

School Meal Programs in Countries Eligible for McGovern-Dole Assistance

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Report based on the 2019 Global Survey of School Meal Programs ©

**School Meal Programs in Countries Eligible for McGovern-Dole Food Assistance
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Preface

In late 2016, the Global Child Nutrition Foundation (GCNF) set out to fill a void. While school meal programs large and small have been implemented for decades in most countries, these were not documented in a consistent and comprehensive manner. There was no global database, no global repository of countrywide program information, no systematic global description of what was happening with these programs.

We began to talk with partners about the concept of a global survey in early 2017. The response was very positive. The U.S. Department of Agriculture (USDA) Office of Capacity Building and Development indicated an interest in knowing what was happening beyond their grant activities in countries where they were investing in school feeding. They also said they would consider funding the survey. The World Food Program (WFP) asked if they could work with GCNF to ensure that the survey results could be ready and available for an update of their publication “State of School Feeding Worldwide” (WFP, 2013). Other partners (e.g., non-governmental organizations, academia, and private sector players) expressed interest in having access to such data for research or advocacy purposes.

Bolstered by the positive reactions, we undertook the task of designing a global survey that would use a common vocabulary and a non-evaluative approach in order to produce a comprehensive description of all the core aspects of large-scale school meal programs around the world. The idea was for the survey to be repeated every two to three years in order to encourage improvements in countries’ data systems, to allow analyses of gaps and trends, and to help policy makers and program implementers to identify and advocate for needed improvements.

By early 2018, GCNF had drafted the core topics and questions for the survey, approached several universities to assess which could best assist in the survey design and implementation, and engaged more than 15 different organizations and individuals expert in the field to review the proposed survey content.

We also enlisted teams of university students to dig through websites and documents that did exist regarding active school meal programs to put together the most up-to-date and comprehensive country-by-country profiles possible. This turned out to be a herculean and frustrating task, as documented by each wave of students enlisted and summarized in a report, “Filling the Knowledge Gap: The Global Survey of School Meal Programs,” by a University of Washington Evans School of Public Policy and Governance Capstone team, presented in early June 2019.

Work on the survey design was well underway by August 2018, when USDA agreement number *FX18TA-10960G002* was approved. Under the agreement, USDA reimburses GCNF for some specific costs associated with conducting two rounds of the survey (in 2019 and

2021). USDA's support ensured the survey's implementation and also gave priority attention to countries that received, or were eligible to receive, support for school feeding under the McGovern-Dole Food for Education and Child Nutrition Program ("the McGovern-Dole Program") since 2013. The agreement included a matching requirement, requiring a commitment of a significant amount of additional funding from GCNF. GCNF has been able to meet the remaining needs thus far by tapping into a generous grant from the Stuart Family Foundation, funds generated from other donors to GCNF through its normal fundraising activities, and pro-bono services and reduced rates offered by some of the organizations and individuals involved.

The first round of survey data gathering, data cleaning, and analysis for the "McGovern-Dole countries" was completed in June 2020; this report is a key deliverable under the USDA agreement. The data cleaning and analysis for other countries responding to the survey is still underway, with the final report of the 2019 Global Survey of School Meal Programs © slated for completion by the end of the year.

We take this opportunity to extend special thanks to USDA Foreign Agricultural Service's Office of Capacity Building and Development, especially then Deputy Administrator Jocelyn Brown, former International Program Specialist Niru Pradhan, current International Program Specialist Andre Ntamack and the entire Food Assistance Division and McGovern-Dole Food for Education and Child Nutrition Program team. Their early and ongoing support has been critical to the survey project.

We also extend special thanks to the World Food Program and its staff for their important input to the draft survey, for help in translating the survey into multiple languages, and for the support of multiple WFP country offices and regional bureaus during the data collection phase.

We thank the International Food Policy Research Institute (IFPRI), especially Senior Research Fellows Harold Alderman and Aulo Gelli, for their help with the survey design, hosting of a survey-related seminar in 2019, and ongoing guidance.

We thank the Food and Agriculture Organization (FAO), especially its School Food and Nutrition Taskforce, for the thorough review of the draft survey and for ongoing support from their field and headquarters offices alike. Similarly, we thank the many partner non-governmental organizations, including Catholic Relief Services, Save the Children, and Nascent Solutions, who helped at country level to ensure that the survey was completed.

The University of Washington's (UW's) Evans School of Public Policy and Governance has assisted GCNF's survey work in a number of ways. Post-doctoral Research Associate Ayala Wineman has been with the project from very early stages. She was instrumental in fine-

tuning the survey design and invaluable in the data cleaning, analysis and report writing stages. C. Leigh Anderson, Marc Lindenberg Professor for Humanitarian Action, International Development, and Global Citizenship and Founder and Director of the UW Evans School's Policy Analysis and Research Group has provided ongoing advice and support. Research Associate Federico Trindade gathered survey data from Spanish-speaking countries, and more than twelve UW Evans School graduate students assisted with early literature reviews, survey design, Chinese translation, and the very earliest stages of data gathering and cleaning. Students at Colby College, St. Mary's College, and Syracuse University have also contributed at various stages.

In addition to those mentioned above, we owe thanks for commenting on the draft survey questionnaire to: Boitshepo "Bibi" Giyose of the African Union Development Agency (AUDA, formerly known as NEPAD), Francisco Espejo (former head of School Feeding for WFP and of JUNAEB, the Government of Chile's school meal program directorate), Anne Sellers of Catholic Relief Services, Elizabeth Kristjansson of the University of Ottawa, Cindy Long and Yibo Wood of USDA's Food and Nutrition Service, Lesley Drake of the Partnership for Child Development, and Christiani Buani and Bruno Magalhaes at the WFP Centre of Excellence against Hunger in Brazil.

We owe huge thanks to the survey data gathering teams. The Africa team was headed by Alice Martin-Dahirou, based in Cameroon, assisted by Liliane Bigayimpunzi in Burundi, Priscilia Etuge in Cameroon, and Olivier Mumbere, in the Democratic Republic of Congo. The Asia, Eastern Europe, Middle East, Pacific, "and Elsewhere" team was led by Mamta Gurung Nyangmi, based in Nepal and consisted of Mary Bachaspatimayum in India, Melissa Pradhan in Nepal, Zhanna Abzaltynova in Kazakhstan, and Kholood Alabdullatif in Seattle. WFP's Bruno Magalhaes (based in Brazil) helped with Lusophone countries, and UW's Frederico Trindade (in Seattle) helped with Spanish-speaking countries. Interns Josephine Laing and Yale Warner assisted our office in Seattle with data reviews and the production of country-specific reports; Yale continues to assist from Scotland.

We thank the Governments of Benin, Nepal, Sao Tome and Principe, and the United States for their patient and most helpful participation in the piloting of the survey in late 2018 and the work that followed.

The primary author of this report is Ayala Wineman. GCNF Program Officer Ryan Kennedy was of great assistance with the massive data cleaning effort, with the help of other staff members and multiple volunteers.

We thank the experts who reviewed this report: Rita Bhatia, Public Health and Nutrition consultant, formerly with the United Nations High Commission on Refugees and WFP; Aulo

Gelli, Senior Research Fellow at IFPRI; and Elizabeth Kristjansson, Professor at the University of Ottawa.

We thank the GCNF Board of Directors for their unflinching support and guidance, and the members of the GCNF Business Network and the Stuart Family Foundation for their generous support of this project.

And finally, we thank the amazing network of survey focal points, implementing partners, and the whole myriad of people who worked hard to complete the survey and work even harder in their commitment to ensuring that schoolchildren are nourished, can learn, and thrive.

As noted in the Epilogue to this report, the survey and the good work of all these actors can now serve as a baseline against which to examine the impact of, and actions in reaction to, the COVID-19 pandemic; the network of partners and focal points can serve as a resource to report, share knowledge, and mutually support efforts to mitigate the worst effects of the pandemic and its impact on school-age children.

It is an honor to work with you all. Thank you.

Arlene Mitchell
Executive Director
Global Child Nutrition Foundation

Executive Summary

In 2019, the Global Child Nutrition Foundation (GCNF) conducted a Global Survey of School Meal Programs © in order to build a school meal¹ program database that gathers standardized information across all countries and sectors and covers a comprehensive set of school-based feeding activities. Priority was given to the 41 countries that received McGovern-Dole food assistance between 2013 and 2018 and/or were eligible to receive McGovern-Dole support in the 2018-2019 fiscal year. Among these countries, 35 responses were received (including 32 countries with large-scale school meal programs on which to report). These countries are the focus of this report. Twenty-two of the 65 school feeding programs summarized here are understood to have received assistance through the McGovern-Dole Food for Education program in the most recently completed school year.

Across these 32 countries, at least 32.6 million children (15%) of primary or secondary school age received food through school meal programs in the most recently completed school year. This value ranged from just 0.2% in Cameroon to 67% in Zimbabwe. While most of these countries do not target secondary school students, all provide food to those in primary school, reaching (in aggregate) 24% of primary school age children and 26% of enrolled primary school students. In the 21 countries in which a school feeding program received McGovern-Dole assistance, these programs reached approximately 35% of all children receiving food through their schools.

Over two-thirds (70%) of the school meal programs captured in this survey were able to report some gender-disaggregated numbers of students receiving food. However, the availability of such data is far lower among programs that operate in secondary schools or vocational schools. Among those programs that report gender-specific numbers, 50% of all students receiving food are girls, though this value declines among older students, at 47% for secondary school students and 33% for those in vocational or trade school. Programs that received McGovern-Dole assistance were more likely than others (at 86%) to report gender-disaggregated numbers.

Across the school meal programs captured in this report, in-school meals are by far the most common modality through which to deliver food to students. Specifically, 97% of programs serve meals in schools, 14% serve snacks, 27% offer take-home rations, and 8% provide students with cash transfers. Some menu items, including grains/cereals, legumes/nuts, oil, and salt, are found on the school meal menu in all or almost all countries. Roots/tubers, green vegetables, other vegetables, and fish are served in over half the countries while other items (fruits, eggs, dairy products, meat, sugar, and poultry) are found in just 28-44% of the

¹ This report uses the terms “school meal” and “school feeding” interchangeably in reference to all programs that fall under such headings.

countries. School meal menus tend to include a greater diversity of food items when food is procured through domestic purchase, rather than foreign in-kind donations.

The most common avenue through which school meal programs procure food is through domestic purchase, with 84% procuring some food through this avenue. The next most common avenue is the receipt of in-kind donations from other countries, followed by in-kind donations from within the country. Almost every program that received McGovern-Dole assistance reported receiving in-kind food assistance. Among the school feeding programs that purchased any food, 79% procured at least some of the purchased food from within the local community. Nevertheless, challenges associated with local procurement, such as limited production capacity in regions with low food security, were often raised by survey respondents.

Many countries contribute a sizable share of the total funding for school meal programs, and across countries, the average share of funding derived from government was 50%. In five countries, including Cameroon, the Republic of Congo, Liberia, Malawi, and Mozambique, the share contributed by government was 1% or less. At the other end of the spectrum, five countries reported that they contribute 100% of the funding for their school meal activities, including Guatemala, Moldova, Sri Lanka, Timor Leste, and Zimbabwe. There is a strong correlation between school feeding coverage rates and having school feeding as a national budget line item; 21% of primary and secondary school age children receive food through their schools in countries *with* a line item, while this value is 7% in countries with no line item.

In 70% of the programs summarized in this report, a government agency was responsible for the school feeding program. However, among the programs that received McGovern-Dole assistance, it is considerably more common (at 73%) for an implementing agency to be responsible for program management, as compared with other programs (at 37%).

School meal programs commonly promote nutrition, and 90% of programs cite the goal of improving students' nutrition among their objectives. It is also common for programs to provide special training for cooks or caterers in nutrition and to involve nutritionists in the program. 70% of programs serve fortified foods—such as oil, salt, grains/cereals, and corn-soy blend or biscuits—on the school menu, and this value is even higher (at 86%) among programs that received McGovern-Dole assistance. It is less common for programs to provide students with micronutrient supplements (at 25%) or serve biofortified foods (at 7%). School meal programs are often paired with complementary services or programs related to health or hygiene, especially handwashing, potable water, and deworming treatment. In total, 95% of programs report that they offer nutrition and hygiene education, and 90% incorporate school gardens.

