/_ato2023-2026/2023/decreto/d11821.htm

Federative Republic of Brazil. Decreto N° 6.272. Brasilia. 23 November 2007.

Federative Republic of Brazil. Lei N° 11.346.
https://www.planalto.gov.br/ccivil_03/_ato2004-2006/2006/lei/l11346.htm

Federative Republic of Brazil. Lei N° 11.947.
https://www.planalto.gov.br/ccivil_03/_ato2007-2010/2009/lei/l11947.htm

Federative Republic of Brazil. Lei N° 14.791 – Anexo III. 29 December 2023.
https://www.gov.br/planejamento/pt-br/assuntos/orcamento/orcamentos-anuais/2024/ldo/ldo2024-lei14791-29dez2023-anexoiii.pdf

Federative Republic of Brazil. Lei N° 14.791. Brasilia. 29 December 2023.
https://www.planalto.gov.br/ccivil_03/_ato2023-2026/2023/lei/L14791.htm

Federative Republic of Brazil. Lei N° 9.394. Brasilia. 20 December 1996.
https://www.planalto.gov.br/ccivil_03/LEIS/L9394.htm

District Legal Secretariat of Colombia. Decreto 684 de 2024 Nivel Nacional. Bogotá. 4 June 2024.
https://www.alcaldiabogota.gov.co/sisjur/normas/Norma1.jsp?i=156919

Senate of the Dominican Republic. Proyecto de Ley de Agricultura Familiar. Santo Domingo. 22 September 2021. https://memoriahistorica.senadord.gob.do/items/35a4962a-7752-4626-869a-ef4103f0abdd

UAPA (Food for Learning Administrative Unit). Anexo de Técnico – Alimentación Saludable y Sostenible en el PAE. 23 December 2021.

UAPA. Anexo de Técnico – Compras Públicas Locales. 23 December 2021.

UAPA. Audiencia Pública de Rendición de Cuentas – Vigencia 2023. https://www.alimentosparaaprender.gov.co/sites/default/files/2024-08/Ultima-Presentacio%CC%81n-%20Audiencia%20publica-27-08-2024.pdf

UAPA. Informe de Avance en la Implementación de la Ley 2046 de 2020 en el PAE. Bogotá. September 30, 2024

UAPA. Transparencia. https://www.alimentosparaaprender.gov.co/transparencia

UAPA. Resolución N° 0363 del 2022. Bogotá. 22 December 2022. https://www.alimentosparaaprender.gov.co/sites/default/files/2023-08/10894_r0363-22dic22--lineamientos-tecnicos-hambre-cero.pdf

UAPA. Resolución 335 de 2021. Bogotá. 23 December 2021. https://normograma.info/men/docs/resolucion_uaeae_0335_2021.htm

UAPA. Resolución 421 de 2023. Bogotá. 17 November 2023. https://www.alimentosparaaprender.gov.co/sites/default/files/2024-07/18588_resolucion-no-421-del-17-de-noviembre-de-2023--pae-en-receso-escolar.pdf

UAPA. Resolución 374 de 2024. Bogotá. 29 July 2024. https://www.alimentosparaaprender.gov.co/sites/default/files/2024-08/RESOLUCIO%CC%81N%20No.%20374%20DEL%2029%20DE%20JULIO%20DE%202024%20-%20Por%20la%20cual%20se%20expiden%20los%20lineamients%20del%20PAE%20Zonas%20Rurales%20Dispersas.pdf

United Nations Department of Economic and Social Affairs. Sustainable Development: Goal 4. https://sdgs.un.org/goals/goal4

World Obesity Federation. Belize – Policies, Interventions and Actions: National Nutrition Policy. https://data.worldobesity.org/country/belize-20/actions.pdf

WFP (World Food Programme). 2022. The state of School Feeding Worldwide 2022. Rome, WFP. https://www.wfp.org/publications/state-school-feeding-worldwide-2022

