Adversity coefficient	
City	**São Paulo**
Country	Brazil
Population	12 millions
Title of policy or practice	From land to table
Subtitle (optional)	How the city of São Paulo is promoting local and sustainable development through school feeding
URL video	
Category	Food Supply and Distribution
SDGs	SDGs: 1, 2, 3, 4, 6, 8, 9, 10, 11, 12.
Brief description	The School Feeding Policy of a city like São Paulo goes way beyond the walls of the school. With 2.2 million meals served daily to almost 1 million students in 3,680 educational units, the Municipal Department of Education (SME, in Portuguese) has the opportunity to positively impact the whole cycle of this policy – from the production to the consumption of food, from the countryside to the city. Implemented in 2017, this initiative seeks to promote a series of measures to strengthen this ecosystem and ensure the quality of food consumed by a significant portion of the city's most vulnerable population. The need to articulate actions around the theme has intensified with the approval of Municipal Law No. 16,140 of March 17, 2015. This act determines the gradual insertion of organic products from family agriculture. The measures taken by the SME have made it possible to overcome several obstacles and obtain positive results in the implementation of the law. There are five main articulated axes in this initiative: (i) Pedagogical practices: The promotion of school gardens as a pedagogical practice, the number of vegetable gardens grew in 2018, reaching 959 educational units. With a technical support program and partner investment, this number is expected to reach more than 1.000 units by 2019. (ii) Local development: In 2017, more than 30% of the federal budget destined for this purpose was acquired, thus surpassing the goal established by law. (iii) Sustainability: Encouraging small-scale family and agro-ecological agriculture in the city. (iv) Nutrition and food security: In São Paulo, the menu guarantees 70-90% of daily nutritional needs, consuming up to three times more fruits and vegetables than required by legislation. (v) Transparency: Another innovative initiative was the creation of Prato Aberto, an online interactive platform that, for the first time, distributes school menus daily and allows students and their families to follow it up.
Date of start and state (ongoing/completed)	02/2018 Ongoing
Actors and stakeholders involvement	The School Food Coordination of the Municipal Department of Education (CODAE, in Portuguese) is responsible for implementing this policy, from the purchase of food to the development of pedagogical practices related to the subject. On the production side, the actors involved are: family farmers; sectors related to technical assistance such as Parelheiros Ecological Agriculture House, linked to the Municipal Government; the Secretary of State for the Environment and civil society.
Approach	• Elaboration of an action plan to prioritize the purchase of locally produced food; • Legal analysis;

	• Reach out and raise awareness among small producers on the dissemination of supply possibilities for the municipality, without intermediaries; • Coordination with other government agencies for technical cooperation; • Intervention with local stakeholders to improve production quality and logistics operations; • Training targets more than 650 schools in order to expand school gardens.
Innovation	The appropriation of the food production chain becomes more feasible, since the production and the consumption take place in the same city. This allows consumers to check production in loco, and see what the environmental and social impacts are. All this has a strongly innovative character, since in the great urban centers the logic of the unconscious consumption of ultra-processed foods reigns, and the productive chain is not even known. Innovative is also the valuing aspect of organic food in the context of this purchase. Even the farmer in agro-ecological transition, the legislation governing this purchase provides differentiated remuneration with the objective of encouraging this process. This becomes an attraction for farmers to initiate this change and promote considerable improvements in food quality. Innovation does not only affect the farmer, but also the consumer: this is the case of the students of municipal schools. The gardens are examples of breaking paradigms of consumption, bringing children closer to the productive chain, making them more aware and capable of contributing to sustainable development. The formations promoted by CODAE have guided the use, technical and pedagogical, stimulating garden projects inserted in the Political Project Pedagogical schools, enabling children to be protagonists of this process. This provides students with knowledge from the production of organic foods, stimulating healthy eating habits, to the composting process.
Impact	Social impacts: access to quality food is limited in large urban centers, especially in their peripheries, where the most vulnerable populations usually live. When we relate the rural and urban environments in a large city like São Paulo, these populations can access these foods at a reasonable cost, since they are also produced in these same peripheries. The proximity between production and consumption reduces the cost of food, generating a positive social impact related to the population's access to fresh food. Economic Impacts: the agricultural activity, if it is attractive in terms of income generation, keeps the farming families in their activity. In the context of public purchases that generate better revenue, this circumstance assumes an even more relevant role, since it increases the family income and provides movement in the local economy. In this sense, it is affirmed that the economic impact of this public policy occurs in the scope of the generation of an economically profitable activity. Environmental impacts: the rural environment is responsible for preserving the ecosystems where they are inserted, since they provide food to the population. The sustainability of these ecosystems is ensured through the preservation of water sources, for example. The ecological balance of a preserved environment is what guarantees the full development of agricultural crops. This is what we intend to promote within the scope of this policy of encouraging agroecology.
Inclusion	Social inclusion: The theme of social inclusion is highlighted in this process due to the strong social participation in its construction. The support obtained from different sectors of civil society was essential for the construction of the Municipal Law 16.140 / 2015, and has been so throughout its implementation. A collegiate body defined within the scope of the legislation itself provides for the full follow-up of the actions that culminate in its implementation, and this group is formed, for the most part, by sectors of civil society. Representation of farmers, members of the technical assistance sectors, public school educators such as teachers and school cooks, members of participatory councils on the issue of SAN, all together they are able to deliberate and guide actions. In practice, social inclusion can be noticed from the performance of civil society organizations with technical assistance in the agricultural region of São Paulo. We can argue the same about the support of these organizations in the implementation of the school garden as a

	pedagogical tool. In both training and implementation, these organizations are government partners, resulting in a significant expansion in the number of school gardens. Finally, this social dimension of inclusion has a strong relationship with target audiences: consumers and farmers. By providing access to quality food and locally produced food, this policy promotes social inclusion and raises awareness among consumers.
Adversity Coefficient	Public procurement relates to the sound management of financial resources made available for different purposes. The theme of school feeding is not different. It is in the interest of governments to optimize public catches with items that make up school feeding, and this principle often excels at the detriment of others, such as the principle of sustainability. Logistics and product distribution challenges are increasingly prominent among local governments. The public power sees itself with the agenda taken by challenges of circulation of goods and offer of services that allow to attend to this growing demand without that this impacts in the quality of the service provision or reflects in shortage of supply and increase of prices. In this scenario, one of the major challenges we are currently facing concerns the activity of urban cargo distribution. In the sphere of the School Feeding Coordination of the Municipality of São Paulo, there is a great complexity of planning in the logistics management, given the variety of rules, breadth of the network, population density, diversity of logistics management types (centralized and decentralized) and quantitative transported. Broadly speaking, the total fleet of companies that serve the Coordination is approximately 400 vehicles, making approximately 1200 deliveries per day in more than 1000 delivery points (schools), throughout the city. The investments made by the operators to improve this situation are contributing to developing initiatives based on information technology, the search for circuits and collaborative transport and the focus of operational management. In summary, this is a sector that today has many externalities related to traffic, the difficulty of hiring skilled workers, and the increasing level of traffic restrictions. In order to get a clearer idea of this dimension, a study of 417 different European cities by PwC (PricewaterhouseCoopers) in 2010 pointed to the existence of some sort of traffic regulation or restriction in no less than 84% of the cities surveyed. There still are major challenges when it comes to healthy food and children: the large number of ultra-processed products tied to high advertising that seduces their consumption, at low cost, the easy access to these products in the shops close to the schools and the student's homes, instead of fresh food.