In most countries, the most common type of job associated with school meal programs is the category of cooks and food preparers. These are overwhelmingly female: Over three-quarters of the cooks are women in 83% of the school meal programs, and over half are women in 93% of the programs. However, it is common for cooks to work on a volunteer basis, with 47% of programs reporting that very few or no cooks receive payment for their work. Among those that do receive payment, it is most common for these payments to come from the local community, rather than government or an implementing partner. The private sector is also involved in some manner in school meal operations in 47% of the programs captured in this report, although this value is lower (at 36%) for programs that receive McGovern-Dole assistance. Farmers are directly engaged in some manner in school meal operations in 46% of the school meal programs, though this value is also lower (at 41%) for those that receive McGovern-Dole assistance.

Survey respondents were asked to summarize the strengths, weaknesses, successes, and challenges of the programs operating in their countries. Among the successes enumerated, respondents often highlighted the manner in which school meal programs are associated with improved schooling and health outcomes for students. Local procurement of food items, as in home-grown school feeding programs, are understood to increase the income of family farmers. Another common success story was the support received from parents and the local community, whether in the form of monetary or in-kind contributions or other forms of engagement.

Among the challenges associated with school feeding, inadequate and unpredictable budgets were emphasized across many countries, particularly in countries that lacked a budget line for their school feeding programs. Interviewees also noted difficulties related to supply chains and logistics, such as difficulty accessing some regions/schools and food losses in transit. Another common challenge was insufficient or inadequate human resources, with frequent turnover of personnel and insufficient budgets to retain skilled, committed professionals. The survey respondents delineated the research needed to improve their school feeding programs, with topics including (among others) the benefits and costs of local food procurement, nutritional assessments of specific school meal menus, and the mobilization of the private sector to finance school canteens.

The report concludes with a set of recommendations for the McGovern-Dole program and development partners. Noting that government capacity is not being engaged in McGovern-Dole assisted programs as needed to achieve program sustainability, GCNF recommends that such engagement be strongly encouraged. Observing that school meal programs tend to include a more diverse diet when food is procured through domestic purchase, GCNF recommends that more attention be given to the domestic purchase of food items. As school meal programs are more resilient when they create work, training, and other economic and status-enhancing opportunities in their communities, GCNF recommends that the

McGovern-Dole program place more emphasis on such activities—especially for women, youth, and marginalized groups. Acknowledging that survey respondents sometimes found it challenging to complete the survey, often because the data do not exist or were not accessible, GCNF recommends that development partners focus on capacity strengthening around data collection, monitoring, and evaluation of school meal programs.

Background

A. Rationale for the Global Survey of School Meal Programs ©

School meal programs²—in which students are provided with snacks, meals, or other foods in or through schools—are common throughout the world. In 2018, the Global Child Nutrition Foundation (GCNF) undertook a systematic effort to collect information on the current state of school feeding in each country worldwide. GCNF surveyed both the academic and gray literature to glean a picture of the “landscape” of school meal programs in each setting, inclusive of their level of coverage (number of beneficiaries), food basket contents, and complementary programs, among other topics. Not surprisingly, we found that the quantity and quality of information available on school feeding is extremely inconsistent across countries and even across different programs within the same country. Furthermore, information is not collected and published regularly. This makes it impossible to refer to the currently available information to discern trends over time or compare school feeding operations in multiple countries. This exercise underscored the need for a global school meal database that gathers standardized information across all countries and sectors and covers a comprehensive set of school-based feeding activities.

In order to fill this gap, GCNF conducted a Global Survey of School Meal Programs © in 2019. The survey captures information on the scope of school feeding activities in each country during the most recently completed school year, with details on the characteristics (including age and gender) of beneficiaries. The survey also captures detailed information on the avenues through which school meal programs procure and distribute food; the extent and nature of government involvement with school feeding; job creation in school meal programs and engagement with farmers and the private sector; and related health and sanitation topics. The survey was administered to one “focal point”³ from each country who was equipped to gather the necessary information; this survey respondent also provided commentary on school feeding in their country and identified research needs.

The Global Survey of School Meal Programs © has multiple objectives. First, the responses to this country-level survey have been used to develop a database on the current state of school feeding programs in many countries of the world. This survey database will enable a participating country to share information about its school meal programs with stakeholders around the world, identify strengths and weaknesses within specific programs, and learn from the experiences of other countries. Another aim of the survey is to help countries recognize and remedy gaps in data collection and monitoring. Thus, wherever information

² While aware of distinctions that may exist between the terms school meal, school feeding, and school nutrition (programs), we use school feeding and school meals interchangeably throughout this document, as we aim to capture information regarding all such programs.

³ A focal point is a representative appointed by the national government of a country to gather information and provide responses for this survey.

is sparse in the 2019 survey, we encourage governments to gather information for a more complete understanding of their school feeding activities going forward. An example is the tabulation of jobs created in school meal programs, which is done meticulously by some countries but not at all by others. A final goal of the survey is to make the database available to the public for use by researchers and other interested parties.

In order to track how school meal programs evolve over time, GCNF plans to administer a second round of the survey in 2021, with the goal of repeating the survey every two or three years thereafter. We anticipate that countries will improve in the completion of the survey in the second round, as they will be motivated to collect information that was not available at the time of the 2019 survey. Among the goals of this longitudinal study, GCNF intends to monitor whether school meal programs are reaching more or fewer children each year; the impact of crises and more subtle developments (such as changes in countries' policies or economic status) on their programs; how the characteristics of these programs are changing; and how governments adjust their budgets and management responsibilities.

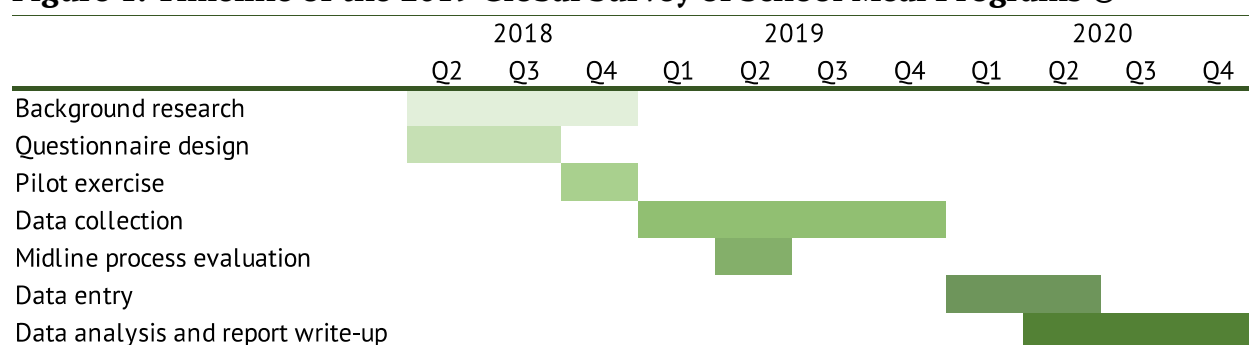
B. Method

Building on the existing literature and studies undertaken by GCNF's partners, GCNF began the survey process by drafting a core set of topics and questions for a comprehensive survey of school meal programs. Between April and September 2018, GCNF solicited input on the proposed topics, questions, and survey design from 15 institutions and independent experts and received comments from some 25 individuals. After incorporating the feedback, GCNF translated the survey and called for countries to participate in a pilot round. Four countries volunteered and a pilot exercise was undertaken in December 2018, after which minor revisions were completed and the survey was finalized.

Data collection for the Global Survey of School Meal Programs © took place throughout 2019 (Figure 1). Survey teams were positioned in Asia, Africa, and North America and were responsible for reaching out to the governments of countries in their respective portfolios and securing their cooperation. GCNF requested each government to designate as a "focal point" an individual who was knowledgeable about school feeding activities in the country and/or could gather needed information from other sources to complete the survey, and who could also obtain government clearance for the results to be included in the global database. While the survey was conducted at a global scale with outreach to almost all countries, priority was given to low-income and lower-middle income countries, beginning with the 41 countries that received McGovern-Dole food assistance between 2013 and 2018 and/or were eligible to receive McGovern-Dole support in the 2018 and 2019 fiscal years (USDA 2020).

The survey was administered first as a PDF form (sent and returned by email), accompanied by a detailed glossary of terms used in the questionnaire. Both the survey and glossary are found in Annex B of this report. Subsequently, in a few cases, countries requested and were provided the survey in Word form. The survey submissions were reviewed by GCNF in order to ensure the clarity of survey responses, to the greatest extent possible. The survey teams compared the information provided by a given country with the information gathered in the systematic literature review that preceded the survey (discussed above); published UNESCO or other United Nations data; or data from the governments' official websites. There was often dialogue with the focal point to confirm or amend responses. As an example, if the reported number of students receiving food through school meal programs was not consistent with the total number of students in the country, this would be raised with the focal point and perhaps identified as a typo. It was not possible to verify all parts of the survey or insist that the survey be filled in completely, particularly when information on a given topic did not seem to exist or was not accessible to the focal point.

Figure 1. Timeline of the 2019 Global Survey of School Meal Programs ©



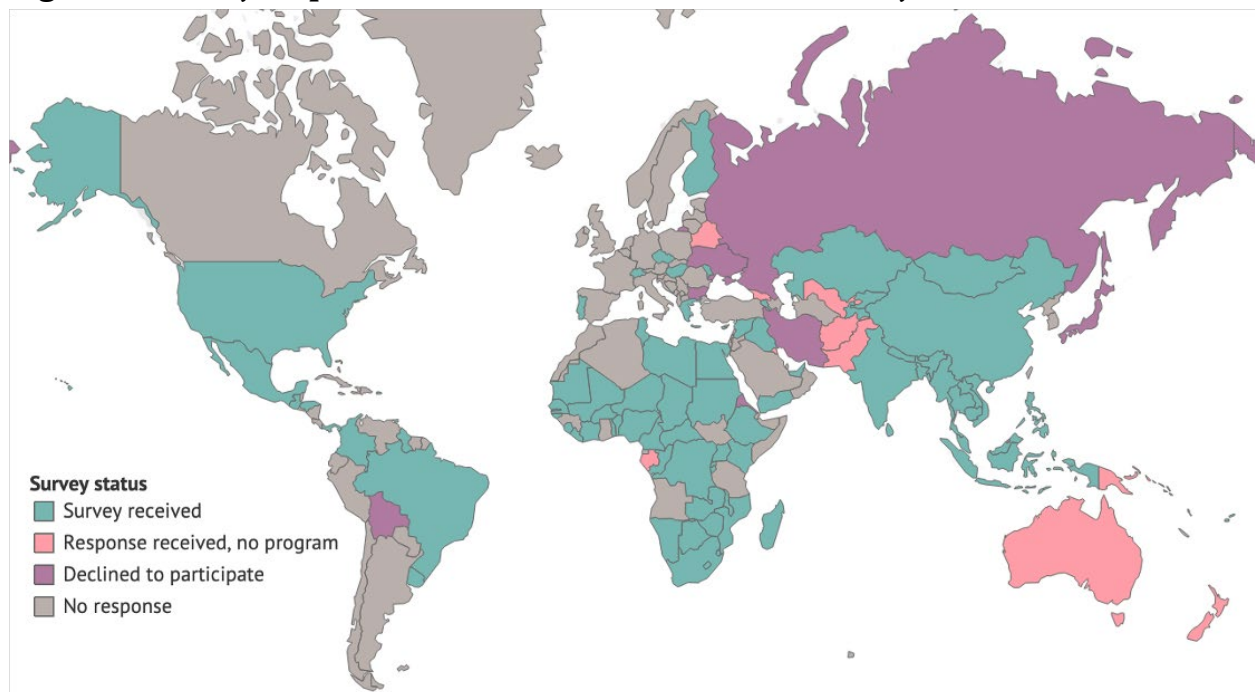
C. Response Rate

GCNF worked from the United Nations listing of 194 countries. Of these, GCNF identified six that it chose not to approach due to political crises or natural disasters during the data collection period. Among the remaining 188 countries, GCNF attempted to make contact with every country for which it could identify a government agency or official contact. Responses were received from 115 countries, 85 of whom had a large-scale school feeding program operating in their country and submitted a survey (Figure 2). Seventeen countries responded that they had no large-scale school feeding program, and 13 countries responded but declined to participate in the 2019 survey (though sometimes specifying that they will participate in the next round).