© FAO

Annex I. Systematisation – Axis I: Governance

	Option	Progress	Percentage
	1	Not applicable	The indicator cannot be assessed in the country due to contextual or structural reasons
	2	Beginner (-)	Less than 20 percent of the maximum possible score
	3	Beginner (+)	Equal to or greater than 20 percent and less than 40 percent of the maximum possible score
	4	Intermediate (-)	Equal to or greater than 40 percent and less than 60 percent of the maximum possible score
		Intermediate (+)	Equal to or greater than 60 percent and less than 75 percent of the maximum possible score
	5	Advanced (-)	Equal to or greater than 75 percent and less than 90 percent of the maximum possible score
		Advanced (+)	Equal to or greater than 90 percent of the maximum possible score

Registration of scores reported by countries in the surveys

Horizontal intersectorality in school feeding
Are there strategies or coordination mechanisms with other government sectors?

Option	Indicator	Country options					
1	No relationship with other ministries or related entities						
2	Limited relationships with other ministries or entities, restricted to specific activities						
3	Regular activities with other ministries or entities, but without formal coordination mechanisms						
4	Formalised coordination with other ministries and entities to discuss and address issues related to school feeding	1	2	3	4	5	6

Vertical intersectorality
Are there strategies or coordination mechanisms between different levels of government (national, departmental, and municipal)?

0	Not applicable					5	
1	No relationship with other federated entities						
2	Limited relationships with other federated entities, restricted to specific activities						
3	Regular activities with other federated entities, but without formal coordination mechanisms						
4	Formalised coordination with other federated entities to discuss and address issues related to school feeding	1	2	3	4		6

SFP management
How would you describe the management of the SFP in your country?

1	No formal structure within the ministry for decision-making regarding the SFP						
2	School feeding programme management is carried out exclusively by the national team		2			5	
3	Decision-making and management of the SFP are carried out by both the national team and other levels of government	1					
4	There is a formal governance structure that includes all levels of government, with systematic meetings for decision-making and management of the SFP			3	4		6

Grade of participation by different institutional actors
Are there mechanisms in place to incorporate other institutional actors into decision-making for the SFP?

1	No mechanisms are established to incorporate other actors outside the school feeding team						
2	Mechanisms are established to incorporate other teams within the ministry responsible for school feeding						
3	Mechanisms are established to incorporate other ministries or government sectors, but not on a regular basis		2			5	
4	Mechanisms are established to incorporate other ministries or government sectors and additional institutional actors, who meet periodically to participate in decision-making	1		3	4		6

Community participation in SFP activities
Are there strategies or mechanisms for community participation in the monitoring or supervision of SFP activities?

1	No community participation activities are in place						
2	No formal community participation activities are in place, although community participation is encouraged or required when possible						
3	Community participation is actively and continuously promoted, and there is a designated focal point or leader coordinating these activities	1			4	5	
4	A formally established group for community participation is part of the organizational structure of the SFP and is involved in decision-making through systematic meetings		2	3			6

Use of technologies to support management and information collection
Are technologies used to support SFP management and information collection?

1	Basic technological tools are used for programme management only, but not for systematic information collection (e.g., spreadsheets, Microsoft Office)						
2	Basic technological tools are used for both programme management and information collection (e.g., spreadsheets, Microsoft Office)	1	2	3			
3	Advanced technological tools are used for programme management and information collection, such as statistical software that supports data analysis					5	
4	Advanced technological tools are used for programme management and information collection, supported by an integrated and continuously updated digital platform or online database accessible to relevant stakeholders				4		6

Availability of general information on the SFP
Is general information on the management and implementation of the SFP available?

1	There are no formal mechanisms for collecting or systematising information on the SFP						
2	Information is collected, but access is restricted to the school feeding management team only						
3	Information is collected and available within the responsible ministry, and may be shared with other government sectors upon formal request				4	5	
4	Information on the SFP is publicly available and easily accessible, for example through an official website or public information platform	1	2	3			6

School feeding programme monitoring and evaluation processes
Are there strategies or mechanisms for monitoring and evaluating the SFP?

