FEED – the model choice for school feeding programming:

Monitoring and Evaluation

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The **FEED** model
(Food for Education and Enhanced Development)

- WV has developed an integrated programming approach that builds upon school feeding as a core organizing platform to promote the school as a community learning asset and a community development institute.

- FEED is a flexible tool that is adaptable to local conditions and sets goals that can be effectively monitored and evaluated.
## “Contextual Determinants”

<table>
<thead>
<tr>
<th>Country Case Study</th>
<th>Food Insecurity</th>
<th>Impact of Conflict</th>
<th>Government Participation</th>
<th>Resource Consistency</th>
<th>Integrated Design</th>
<th>Community Participation</th>
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SF based on the FEED model represents a continuum of intervention packages, based on SF, that evolve toward ever more an integrated development outcomes.

Each FEED Step looks at:

- Drivers
- Objectives
- Intervention Package Components
- Outcomes
- Impact Indicators (Individual, School and HH)
- Risk Factors
The FEED model

- Core elements of Steps to FEED are:
  - Contextualization
  - Integration – ability to create leverage
  - Participation – active and voluntary presence
  - “Robust” Monitoring & Evaluation
    - Baseline (e.g. HH survey, H&N survey, School survey)
    - Institutional Analysis
    - Participatory Community M&E
Components of the FEED M&E System: Baseline

- Baseline tools include: household level survey for livelihood indicators, nutritional status survey for malnutrition and micro-nutrient deficiencies, school assessment survey for infrastructure and quality
- Indicator set: a set of 10-20 indicators that will constitute the measure of success of the project
- Midterm and final evaluations using baseline sampling frame plus qualitative data
Components of the FEED M&E System: School Survey

- School survey identifies the basic infrastructure of the local school, including water sources, latrines, areas for washing, cooking facilities, security (storage), number and quality of classrooms, including sitting places, availability of school supplies, library resources, etc.
- The number of students with enrolment and attendance data, as well as student retention (drop-out) rates and teacher/student ratios
- The number and quality of teachers, gender ratios, and levels of training
- Types of learning support activities, such as school gardens, sports teams, cultural events – the children (youth) become your ‘agents for change’
- The type and quality of school management organization
- The level of effective community participation in the school, roles of parents in school and learning, activities for adults, etc.
Components of the FEED M&E System: Institutional Analysis

- IA is carried out as part of FEED program design, well before implementation
- IA tools include community assessment and church assessment tools that identify public, private (e.g. church), and NGO actors, existing social institutions, history of change in the community, physical infrastructural characteristics (water sources, roads, markets, etc.), vulnerability to hazards and stress, and local forms of leadership
- IA methodology is based primarily on participatory tools, such as focus groups, resource and social mapping, Venn diagrams, and others
Components of the FEED M&E System: Participatory Community M&E

◆ PM&E system is established prior to project start-up and is based on a community-defined set of indicators, data collection tools, and interpretation of results (e.g. love of learning, social capital, aspirations, and female status)

◆ Community defines the cycle of data collection, analysis, and program adjustment

◆ PM&E is used to recruit community integration with FEED, as an intervention mechanism as well as a quality control

◆ PM&E identifies local leaders who will play the significant community roles in the FEED model
Value of the FEED Model to the Community: Home-Grown SF

◆ **SF based on the FEED model:**
  ◆ creates the institutional environment that can support local production of food.
  ◆ integrates local food producers and support institutions such as Ministry of Agriculture, livestock technicians, etc.
  ◆ can contribute to the school being an ideal space for technical assistance training, farmer meetings, local food production problem-solving.
  ◆ can be used to promote dietary diversity and appropriate meal menus through community participation.
  ◆ can create catalytic or synergy effects for sustainable support to ensuring food support to school children
A key summary statement of our study is **Linking SF and M&E through the FEED Model by "implementing what we can measure and measuring what we implement".**