Among the 41 countries that are the focus on this report, GCNF received a complete survey response from 32 countries that had large-scale school meal programs in the most recently completed school year (Table 1). These countries reported on 65 individual school feeding programs, 22 of which are understood to have received McGovern-Dole assistance in the

most recently completed school year.⁴ Six countries (Madagascar, Moldova, Niger, Vietnam, Zambia, and Zimbabwe) were eligible for, but did not receive, McGovern-Dole assistance, and four countries (Mauritania, Sri Lanka, Timor Leste, and Togo) received assistance only after the time period covered in this survey. Three countries submitted a response that they had no large-scale program during this time (Georgia, Pakistan, and Uzbekistan). Venezuela experienced a political crisis in 2019, and GCNF therefore did not press for a response; Bolivia was engaged with another study and unable to submit a response to the Global Survey of School Meal Programs ©; and GCNF was unsuccessful in eliciting responses from the remaining four countries (Dominican Republic, Haiti, Nicaragua, and Tanzania), despite numerous attempts.⁵

Figure 2. Survey response status for the 2019 Global Survey of School Meals ©



As not all surveys are perfectly complete, this report and the analysis herein is based on the responses available for a given survey question. Sometimes, information was provided at the country level but not at the level of each school meal program, and we use all information provided to generate this summary of the data. Where appropriate, we specify which countries are missing data or provide the number of observations used to generate a statistic. Because this was a new exercise for the focal points in 2019, we anticipate that the

⁴ In addition to these 22 programs, the School Feeding Program of Guatemala was awarded McGovern-Dole food assistance (USDA 2020). However, this was not reflected in the survey submission for Guatemala. In this report, this program is therefore assumed *not* to be a recipient of McGovern-Dole assistance, although its status is unclear.

⁵ Both Haiti and Nicaragua have been recent recipients of McGovern-Dole assistance.

survey will be filled in more completely in the second round of the Global Survey of School Meal Programs © in 2021 and will further improve in subsequent rounds.

Table 1. Response rate of countries eligible to receive McGovern-Dole assistance

	Year of first McGovern-Dole grant	Later years of McGovern-Dole grants (if applicable)	Response received	Submitted survey (Had large-scale school meal program)
Bangladesh	2014	2017	Yes	Yes
Benin	2017		Yes	Yes
Bolivia				
Burkina Faso	2014	2018	Yes	Yes
Cambodia	2013	2016, 2019	Yes	Yes
Cameroon	2015	2018	Yes	Yes
Cote d'Ivoire	2015		Yes	Yes
Dominican Republic				
Ethiopia	2013	2016, 2018	Yes	Yes
Georgia			Yes	
Guatemala	2013	2014, 2016, 2018	Yes	Yes
Guinea-Bissau	2015	2019	Yes	Yes
Haiti	2013	2016, 2019		
Honduras	2015		Yes	Yes
Kenya	2013	2016	Yes	Yes
Kyrgyzstan	2017		Yes	Yes
Laos	2014	2016, 2017	Yes	Yes
Liberia	2013	2017	Yes	Yes
Madagascar			Yes	Yes
Malawi	2013	2016, 2019	Yes	Yes
Mali	2015		Yes	Yes
Mauritania	2019		Yes	Yes
Moldova			Yes	Yes
Mozambique	2015	2019	Yes	Yes
Nepal	2013	2014, 2017	Yes	Yes
Nicaragua	2013	2014, 2017		
Niger			Yes	Yes
Pakistan			Yes	
Republic of Congo	2017		Yes	Yes
Rwanda	2015		Yes	Yes
Senegal	2014	2018	Yes	Yes
Sierra Leone	2015	2018	Yes	Yes
Sri Lanka	2018		Yes	Yes
Tanzania	2013	2016		
Timor Leste	2018		Yes	Yes
Togo	2019		Yes	Yes
Uzbekistan	2019		Yes	
Venezuela				
Vietnam			Yes	Yes
Zambia			Yes	Yes
Zimbabwe			Yes	Yes

D. Data Access

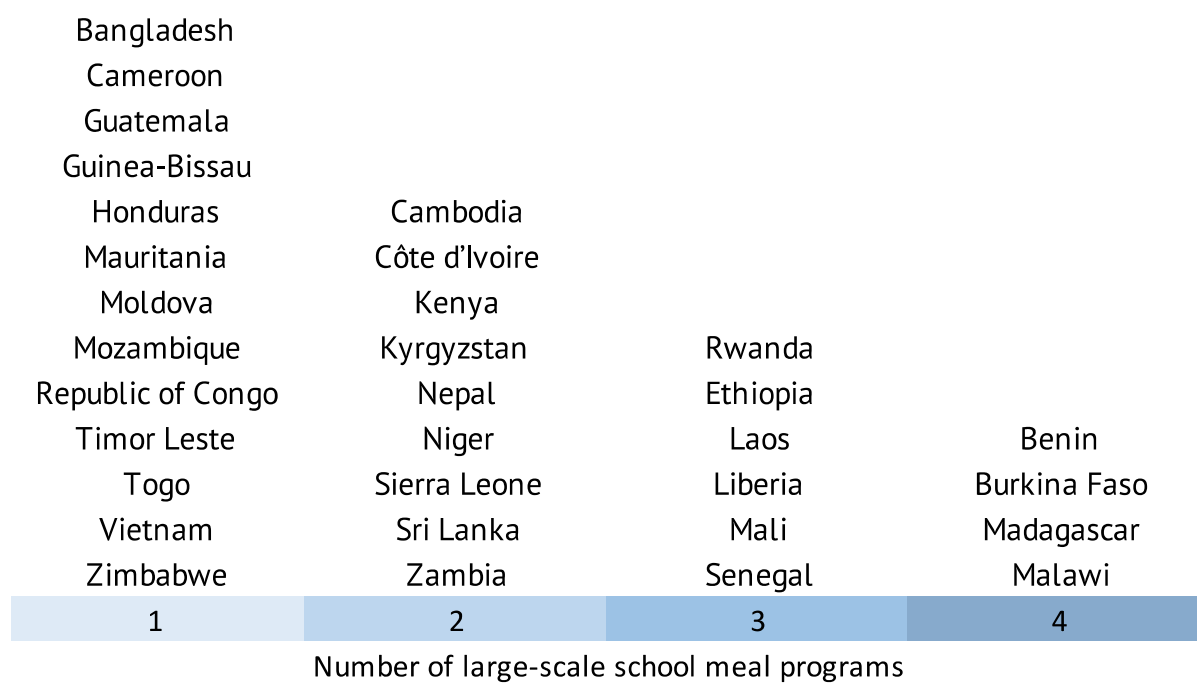
The responses received in the 2019 Global Survey of School Meal Programs © are summarized in a set of country reports that are available for download at <https://gcnf.org/survey/>, and those for the McGovern-Dole countries are also included in Annex A of this report. The survey data will be made available to the public upon request. In addition, key elements of the survey submissions (i.e., those captured in the country reports) have been translated into English and summarized in an accompanying database. Further information on how to access this resource is available at <https://gcnf.org/survey/>.

Overview of School Meal Programs in Countries Eligible for McGovern-Dole Assistance

A. Coverage of School Meal Programs

Focal points reported detailed information about each large-scale school meal program that had been operating in the country in the most recently completed school year.⁶ Under half (13) of the 32 responding countries with programs saw one such program operating during this time (Figure 3). Nine countries had two programs, six countries had three programs, and the remaining four countries reported on four programs each.

Figure 3. Number of large-scale school meal programs in each country



Across 31 countries,⁷ an estimated 32,075,676 children of primary school-age or secondary school-age received food through school meal programs (Figure 4). Because this number excludes children in preschool, as well as those in vocational schools or other school levels, this is a lower-bound estimate of the number of children nourished by school meal programs in these countries. (We focus here on primary and secondary age children because the survey did not capture the numbers for other grade levels in a manner that would ensure we are

⁶ A large-scale school feeding program may take the form of a program that is managed and/or administered by the national government; a large program that is managed and/or administered by regional or local governments, or by a non-governmental entity in coordination with the national government; or any large program that does not involve the government but reaches a substantial proportion of students in the country or covers a substantial geography.

⁷ Discussion of the number of students receiving food excludes Vietnam, for which we did not receive student numbers.

not double counting students who received food from multiple programs.) In absolute terms, Cameroon saw the smallest number of children fed (at an estimated 18,315 children), and Burkina Faso saw the largest number of children fed (at an estimated 3,859,154 children).

While there were 65 large-scale school meal programs operating in the countries covered in this report, McGovern-Dole food assistance was awarded to 22 programs in 21 countries (with two programs in Laos receiving assistance in the most recently completed school year). Across these 22 programs, an estimated 7,635,975 children received food through their schools. In other words, in these 21 countries, programs benefiting from McGovern-Dole assistance reached approximately 35% of all children receiving food through their schools. (It is not possible to disaggregate the number of students reached directly by the McGovern-Dole program because McGovern-Dole funding sometimes supports only a small fraction of a larger school meal program, while in other cases, it is the *only* funder of discrete school meal programs.)

Across countries, the average coverage rate—the share of primary and secondary school-age children that received food through school meal programs—was 21% (Figure 5). This value ranged from just 0.2% in Cameroon to 67% in Zimbabwe. Bundy et al. (2009) note that national coverage of school feeding programs tends to be lower precisely where the needs are the greatest. When we aggregate these values with consideration of the number of children in each country (i.e., the population sizes), 15% of all primary and secondary age children in these 31 countries received food through school meal programs. In the 21 countries in which a school feeding program was supported by the McGovern-Dole program, 10% of all primary and secondary age children received food through their schools, and 3% of all such children received food through the McGovern-Dole programs.

Figure 4. Number of primary and secondary school age children receiving food through school meal programs