1	There is no established process for monitoring and evaluating the SFP; these activities are carried out only upon request by the responsible ministry						
2	Monitoring and evaluation activities are carried out, but not under a defined or systematic routine	1			4		
3	There is planning and defined systems for monitoring and evaluating the SFP, which are implemented under an established routine		2			5	
4	There is planning and defined systems for monitoring and evaluating the SFP, which are carried out according to an established routine and reported to the responsible ministry			3			6

Annex II. Systematisation – Axis II: Regulatory frameworks

Registration of scores reported by countries in the surveys

School feeding law in the country
Does the country have a specific law or regulation on school feeding?

Option	Indicator	Country options					
1	The country does not have a specific law or regulation on school feeding			3		5	
2	A specific law or regulation on school feeding is under development		2				
3	A law or regulation on school feeding is in force, but it was not taken into account during the SFP planning process						
4	There is a law or regulation on school feeding in force that is considered the basis for planning and implementing the SFP	1			4		6

Characteristics of the school feeding law
The school feeding law incorporates the main components?

0	Not applicable					5	
1	The school feeding law does not incorporate any key components						
2	The school feeding law includes at least four key components						
3	The school feeding law includes at least eight key components						
4	The school feeding law includes 12 or more key components	1	2	3	4		6

SFP adherence to the school feeding law
What is the level of adherence of the SFP to the school feeding law?

0	Not applicable		2	3		5	
1	The school feeding law has not been considered in the planning and development of the SFP						
2	The school feeding law has been poorly considered in the planning and development of the SFP						
3	The school feeding law has been moderately considered in the planning and development of the SFP						
4	The school feeding law was fully considered in the planning and development of the SFP	1			4		6

Public procurement laws linked to family farming
Is there legislation that promotes public procurement from family farming?

1	No public procurement law linked to family farming exists			3		5	
2	No public procurement law linked to family farming exists, but there are strategies that promote public procurement from family farming		2				
3	A public procurement law linked to family farming exists, but is not active or does not address school feeding issues						
4	There is an existing public procurement law linked to family farming that includes school feeding among its components	1			4		6

Food and nutrition security (FNS) regulations
Are there FNS regulations?

1	There are no FNS regulations					5	
2	FNS regulations are in the process of development or pending approval						
3	Approved FNS regulations exist, but they are not part of the SFP's action framework						
4	Approved FNS regulations exist and are part of the SFP's action framework	1	2	3	4		6

Effectiveness of the application of national laws and regulations linked to SFPs (FNS, family farming procurement, and school feeding)
Are there activities to measure the effectiveness of the application of national laws and regulations related to SFPs?

1	No activities are carried out to measure the effectiveness of the application of relevant laws and regulations	1		3			
2	Activities to measure the effectiveness of the application of laws and regulations are carried out only upon formal request from the relevant ministry or government						
3	Activities to measure the effectiveness of the application of laws and regulations are carried out routinely, but without an established schedule				4		
4	Activities to measure the effectiveness of the application of laws and regulations are carried out continuously under an approved and established schedule		2			5	6

Healthy school environments
Are there strategies or mechanisms to promote the creation of healthy school environments?

1	The creation of healthy school environments is not considered a priority	1					
2	The creation of healthy school environments is recognized as a priority, but there are no approved plans in place to address it						
3	There are approved laws, regulations, and plans for creating healthy school environments						
4	The approved laws, regulations, and plans for creating healthy school environments are being implemented		2	3	4	5	6

National strategies for food and nutrition education (FNE)
Are there national strategies for FNE development?

1	No FNE actions are developed in schools	1					
2	FNE actions are implemented occasionally in schools, either upon request from the SFP's governing body or on a voluntary basis		2				
3	Planned FNE actions are implemented in schools as part of the curriculum each academic year, but without clearly defined objectives					5	
4	A national strategy for FNE exists within the SFP and is guided and monitored through clearly defined objectives to promote healthy eating habits			3	4		6

Regulatory harmonisation with policies related to healthy and sustainable food environments (e.g. nutrition labeling, dietary guidelines, water usage and other related issues)
Is there regulatory harmonisation with other policies related to healthy and sustainable food environments?

1	Policy and guidelines operate independently of national laws and regulations, creating gaps between them						
2	Some policies and guidelines consider certain components of national laws and regulations, but there is no alignment between them						
3	Policies and guidelines are aligned with national laws and regulations, but their objectives occasionally overlap	1				5	
4	Policies and guidelines are aligned with national laws and regulations, with defined plans and specific objectives for harmonised implementation		2	3	4		6

Annex III. Systematisation – Axis III: Food and Nutrition

Registration of scores reported by countries in the surveys

Comprehensive planning of healthy school menus
Is there comprehensive planning for healthy school menus?

Option	Indicator	Country options					
1	There is no established planning for school menus						
2	Planning is established, but it does not consider the basic elements required to ensure a healthy menu						
3	Planning considers most or all basic elements required to ensure a healthy menu					5	
4	Planning considers all basic elements required to ensure a healthy menu, and it is subject to continuous supervision and approval	1	2	3	4		6

Professional qualification level of nutrition experts, coordinators, and SFP technicians
Has the professional profile required for the SFP been identified, and are there actions to support their training?

1	The professional profile required for each role is unclear, and staffing for the SFP is insufficient					5	
2	The professional profile required for each role has been identified, but there is no human resources plan or budget for hiring, and staffing for the SFP is insufficient						
3	Staffing levels are sufficient and meet the required professional profiles, although opportunities to strengthen competencies or participation in training activities are limited	1	2	3			6
4	The SFP team consists of qualified professionals who regularly participate in activities organized by the ministry to strengthen their competencies				4		

Regionalisation of school menus
Are menus planned according to the region where school feeding is offered?

1	The menu currently implemented is centralised and has not been planned according to regional contexts						
2	The menu currently implemented has been planned considering some regional contexts		2				
3	The menu currently implemented has been planned considering most regional contexts			3		5	
4	The menu was been fully planned in accordance with the region where it is provided, which is a formal requirement for approval by the ministry	1			4		6

School kitchens and infrastructure characteristics
Is there a dedicated space with adequate facilities and equipment for food storage and preparation?

0	Not applicable						6
1	Less than 25 percent of schools have a functioning kitchen with adequate infrastructure for food storage, preparation, and service						
2	Between 25 and 50 percent of schools have a functioning kitchen with adequate infrastructure for food storage, preparation, and service			3	4		
3	Between 50 and 75 percent of schools have a functioning kitchen with adequate infrastructure for food storage, preparation, and service	1					
4	Between 75 and 100 percent of schools have a functioning kitchen with adequate infrastructure for food storage, preparation, and service		2			5	

Spaces for food consumption
Is there a dedicated space with appropriate conditions and a healthy environment for food consumption?

0	Not applicable						6
1	Less than 25 percent of schools have a designated space for food consumption, and compliance with healthy environment standards is unclear						
2	Between 25 and 50 percent of schools have a designated space for food consumption. Healthy environments are promoted occasionally, but compliance with all requirements is unclear			3	4		
3	Between 50 and 75 percent of schools have a designated space for food consumption. Healthy environments are continuously promoted, and school visits are conducted to ensure compliance	1				5	
4	Between 75 and 100 percent of schools have a designated space for food consumption. Healthy environments are a formal requirement of the ministry for the operation of these spaces, and school visits are conducted to ensure compliance		2				

Educational school gardens
Is the implementation of educational school gardens promoted as a space for teaching and learning?

0	Not applicable	1					
1	There is no promotion of educational school gardens, nor any support for initiating their implementation		2				
2	The creation of school gardens is promoted, but there are no dedicated staff or resources to support implementation or training				4		
3	The creation of educational school gardens is supported, and teams of trainers have been identified to assist implementation; however, national guidelines for their management and operation have not yet been established			3			6
4	The government encourages the creation of educational school gardens. Training is conducted regularly and national guidelines are followed for their management and operation					5	

Public food procurement from family farming
Are there defined mechanisms for public procurement from family farming for school feeding?