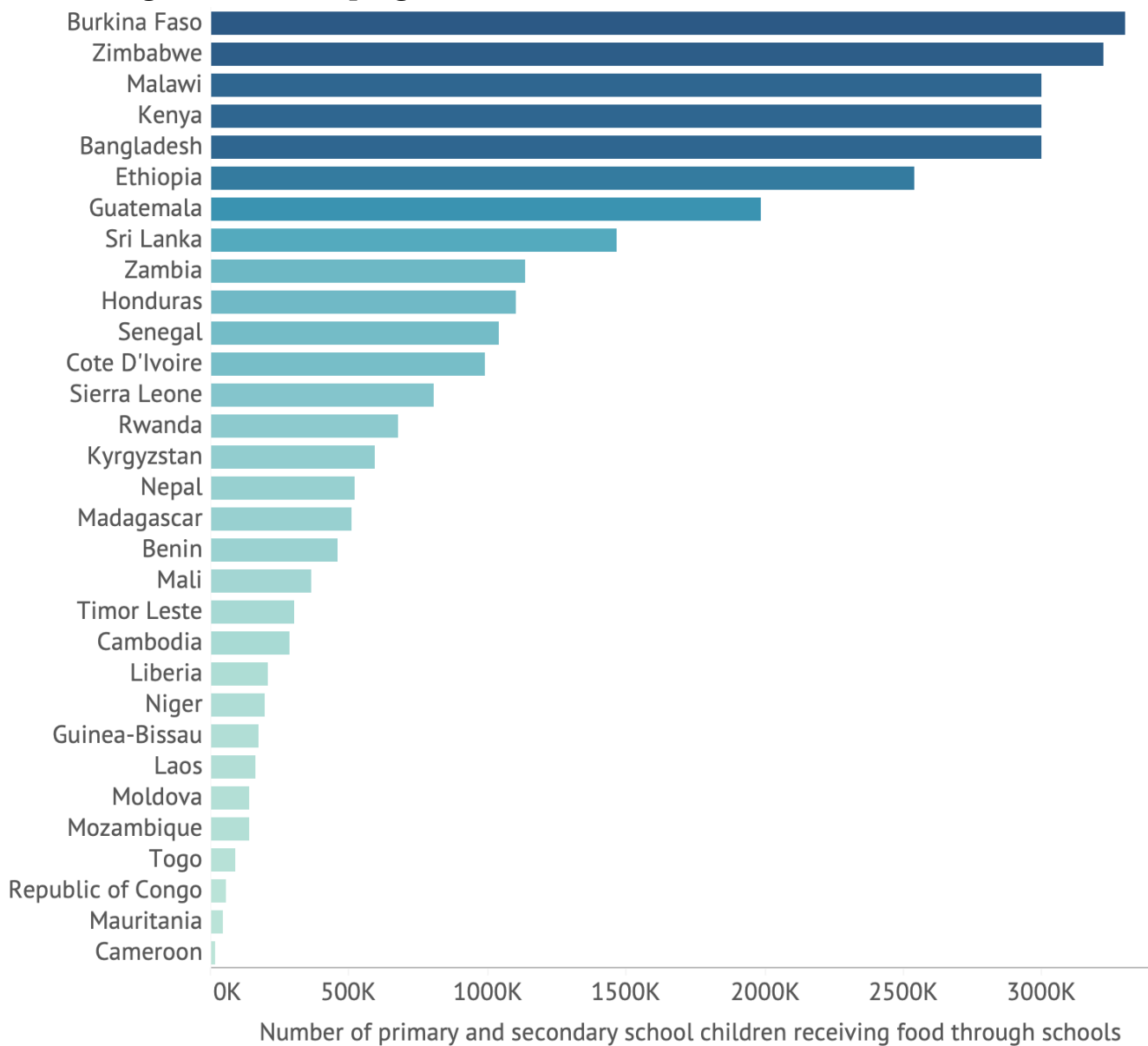
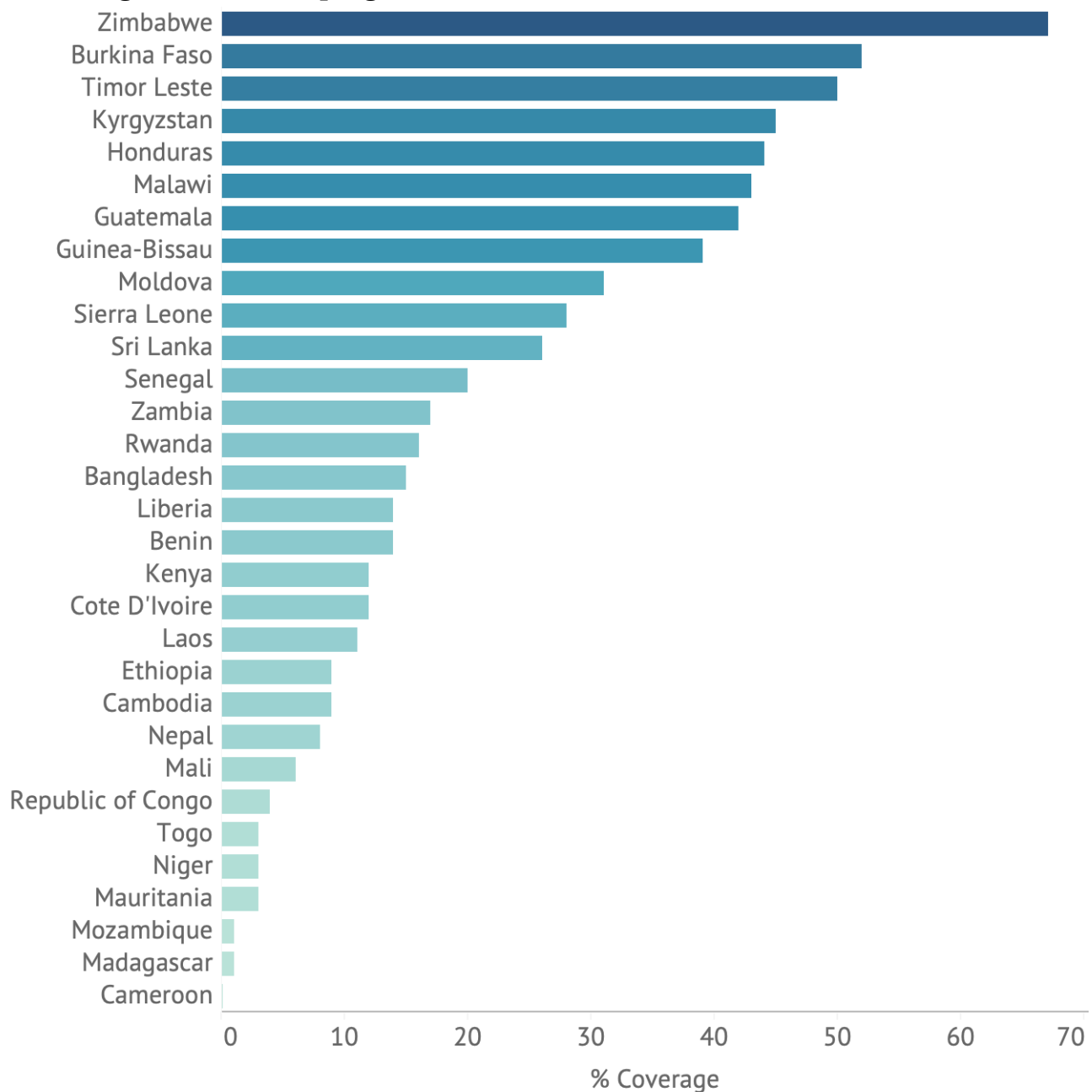


Figure 5. Share of primary and secondary school age children receiving food through school meal programs



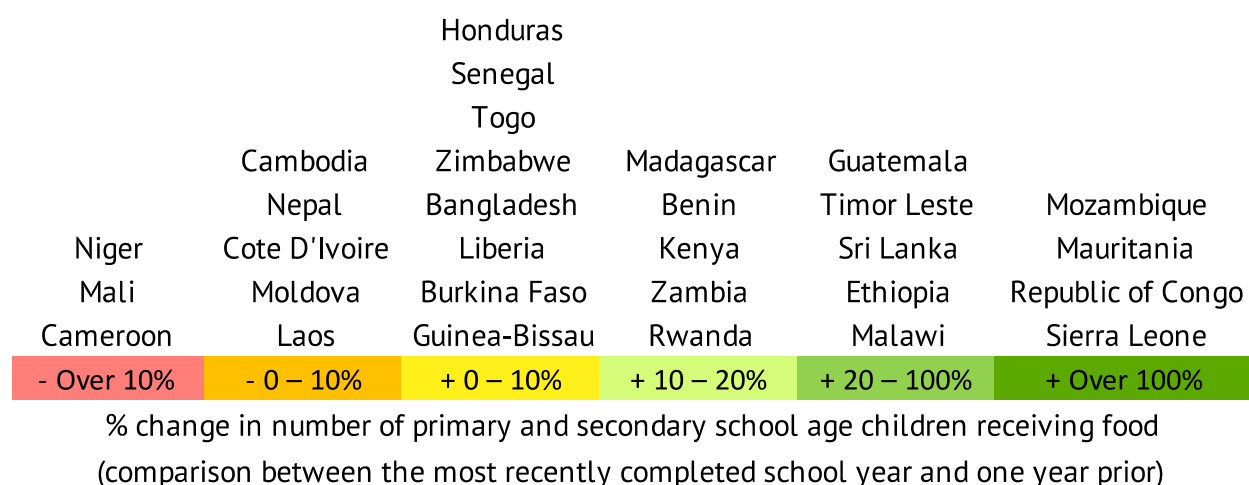
Note: Guinea-Bissau is excluded from this figure because the number of secondary school-age children in the country is unknown.

While most of these countries do not target secondary school students, all provide food to those in primary school. Across countries, the average coverage rate for just primary school-age children was 34%, and (accounting for differences in population size) 24% of all primary

school-age children in these countries received some food through their schools.⁸ When focusing only on enrolled primary school students (i.e., excluding out-of-school children from the denominator), the average country-level coverage rate for primary school students was 40%. In total, 26% of all primary school students in these countries received food through their schools. Eight countries reached over 80% of their primary school students, including Burkina Faso, Guatemala, Honduras, Kyrgyzstan, Moldova, Sierra Leone, Sri Lanka, and Timor Leste.⁹

A majority (73%) of these countries have seen growth in the number of primary and secondary students receiving food in the most recently completed school year, compared to one year earlier (Figure 6).¹⁰ Thirteen countries exhibit steady numbers, with changes ranging from -10% to +10%. Some countries exhibit rapid growth in the size of their programs. For example, Ethiopia and Malawi both saw their school meal programs grow by 43% between the 2016/17 and 2017/18 school years. The four countries with growth rates over 100% (Mauritania, Mozambique, Republic of the Congo, and Sierra Leone) have relatively small programs, such that a small increase in absolute numbers translates into a sizable growth rate. Three countries seem to have experienced a considerable decline in the number of students receiving food, including Niger, Mali, and Cameroon. It is noteworthy that all three countries have recently experienced instability and violent conflict, leading to population displacement and the disruption of school feeding operations.

Figure 6. Historical trajectory over previous year of number of children receiving food



⁸ This calculation excludes Benin, Cambodia, and Zimbabwe, for which we received total numbers fed but not age-disaggregated estimates.

⁹ Zimbabwe is also likely to have reached over 80% of their primary school students, although student numbers were not disaggregated by school level.

¹⁰ This discussion of trajectories in student numbers excludes Kyrgyzstan and Vietnam, for which we do not have student numbers from the previous year.

B. Characteristics of Beneficiaries and Components of the School Meal Programs

The school meal programs covered in this report exhibit a range of objectives (Table 2). All programs are designed to meet educational goals, and 90% aim to meet nutritional and/or health goals. It is also very common, at 80%, for programs to serve as a social safety net, ensuring food access for poor or vulnerable children. It is far less common, at 47%, for programs to directly incorporate agricultural goals into their work, and very few programs specifically intend to prevent obesity.

Table 2. Objectives of school meal programs

Objectives	Share of programs (%)
To meet educational goals	100
To meet nutritional and/or health goals	90
To provide a social safety net	80
To meet agricultural goals	47
To prevent or mitigate obesity	12

As noted, every country (among the 32 that are the focus of this report) targets the primary school level with school meals or other school feeding programs (Table 3). In seven countries, primary school students are the only beneficiaries of school meals. In a majority of countries (21 out of 32), school meals are also served to preschoolers. However, just 12 countries provide food for secondary school students. Only in Burkina Faso, Madagascar, and Moldova do students of vocational or trade schools benefit from school meal programs. In Madagascar, school meals are also served in orphanages and centers for those with physical disabilities.

The pattern of targeted grade levels is similar among the 22 school meal programs (not countries) that received assistance from the McGovern-Dole Food for Education program. Specifically, 20 out of these 22 programs reach students in primary school, 12 reach students in preschool, and three reach students in secondary school. These programs do not seem to reach any children in vocational or other types of schools.

Table 3. School levels receiving food through the school meal programs

	Pre-schools	Primary schools	Secondary schools	Vocational / trade schools	University / higher education	Other levels
Bangladesh	419,608	3,000,000				
Benin*	✓	460,063				
Burkina Faso		3,206,060	90,681	4,772		
Cambodia	31,610	283,172				
Cameroon	4,158	18,315				
Côte d'Ivoire		2,539,386				
Ethiopia	152,657	1,983,566				
Guatemala	475,487	173,395				
Guinea-Bissau		900,000	200,000			
Honduras	200,000	1,600,000				
Kenya		595,000				
Kyrgyzstan	5,000	163,396				
Laos	32,150	176,756	29,100			
Liberia	108,758	507,948	2,228			
Madagascar*	✓	2,726,365		1,704		✓
Malawi	49,639	333,627	27,439			
Mali		46,566				
Mauritania		137,200	2,000			
Moldova	149,200	119,835	19,291	16,900		
Mozambique		483,600	38,500			
Nepal	113,900	150,811	42,490			
Niger		57,656				
Republic of Congo	639	987,704				
Rwanda	49,401	183,857	490,801			
Senegal	25,199	587,540	452,333			
Sierra Leone		806,000				
Sri Lanka		1,467,465				
Timor-Leste	21,832	302,447				
Togo*	✓	91,666				
Vietnam*		✓				
Zambia	57,844	1,032,250	103,902			
Zimbabwe		3,218,924				

*Some numbers not reported. Numbers indicate the number of students receiving food in each country. For preschools, vocational schools, and other levels, these estimates are derived from program-level data and may therefore double-count students if multiple programs operated in a given school. For example, a snack-based program and a meal program may provide food to the same students. The numbers for primary and secondary school students were provided at the national level.

The size of school meal programs tends to differ by the school levels targeted, with programs that operate in primary schools typically being the largest. The average number of primary school students receiving food, among those programs that target the primary level, is 477,883. Because the size distribution is skewed towards the high end (with the largest programs in Burkina Faso and Zimbabwe reaching approximately 3 million primary school students), the median program size is smaller than the average, at 156,550 students. For programs that operate in secondary schools, the average number of secondary students receiving food is 100,988 (median = 43,111). The average number of preschool students receiving food, among those programs that target the preschool level, is 71,065 (median = 22,494).

Interestingly, there is a correlation between the source of funding for school meal programs and the school level targeted. Specifically, 36% of the countries whose programs are at least partially funded by government provide food to secondary school students. Among the five countries whose programs are entirely government-funded,¹¹ 20% provide food to secondary school students. Among the three countries that are entirely funded by external sources, two (66%) target secondary school students.

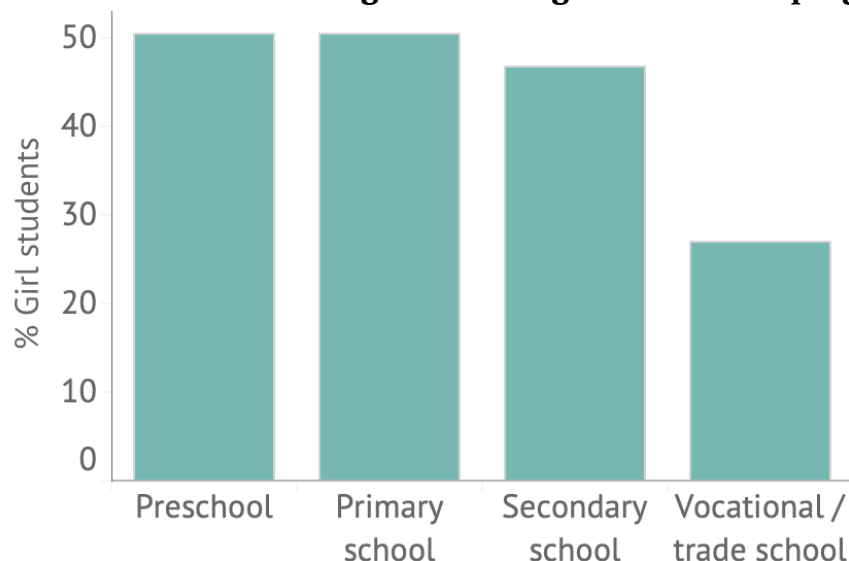
Almost three quarters (71%) of the school meal programs captured in this survey were able to report some gender-disaggregated numbers of students receiving food. However, this information is not captured uniformly across school levels. Thus, 85% of programs that provide food for preschool children reported gender-disaggregated numbers; this value is 75% for those serving primary school students. However, among the 15 programs that operate in secondary schools or vocational schools, just about half (47%) report numbers for male and female students. The collection of more complete gender-disaggregated data is necessary to better monitor the activities and impacts of school meal programs at the secondary level.

Among those programs that report gender-specific numbers, 50.4% of all students receiving food are girls, and 49.6% are boys. 50.6% and 50.5% of students receiving food in preschool and primary schools, respectively, are girls (Figure 7). The share of girls declines among older students, at 47% of secondary school students and 33% of those in vocational or trade school. There does not appear to be a strong correlation between the sources of funding¹² and the gender parity among students receiving food, with an average of 50% and 51% of female beneficiaries in programs that receive funding from government and from international sources, respectively.

¹¹ In this sentence, the term “entirely government-funded” refers to funding from government but not international sources. A marginal amount of funding from private sector or ‘other’ sources is not considered.

¹² This calculation is focused on the 59 programs (91%) that were able to provide monetary values, disaggregated by their funding sources.

Figure 7. Gender of children receiving food through school meal programs

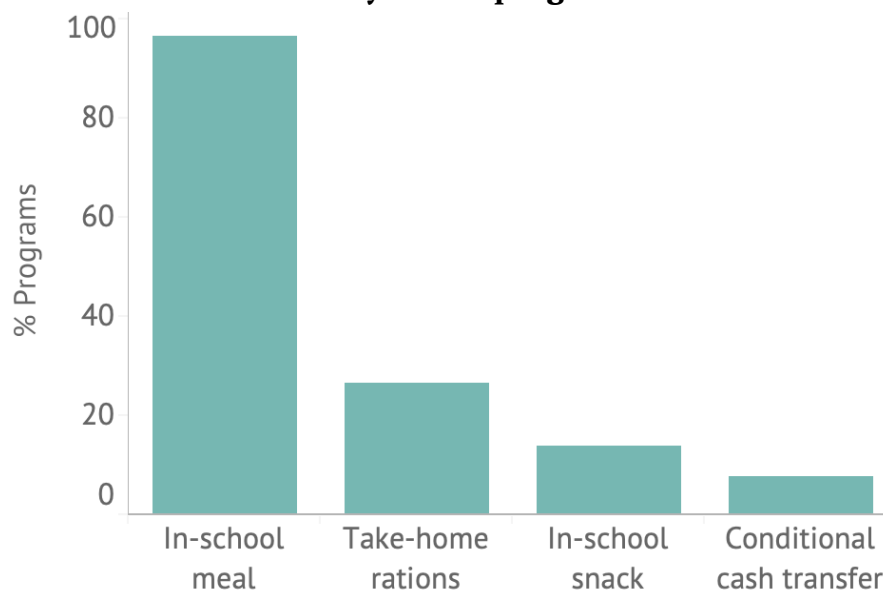


School feeding programs may target students based on geography (for example, serving schools in regions with especially high poverty rates) or individual characteristics (for example, targeting girl students or children residing in poor households). It is more common for students to be targeted to receive school meals based on geographic considerations (in 83% of programs), rather than individual student characteristics (in 24% of programs). For example, in Kenya, the Home-Grown School Meals Program implements geographic targeting towards food insecure areas, serving all schools in arid areas and targeted schools in semi-arid areas. The other program operating in Kenya, the Mid-Day Meal Program, is implemented in refugee schools. In Togo, the National School Feeding Program is targeted based on a poverty map of the country. The prevalence of geographic targeting in school meal programs is also noted by Bundy et al. (2009, p. 15). Targeting based on individual characteristics is far more common for food delivered in the form of take-home rations. Specifically, 77% of the cases of take-home rations target them individually, often based on gender, status as an orphan, or record of school attendance.

Across the 65 school meal programs captured in this report, in-school meals are by far the most common modality through which to deliver food to students (Figure 8). Specifically, 97% of programs serve meals in schools, and 14% of programs serve snacks. Take-home rations comprise part of the school feeding program in 27% of programs. In addition, 8% of programs indicated that they provide students with cash transfers; however, this was almost never the sole avenue through which a program provides food access for students. Indeed, it was common for programs to provide food through multiple modalities: While some programs offered meals only (58%), snacks only (2%), and cash transfers only (2%), the

remaining programs had multiple modalities, the most popular combinations being meals and take-home rations (in 20% of programs) and meals and snacks (in 11% of programs).

Figure 8. Modalities of food delivery across programs



Lunch, the most common meal served in schools, is part of school meal programs in 91% of the countries. Breakfast is served in 37.5% of the countries, while an evening meal (dinner) is served in just one country (and is served in a program that operates in boarding schools). In almost all cases, the food is provided only during the school year—the only exception being take-home rations in Cameroon (as part of the McGovern-Dole International Food for Education and Child Nutrition Project), which are also offered to students during the school break.

In-school meals are served five or six times per week in 91% of the programs and twice per week in the remaining 9%. Snacks are served at a similar frequency. As will be discussed in section J, one-third of countries that experienced an emergency in the past year responded by decreasing the frequency of school feeding. Take-home rations are made available less frequently, often at monthly intervals or at other frequencies, such as quarterly, biannually, or during the lean season.

C. Food Basket and Food Sources

A diverse menu, containing food items with essential micro- and macronutrients, is an important component of any school feeding program. The contents of food baskets, aggregating up to the country level, is presented in Table 4. Some menu items, including grains/cereals, legumes/nuts, oil, and salt, are found on the school meal menu in all or almost all countries. Roots/tubers, green vegetables, other vegetables, and fish are served in over half the countries while the remaining items (fruits, eggs, dairy products, meat, sugar, and poultry) are found in just 28-44% of the countries. School menus are often designed with input from nutritionists, and in Côte d'Ivoire, the menus are prepared by universities and are based on local foods. In Honduras, the school meal menu varies by geography, with children receiving only dry rations in some parts of the country, while elsewhere they also receive perishable products (dairy and fresh fruits and vegetables).

The most common avenue through which school meal programs procure food is through domestic purchase, with 84% of programs accessing some food through this avenue (Figure 9). (Note that this value does not capture the value of food procured through these channels but is rather a count of whether these channels are used at all.) The next most common avenue is the receipt of in-kind donations from other countries (at 51% of programs), followed by in-kind donations from within the country (at 48% of programs). Foreign purchases are the least common procurement choice, at 27% of programs. Among those programs that are understood to have been recipients of McGovern-Dole assistance in their most recently completed school year, 95% received in-kind food assistance—the only exception being the School Feeding Program in Poverty Prone Areas (SFPPA) in Bangladesh, which did not indicate that they received in-kind donations.¹³

In-kind donations from foreign countries tend to come from faraway countries (in 93% of programs) rather than nearby countries (which occurred in 14% of programs).¹⁴ In-kind donations from domestic sources tend to come from within the local community (in 81% of cases), and this often takes the form of parents supplying ingredients to their children's schools. In 11% of programs that received in-kind donations from within the country, this comes from private businesses. In Niger, in-kind contributions to support the government's National School Feeding Program come from parents/families of students, others within the community, and the diaspora.

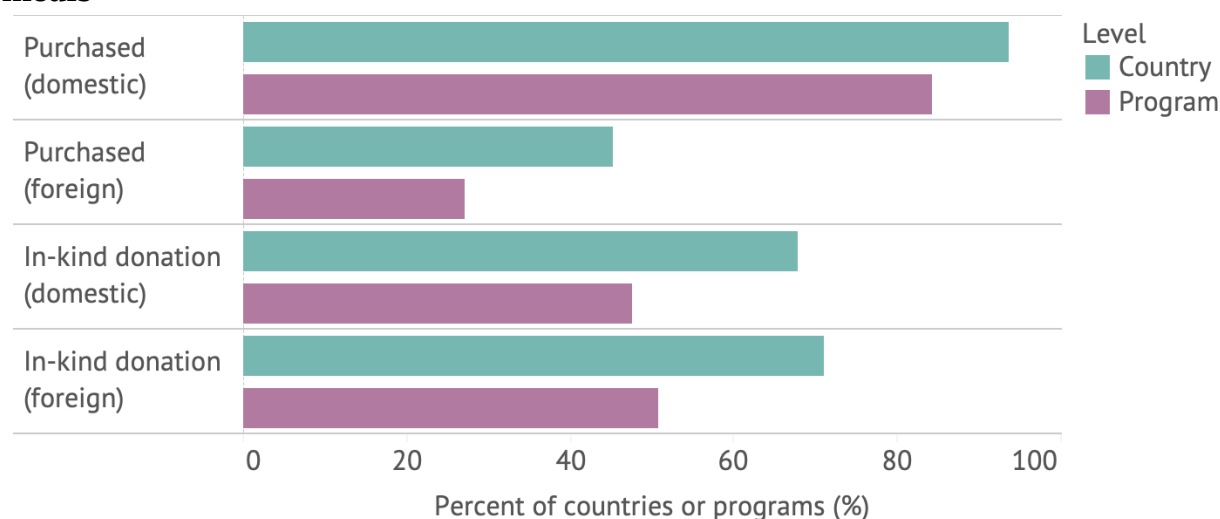
¹³ The School Feeding Program in Guatemala is not considered here to be a recipient of McGovern-Dole assistance because such assistance was not noted in their survey submission.

¹⁴ In the glossary that accompanied the survey, a faraway country is defined as a country that is not readily accessible, and/or does not share a border with this country, and/or is not considered to be in the same economic community or "neighborhood". The glossary can be found in Annex B.