1	There are no defined mechanisms for public procurement from family farming for the SFP		2				
2	The government is in the process of developing mechanisms to implement public procurement for the SFP			3		5	
3	Defined strategies for public procurement from family farming exist, but they are not implemented systematically						
4	Defined mechanisms for public procurement from family farming for school feeding are in place and include a monitoring component	1			4		6

Annex IV. Systematisation – Axis IV: Financing

Registration of scores reported by countries in the surveys

Diagnosis of the budgetary reality of the SFP
Is there a specific annual budget allocated for the implementation of the SFP?

Option	Indicator	Country options					
1	The required budget for implementing the SFP is unknown						
2	There is a general estimate of the budget required, but it is not formally defined						
3	The budget required is known and formally defined, but there is no strategy to guarantee the availability of resources					5	
4	The budget is formally defined and approved by the government, and a national strategy is in place to guarantee resources for the SFP	1	2	3	4		6

SFP budget
Do the defined annual resources allow the SFP to achieve the desired coverage and quality?

1	The current level of resources does not meet the national demand of the SFP					5	
2	The financial resources allocated to the SFP do not meet the coverage or quality needs, and the government is seeking additional funding sources	1					
3	The financial resources allocated to the SFP allow coverage targets to be met, but do not guarantee the desired quality			3			6
4	The financial resources allocated to the SFP allow for the achievement of both coverage and quality standards		2		4		

School feeding coverage achieved
What percentage of students enrolled in the public education system benefit from the SFP?

1	40 percent or less						
2	Between 40 and 70 percent		2		4	5	
3	Between 70 and 90 percent	1		3			
4	90 percent or more						6

Capacity to adapt available resources
What is the capacity to adapt SFP resources in the face of emergencies?

1	The SFP does not have emergency adaptation plans, and programme activities are generally suspended in the event of an emergency					5	
2	The SFP does not have emergency adaptation plans or protocols; however, ad hoc measures are taken by the school feeding team to ensure access to food without suspending activities			3			
3	Emergency adaptation plans or protocols exist to ensure access to food, but they are considered insufficient or not fully adequate				4		6
4	Formally established adaptation plans exist for different types of emergencies, and SFP management and implementation staff, as well as members of the school community, receive regular training on their application	1	2				

Conditions of financial intersectorality
Do government sectors or institutions other than the entity responsible for the SFP provide financial resources for school feeding?

0	Not applicable					5	
1	There is no financial involvement of other government sectors or institutions in the SFP		2	3			
2	Financial contributions from other government sectors or institutions have been requested, but the SFP continues to be exclusively funded by the managing ministry						
3	The SFP is funded by the managing ministry and other government sectors or institutions; however, strategies to ensure sustainable financial intersectorality are still under development	1					
4	The SFP already receives financial support from multiple government sectors and levels, and an approved strategy is in place to ensure financial intersectorality and long-term sustainability				4		6

Availability of budgetary data for monitoring and evaluation
From a budgetary perspective, what is the availability of data on the SFP for effective monitoring and evaluation?

1	The availability of budgetary data for the SFP is very limited, and data is rarely or inconsistently collected						
2	Some budgetary data for the programme is collected, but access is restricted to the SFP management team						
3	Most budgetary data is systematically collected and shared among government professionals, generally upon formal request				4	5	
4	All budgetary data for the programme is publicly available, regularly updated and accessible through the responsible ministry's website or public platforms	1	2	3			6

Food and Agriculture Organization of the United Nations

fnde

ABC BRAZILIAN COOPERATION AGENCY
MINISTRY OF FOREIGN AFFAIRS

MINISTRY OF EDUCATION

MINISTRY OF FOREIGN AFFAIRS

BRAZILIAN GOVERNMENT
BRASIL
STANDING WITH THE BRAZILIAN PEOPLE