Table 4. Food items served in school meal programs

	Grains/ cereals	Oil	Legumes/ nuts	Salt	Green vegetables	Other vegetables	Fish	Roots/ tubers	Eggs	Fruits	Meat	Sugar	Dairy products	Poultry
Bangladesh	✓	✓	✓	✓	✓	✓		✓	✓	✓				
Benin	✓	✓	✓	✓			✓	✓					✓	
Burkina Faso	✓	✓	✓	✓		✓								
Cambodia	✓	✓		✓	✓		✓		✓		✓			
Cameroon	✓	✓	✓	✓	✓	✓	✓	✓		✓				
Cote D'Ivoire	✓	✓	✓	✓	✓		✓	✓						
Ethiopia	✓	✓	✓	✓										
Guatemala	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Guinea-Bissau	✓	✓	✓	✓	✓		✓	✓						
Honduras	✓	✓	✓		✓	✓	✓	✓	✓	✓			✓	
Kenya	✓	✓	✓	✓										
Kyrgyzstan	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Laos	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
Liberia	✓	✓	✓	✓	✓			✓						
Madagascar	✓	✓	✓	✓	✓	✓	✓			✓	✓			
Malawi	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		
Mali	✓	✓	✓	✓			✓				✓			
Mauritania	✓	✓	✓	✓										
Moldova	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Mozambique	✓	✓	✓	✓	✓	✓		✓		✓		✓		
Nepal	✓	✓	✓	✓	✓	✓			✓			✓	✓	
Niger	✓	✓	✓	✓								✓		
Republic of Congo	✓	✓	✓	✓			✓							
Rwanda	✓	✓	✓	✓	✓	✓		✓				✓		
Senegal	✓	✓	✓	✓		✓	✓		✓					✓
Sierra Leone	✓	✓	✓	✓	✓	✓	✓						✓	
Sri Lanka	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	
Timor Leste	✓		✓	✓	✓	✓	✓		✓		✓			✓
Togo	✓	✓	✓	✓		✓	✓			✓	✓			✓
Vietnam	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Zambia	✓	✓	✓		✓									
Zimbabwe	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓

Figure 9. Percent of countries or programs accessing sources of food for school meals



Among the school feeding programs that purchased any food, 79% procured at least some of the purchased food from within the local community, procuring an average of 59% of their purchased foods from local sources.¹⁵ Overall, across the 56 programs that could provide a numeric estimate of the share of food procured through various channels, an average of 34% of food seems to be locally purchased.¹⁶ Not surprisingly, the share of locally sourced food tends to be greater among programs that have an explicit agricultural objective (with an average of 41% of all food coming from local purchases), as compared with other programs (with an average of 26%). For example, in the Mary's Meals Program in Malawi, maize and soy are procured from small-scale farmers, and the corn-soya blend included in the food basket is processed in country. In the School Feeding Program of Guatemala, at least half (50%) of the food must be purchased from family farmers. Similarly, to stimulate the economy in Honduras, Honduran law mandates that the program source at least 40% of its food from small (family farm) producers. In the National School Feeding Program of Mali, 95% of the food procured for this program was purchased from local sources (generally within the community), and the Home-Grown School Feeding Program in Ethiopia, begun in 2012, procures food from smallholder farmers through competition among farmer cooperative unions.

At the same time, challenges around local procurement were often raised by the survey respondents. The Home-Grown School Meals Program in Kenya, which emphasizes local procurement, has found local procurement of agricultural products to be particularly challenging in arid regions (where the program operates). Similarly, in Mauritania, the

¹⁵ In some cases, as in Nepal, schools buy food in local markets, though it may not have been locally produced.

¹⁶ "Local" here refers to an administrative level more narrowly focused and localized than regional (state/province), hence at the district, county, municipality/town, or community level.

School Feeding Program operates in food insecure and vulnerable areas where there is little or no agricultural production, and this is precisely where purchasing from local farmers may not be an option. In Guatemala, procurement from family farmers is limited by their productive capacity, and the survey respondent from Liberia noted that there is limited production at even the national level to meet school feeding needs entirely from locally produced commodities. In Malawi, the dependence on rain-fed agriculture, combined with a once-a-year growing cycle, presents a challenge to produce a consistent food supply for the school meal programs. In addition to domestic sources, purchases also come from nearby countries (in 15% of programs that purchased any food) or faraway countries (in 26% of cases).

Across programs that purchase food, 75% employ open-bid procedures in procurement, and among those that do, small farmers or companies are given preferential treatment in 34% of cases. For example, in Côte d'Ivoire, the Integrated Program for Sustainable School Canteens gives preferential treatment to smallholder farmers in the process of procurement, and much of the food for the program is sourced from women's groups. However, in 26% of cases, survey responses indicated that small farmers or small companies are effectively excluded from competing or being selected to provide for the school meal program. For example, in the National School Lunch Program of Laos, although this program uses a competitive tendering process for procuring food items, smaller companies have tended to be unsuccessful at competing for bids.

The contents of a school meal program's food basket tend to vary by the modality through which children receive food. In 99% of programs that serve in-school meals, the meal includes grains (Table 5). Legumes are another common menu item, and other typical ingredients include oil and salt. The least common components of school meals are poultry and dairy products. Although in-school snacks were a less common modality (as compared to what the survey respondents classified as a "meal"), it is noteworthy that the snack menu contents are distinct, with dairy products and eggs included in 60% and 40% of snack menus respectively. The most common components of take-home rations are grains or oil.

Table 5. Food basket contents and modality of food delivery

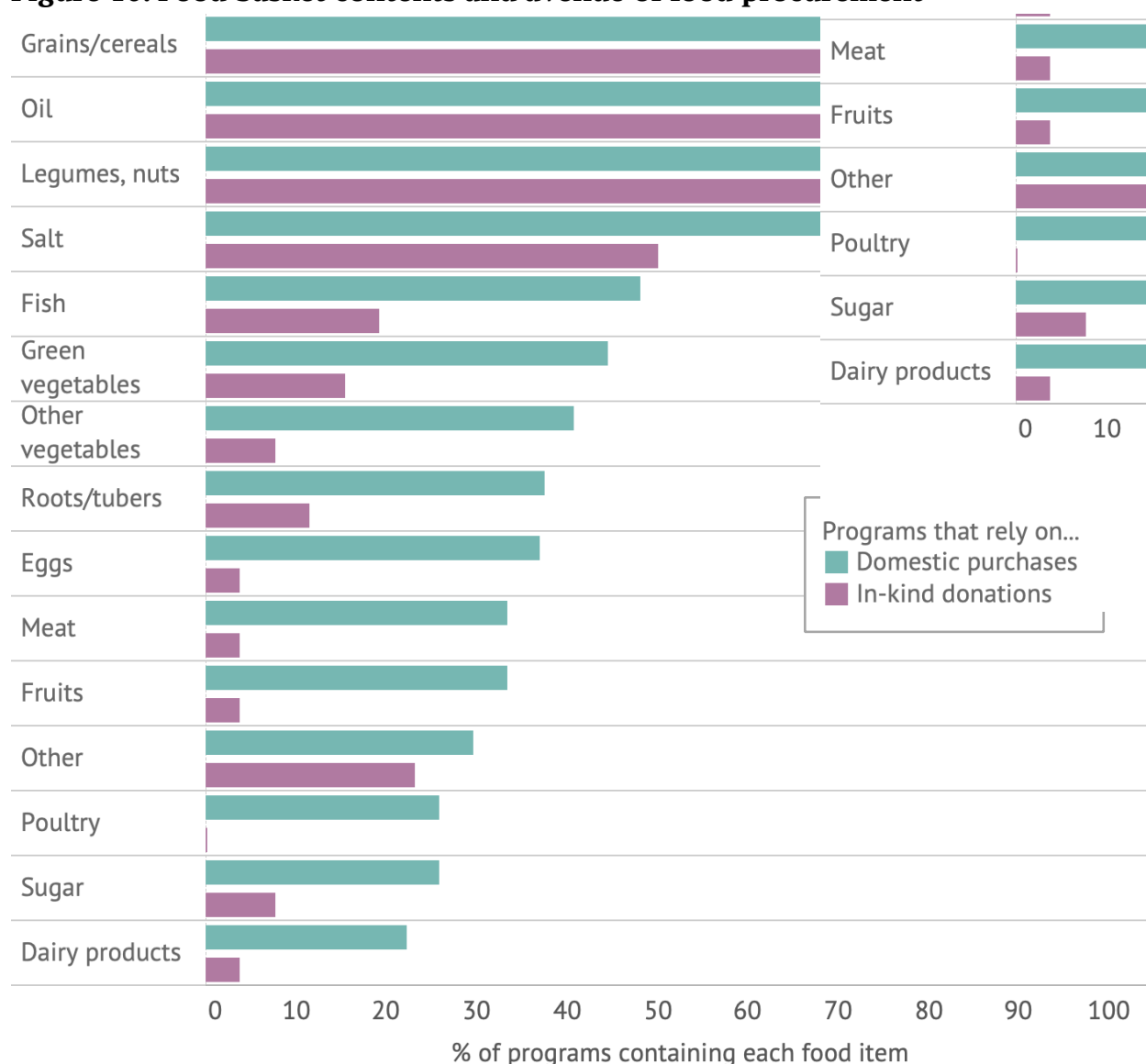
	% of programs (by modality) containing food items		
	In-school meals	In-school snacks	Take-home rations
Grains/cereals	99	80	86
Oil	93	60	57
Legumes, nuts	90	60	21
Salt	72	20	14
Green vegetables	38	40	14
Other vegetables	35	40	14
Other	35	40	7
Fish	35	40	21
Roots/tubers	31	40	7
Meat	26	20	0
Eggs	25	40	0
Fruits	22	40	0
Sugar	21	20	0
Poultry	17	20	0
Dairy products	14	60	0

Observations: In-school meals (63), In-school snacks (5), Take-home rations (14)

The contents of a school meal program's food basket tend to be correlated with the avenue through which food was procured. Among the 65 programs captured in this survey, 16 programs rely on domestic purchase as defined by drawing at least 70% of food through purchase and purchasing only from domestic sources (including from local communities but also from within the region or elsewhere in the country). Sixteen other programs obtain food through a very different mechanism, namely by relying on foreign in-kind donations. In this exercise, reliance on foreign donations is defined as drawing at least 70% of food through in-kind donations, at least some of which came from "faraway" countries.

The food basket contents across these two categories are presented in Figure 10. It is evident that menus tend to include a greater diversity of food items when food is procured through domestic purchase, rather than foreign in-kind donations. While a majority of programs in both categories include grains, oil, and legumes, it is much more common for the menu in programs that rely on domestic purchase to include green vegetables (44%), fish (48%), meat (33%), poultry (26%), and eggs (37%), among other items. In contrast, the menus in programs that rely on foreign in-kind food donations tend to be more limited, with few programs including green vegetables (15%), fish (19%), meat (4%), poultry (40%), or eggs (4%). These two program categories are not exhaustive, and others that receive some in-kind donations but do not seem to rely on them tend to have menus similar to those programs that rely on domestic purchases. Nevertheless, it seems that reliance on foreign food donations is correlated with having a less diverse school meal menu.

Figure 10. Food basket contents and avenue of food procurement



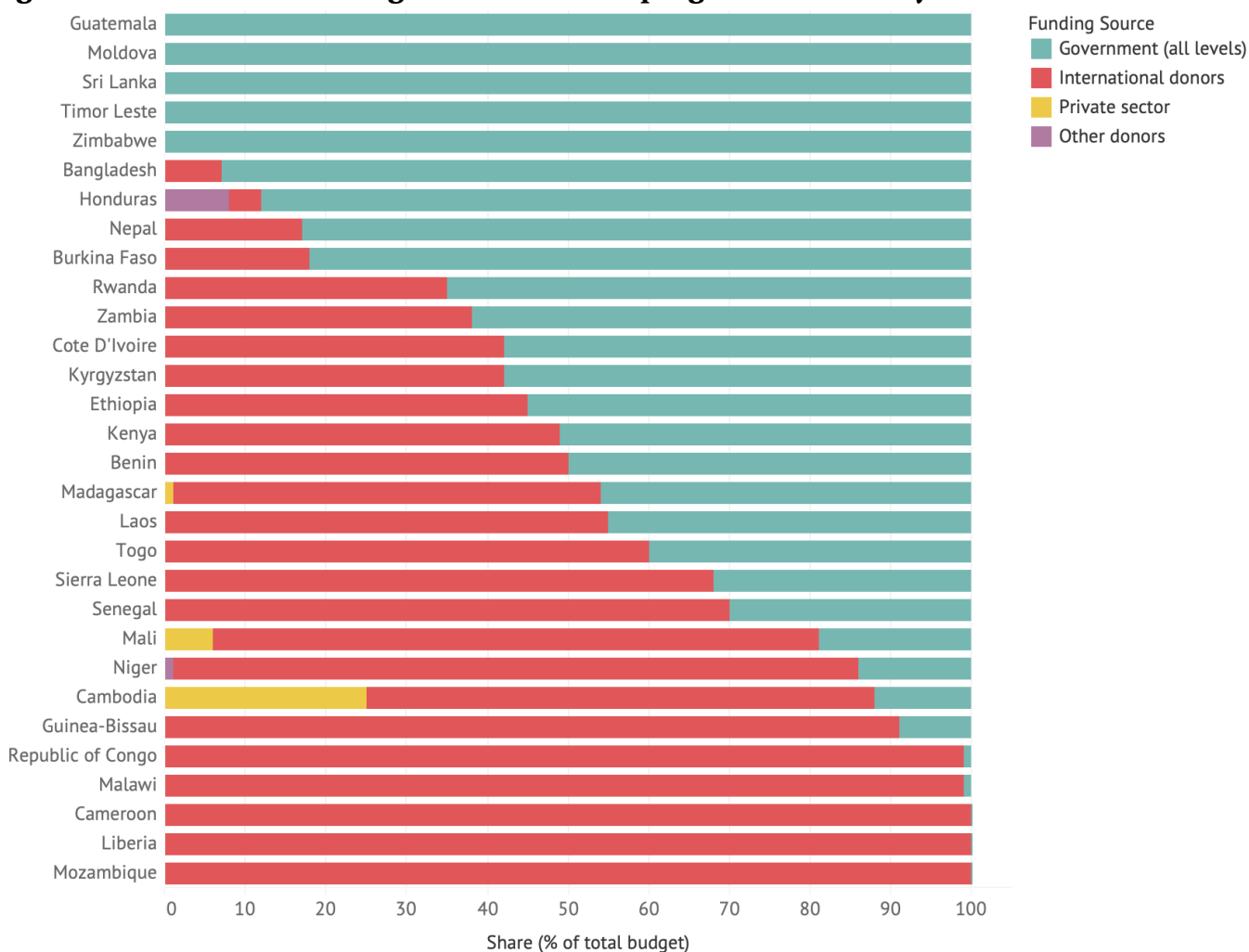
Observations: Programs that rely on domestic purchases (16) and in-kind donations (16)

A number of programs reported on recent, ongoing, or anticipated transitions toward a home-grown school feeding approach to food procurement. Thus, in Cambodia, the Traditional School Feeding Program is in the process of transitioning toward local procurement from Cambodian farmers. The Home-Grown School Feeding program procures 80% of commodities from within the commune (comprised of approximately 7-10 villages) and is managed at the school level by school staff and local authorities. In Guinea-Bissau, the school meal program began in 2000, though the purchase of local agricultural products for the canteens was introduced only in 2014. Liberia also listed among its recent positive developments a shift in priorities in favor of home-grown school feeding by development partners and the government.

D. Funding and Costs

It is evident that many countries contribute a sizable share of the funding for school meal programs in the country (Figure 11). (This discussion does not account for the contributions of students' families or other community members, though 97% of the school meal programs involve some community engagement, and this often takes the form of remuneration for cooks or in-kind donations of food or other supplies.) In the most recently completed school year, the average share of funding derived from the government was 50%. Across countries, the average total budget for school meal programs was \$24,059,888, and the average amount allocated by each government was \$16,640,333. In five countries, including Cameroon, the Republic of Congo, Liberia, Malawi, and Mozambique, the share contributed by government was 1% or less. At the other end of the spectrum, five countries reported contributing 100% of the funding for their school meal activities, including Guatemala, Moldova, Sri Lanka, Timor Leste, and Zimbabwe. (In this list, only Guatemala may have had an active McGovern-Dole grant in the most recently completed school year, although this was not indicated in their survey response.)

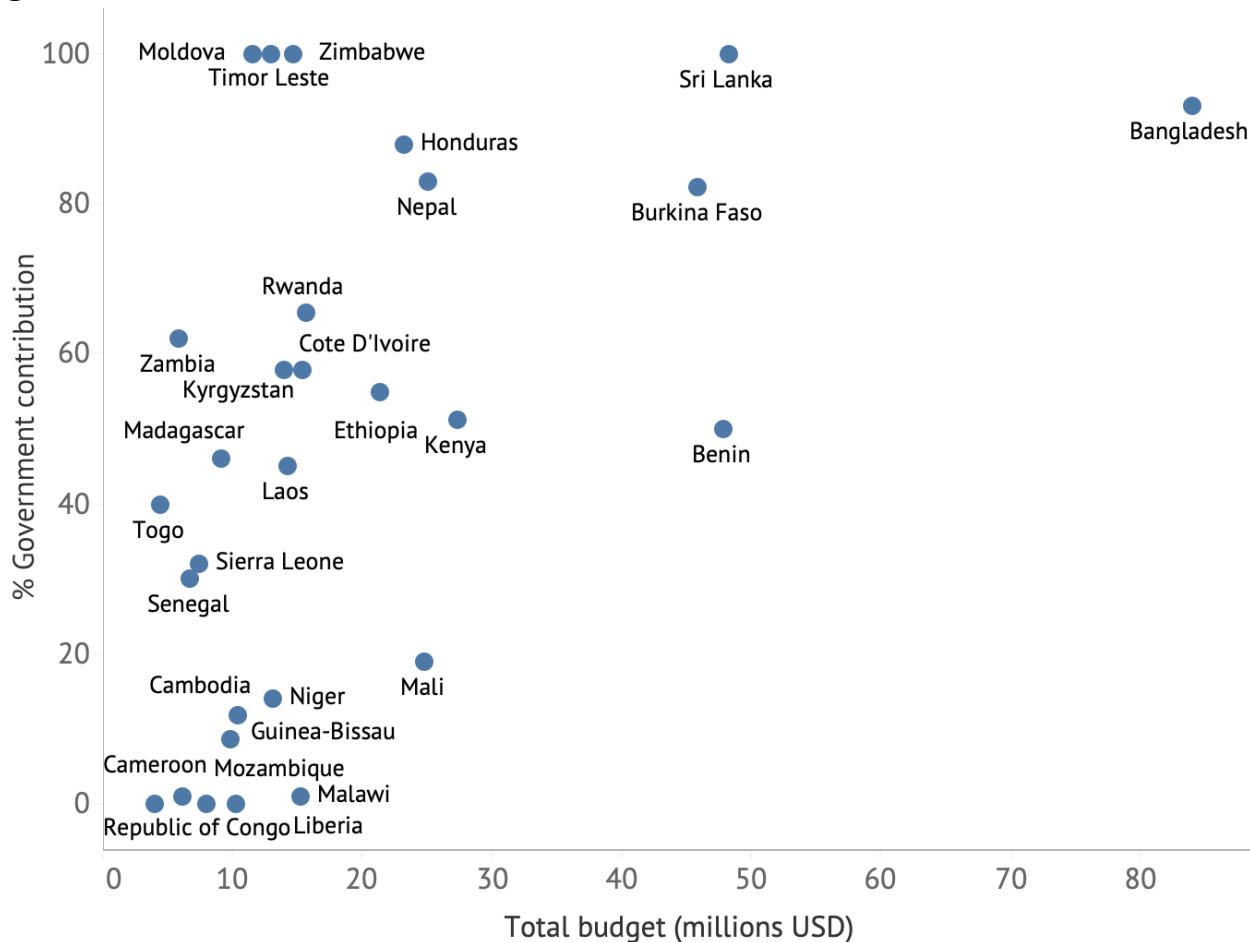
Figure 11. Sources of funding for school meal programs at country level



Note: This figure excludes Mauritania and Vietnam, which were unable to provide detailed budget numbers.

Interestingly, countries with the largest budgets tended to see a larger share contributed by the government (Figure 12). When the school meal budgets are aggregated across these countries, 71% of the funding is derived from governments, while 28% is derived from international donors. (The remaining 1% of funding comes from the private sector or other sources.)

Figure 12. Relationship between size of school meal programs budget and government contribution



Note: For visual clarity, this graph excludes Guatemala, which has a budget of \$165 million and reports that it draws 100% of this budget from government sources.

The budgets described above, as reported by the survey respondents, are inclusive of all school meal activities in the country. These figures do not include community contributions. A crude measure of the budgeted cost per child per year is this total budget divided by the number of primary and secondary school children receiving food. Note that, because this excludes preschoolers and other grade levels, this is necessarily an overestimate. Furthermore, this measure does not account for the frequency with which children receive food, nor the quantity of food received each time. Across countries, the average amount spent per beneficiary child was \$46.08 per year. This value is loosely within the range of standardized costs per child per year estimated by Gelli et al. (2011).¹⁷

¹⁷ When we account for the fact that countries with larger programs tended to have lower costs per child, the average amount spent on school meal programs (aggregating across the 30 countries for which we have this information) was \$22.94 per year per child.

The source of funding seems to be correlated with the modality included in a given school meal program. Specifically, among programs that receive some funding from government sources (whether it is national, regional, or local governments), 22% of the programs include take-home rations (almost always in addition to an in-school meal component). Among programs that receive some funding from international sources, take-home rations are included in 35% of the cases.

One of the more striking findings that emerge from the 2019 Global Survey of School Meal Programs © is the strong correlation between school feeding coverage rates and having school feeding as a national budget line item. School feeding is a line item in the national budget in 26 (81%) of the 32 countries. Across the countries with no line item, 7% of primary and secondary school age children receive food through their schools (accounting for differences in population size), while across the countries with a line item, this value is 21%. Although countries with a line item tended to have smaller populations of children, the average budget for school feeding in these countries was generally larger (average = \$26.7 million, median = \$14.4 million), as compared with countries with no line item (average = \$13.5 million, median = \$10.1 million). On average, these governments also were responsible for a greater share of the total budget (57% in countries with a line item and 19% in countries without a line item). Countries with a line item in their budget are also more likely to provide school meals to preschoolers and those in vocational/trade schools, as compared with countries with no line item. This underscores the importance of government commitment to school feeding, with policy implications for governments and development partners aiming to increase the rate at which students receive food through their schools.

Across the programs captured in this report, funding for the program was part of the national budget in 45% of the cases. Among these, it is most common (at 68%) for the Ministry (or Department) of Finance to decide on the amount of funding within the national budget, although it is also common (at 50%) for the Parliament/Congress/Legislative body to make this decision. The Office of the President/Prime Minister is involved in this decision in 29% of the cases. Overall, funding is reported to be “adequate” in about half (51%) of the school meal programs. As will be discussed in section K (Successes and Challenges), inadequate and unpredictable budgets for school feeding activities were a consistent theme cited in many countries, including Côte d’Ivoire, Liberia, Niger, and Zimbabwe.

Some support for school feeding programs also comes from student families, as is the case in 95% of the programs captured in this report. Among these, it is rare for families to pay the full price for a meal (at 5%), or even to pay a partial price (at 10%). However, families very commonly contribute through in-kind donations, including the provision of home-grown food items, the donation of fuel wood, and the allocation of labor for cooking and

preparing the students' meals. In 41% of the cases, family contribution of in-kind donations is mandatory. Families also sometimes contribute to the cooks' salaries.

On average, among the 53 programs that were able to report a breakdown of their expenditures, 65% of costs go toward food; 12% go toward handling, storage, and transportation; 10% go toward one-time fixed costs (such as kitchen construction); and 13% go toward other expenses. This pattern does vary with different sources of funding. Thus, among programs that received McGovern-Dole food assistance, 52% of program costs go toward food, while this value is 72% for other programs.

E. Management and Implementation

The Global Survey of School Meal Programs © aims to track how school meal programs are managed and implemented. Over three-quarters of the countries (25 out of 32, or 78%) have a national school feeding policy, law or standard (Table 6). It is almost as common for countries to have a policy related to school feeding regarding nutrition (at 72%). However, just half of the countries have a policy related to food safety, and 44% have a related policy regarding agriculture. Only four countries (12.5%) seem to have a policy in place related to private sector involvement in school meal programs. At the same time, the private sector is involved in these programs in at least 20 countries (or 62.5%), indicating a potential gap in national oversight and guidance.

Table 6. National laws, policies, or standards related to school feeding

	National school feeding policy	Nutrition	Food safety	Agriculture	Private sector involvement
Bangladesh	✓	✓	✓		✓
Benin	✓	✓	✓	✓	✓
Burkina Faso	✓	✓	✓	✓	
Cambodia	✓	✓	✓		
Cote D'Ivoire	✓	✓	✓	✓	
Ethiopia	✓	✓		✓	
Guatemala	✓		✓		
Guinea-Bissau	✓	✓		✓	
Honduras	✓	✓	✓	✓	
Kenya	✓	✓	✓	✓	
Kyrgyzstan	✓		✓		
Laos	✓	✓			
Liberia	✓				
Madagascar	✓	✓			
Malawi	✓	✓	✓	✓	✓
Mali		✓	✓	✓	✓
Mauritania	✓				
Moldova	✓				
Mozambique	✓	✓	✓	✓	
Nepal	✓	✓			
Niger	✓	✓		✓	
Republic of Congo	✓				
Rwanda		✓	✓	✓	
Senegal	✓	✓			
Sierra Leone		✓		✓	
Sri Lanka	✓				
Timor Leste	✓				
Togo	✓	✓		✓	
Vietnam		✓	✓		
Zambia		✓	✓		
Zimbabwe		✓	✓		

The most common management system across school meal programs captured in this survey has an international donor agency or implementing partner managing the program (in 48% of the cases) (Figure 13). Often, multiple entities or levels of government are involved in program management, and some level of government manages the program in 57% of the cases. Among the programs that received McGovern-Dole assistance, it is considerably more common (at 73%) for an implementing agency to be responsible for program management, as compared with other programs (at 37%). Along the same lines, the government is less likely to be involved in management among the McGovern-Dole programs (at 41%), as compared with other programs (for whom this value is 68%).

Figure 13. Characterization of program management



In 31% of programs, the management of the program has shifted from one level or entity to another. In some cases, this takes the form of transitioning from management by an implementing partner toward government management, a pattern also documented by Bundy et al. (2009). For example, in Kenya, the largest school meal program had been operating since 1980, but it became a home-grown school meal program in 2009 when the World Food Program began transferring the program to the Government. In the National School Lunch Program of Laos, management of this program was expected to shift from implementation by the development partner (World Food Program) to the national government in June 2019. In Burkina Faso, the Government School Feeding Programs experienced a gradual withdrawal of donor support since 1992, and in the most recently completed school year, the donor covered just one region made up of three provinces of the country while the Government was responsible for more than 41 provinces of the country.

In Guinea-Bissau, while the school feeding program is managed by the World Food Program, the intention is for this responsibility to someday be assumed by the Government.

In Mali, in the context of decentralization, the Territorial Communities (CT) are responsible for managing the schools. Through the School Management Committees (CGS), they mobilize communities around the school and manage the school canteen for the benefit of all stakeholders. Burkina Faso is also undertaking a gradual decentralization of the management of school canteens, with the transfer of resources to local communities for the establishment of canteens and the procurement of food. In Nepal, however, a prolonged transition to a Federal form of government and related decentralization efforts were among the recent challenges associated with school feeding. In Zimbabwe, a major challenge has been that the internal management of the school feeding program shifted from one department in the Ministry to another, then back to the original department.

Among the various government ministries, departments, or agencies that might be involved in school meal programs, and across the 65 programs covered in this report, the Ministry of Education (or department/agency) is most commonly responsible for every function, ranging from the request for funding to the provision of clean water to monitoring responsibilities (Table 7). Local and regional governments are also commonly cited, and the Ministry of Health is responsible for inspections and menu design (among other responsibilities) in about one-third of the programs. Interestingly, it is rare for an agency of social protection to be involved, even with regard to the selection of schools.

The various agencies listed by survey respondents worked “mostly together” in 23% of the cases, “sometimes together and sometimes independently” in 62% of the cases, and “independently” in the remaining 15% of cases. In 84% of the 32 countries covered in this report, there is an inter-sectoral coordination body or committee for school feeding at the national level. In Cambodia, the Home-Grown School Feeding Program reports that numerous entities have a hand in program management: The program is managed at the school level by school with local authorities; NGO partners provide complementary activities (nutrition, school gardens, etc.); and the World Food Program plays a role in coordination and technical assistance. The Ministry of Education, Youth and Sport provides high-level management and coordination, as well as strategy development.

Table 7. Key government decision makers responsible for functions of school meal program management (% of programs)

	Education	Agriculture	Health	Finance	Social Protection	Regional government	Local government	Other
Clean water provision	59	3	35	2	5	27	44	30
Conduct inspections	48	14	35	3	3	19	24	33
Decide schools	79	3	2	2	8	43	44	25
Design menu	54	13	29	3	3	14	27	26
Manage bathrooms	59	3	32	2	3	16	43	25
Manage food sourcing	43	11	3	5	8	25	32	31
Manage private sector	21	5	2	2	3	10	18	13
Monitor program	84	16	21	8	8	48	51	41
Request funding	68	6	5	39	15	11	18	18

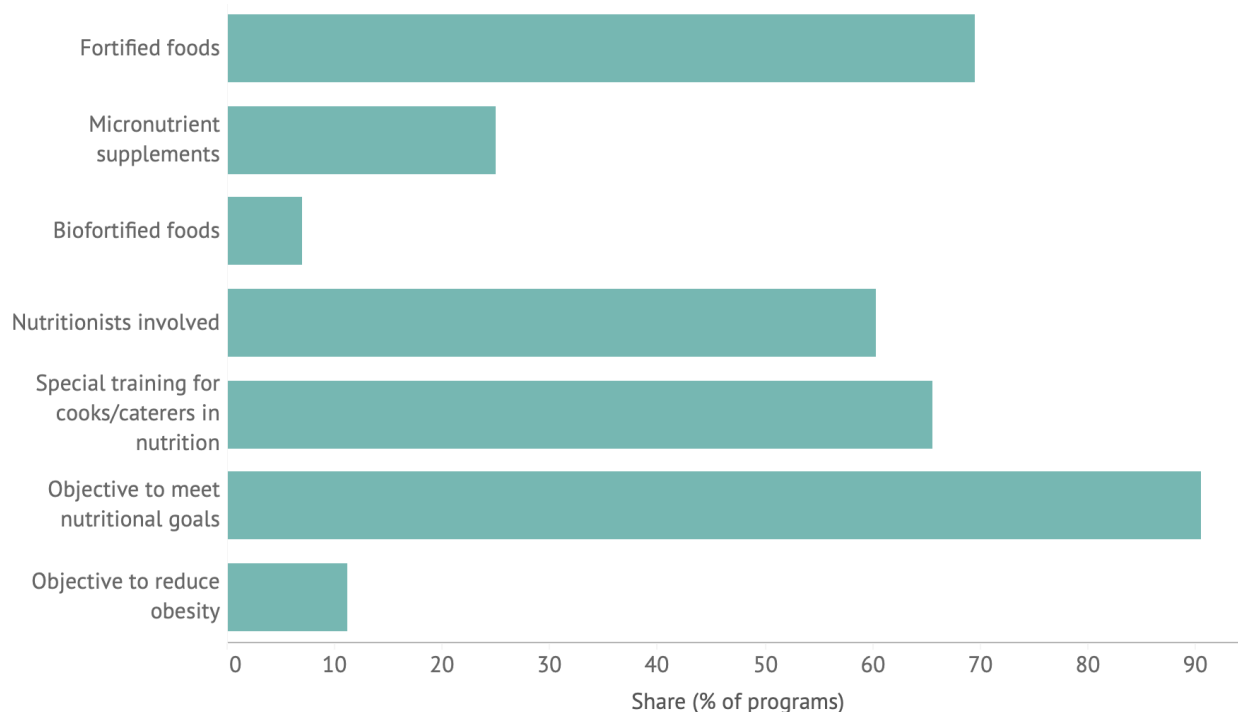
F. Health and Nutrition

A large majority of school meal programs (90%) cite the goal of improving students' nutrition among their objectives (Figure 14). However, it is far less common (at 12%) for programs to list the reduction of obesity among their goals. To promote their health-focused agendas, it is common for programs to provide special training for cooks or caterers in nutrition and to involve nutritionists in the program. Among the 35 programs that report the contributions of nutritionists, an average of eight nutritionists are involved. It is most common for these nutritionists to be paid by the national government or by an implementing partner (in 56% of programs), and much less common to be paid by regional or local levels of governments (at 6% and 3% of programs, respectively). In Malawi, of the 32 nutritionists involved in the school feeding programs, four are found at the national level and 28 at the district level.

Seventy percent of programs serve fortified foods on the school menu, and this value is even higher (at 86%) among programs that received McGovern-Dole assistance. Common fortified food items include oil, salt, grains/cereals (including rice), and corn-soy blend or biscuits. The most common micronutrients added to these fortified food items include iron, iodine, vitamin A, zinc, and folic acid, among other nutrients. It is less common (at 25%) for programs to provide students with micronutrient supplements,¹⁸ and it is equally likely for the supplements to be added to the food or provided directly to the students. It is very uncommon (at 7%) for programs to serve biofortified foods, with programs in just three countries (Madagascar, Malawi, and Mozambique) reporting that they serve biofortified sweet potatoes (in three programs) and rice (in one program).

¹⁸ Supplements are manufactured pills, powders, or liquids intended to provide vitamins and/or minerals that may otherwise not be consumed in sufficient quantities.

Figure 14. Prevalence of nutrition-related components of school meal programs



A majority of countries (19 out of 32) have some limitations on food items that can be provided to students in school feeding programs, and 15 countries report that these rules are based on health considerations. (The remaining countries cite religious or cultural reasons.) Common examples of prohibited food items include packaged / preserved / processed foods; foods with low nutritional value or high levels of sugar and salt; soda and other foods containing sweeteners; and fried food items.

The rate of adult obesity across the 32 countries ranges from 2% to 21% (average = 9%) (CIA n.d.). Although it is uncommon for school meal programs to prioritize the reduction of obesity among their program objectives, some programs do seem to operationalize this goal (Table 8).¹⁹ Thus, 48% of programs have nutritional requirements for food baskets that are intended to address obesity. Nutrition education, health education, and physical education are incorporated in 63%, 48%, and 39% of programs, respectively. Just 6% of programs (in Bangladesh and Burkina Faso) acknowledge that obesity is a local problem though nothing is done to address it. On the other hand, 28% of survey respondents reported that obesity is not considered a problem and there is no need for efforts aimed at mitigation. These 15 programs are found in Cameroon, Ethiopia, Malawi, Mali, Sierra Leone, Laos, Nepal, and Timor Leste.

¹⁹ In total, 54 programs filled out this question on the survey; these summary statistics refer to the programs for which we have information.

Table 8. Approaches to mitigate overweight/obesity across programs

	% of programs
Nutrition education	63
Health education	48
Food education	44
Physical education	39
Nutritional requirements for food baskets	48
Food restrictions on or near school grounds	20
None (obesity is not considered a problem)	28
None (although obesity is considered a problem)	6

The entities responsible for nutrition-related efforts within school meal programs vary across the 32 countries. In Côte d'Ivoire, the National Nutrition Council (CNN), attached to the Prime Minister's Office, coordinates all nutrition-related activities in the country. In Bangladesh, the government receives support from the World Food Program to identify a set of minimum nutritional requirements for school meals. In Cambodia, World Food Program nutritionists provide technical support through analysis of the food basket and the design of Social Behavioral Change Communication activities.

Cooks and caterers frequently receive some training related to health and nutrition. Thus, 81% of programs report that they offer training in food safety/hygiene, 65% offer training in nutrition, 60% offer training in portions/measurement, and 53% offer training in menu planning. (Additional training is sometimes offered in business/management, as well as cooking skills and food preservation and processing.) It is slightly more common for programs that receive McGovern-Dole assistance to offer some type of training for cooks (at 86%, as compared with 74% among other programs). Among programs that receive McGovern-Dole assistance, 86% offer training in food safety/hygiene and 71% offer training in nutrition. For other programs, these values are 78% and 66%, respectively.

It is common for school meal programs to be paired with complementary services or programs related to health or hygiene (Figure 15). Across the programs covered in this report, 100% incorporate handwashing into the school feeding activities. (Handwashing with soap is mandatory in 81% of the countries.) The provision of potable drinking water is the next most common accompaniment to school meals (in 90% of programs), followed by deworming treatments (in 77% of programs). Menstrual hygiene programs are available with 32% of school meal programs, while other services such as dental cleaning or eye testing are offered less often. It is noteworthy that the rate at which a service is mandatory tracks closely with the rate at which it is offered, indicating that policy is a driver of complementary programming. The pattern of complementary services found among the programs that receive McGovern-Dole assistance is similar to other programs, although eye testing and

hearing testing are a bit more prevalent (at 16%, as compared with 6% and 9% in other programs).

It is similarly common to find complementary education programs offered within the school feeding “package” (Figure 16). Thus, 95% of programs report that they offer both nutrition and hygiene education, and 90% pair the school meal program with school gardens. Among the 55 programs that include school gardens, the garden products are consumed by students in 94.5% of the cases and are also sold in 51% of the cases. Again, the pattern of complementary education programs found among the school meal programs that receive McGovern-Dole assistance is similar to others.

Figure 15. Prevalence of complementary services

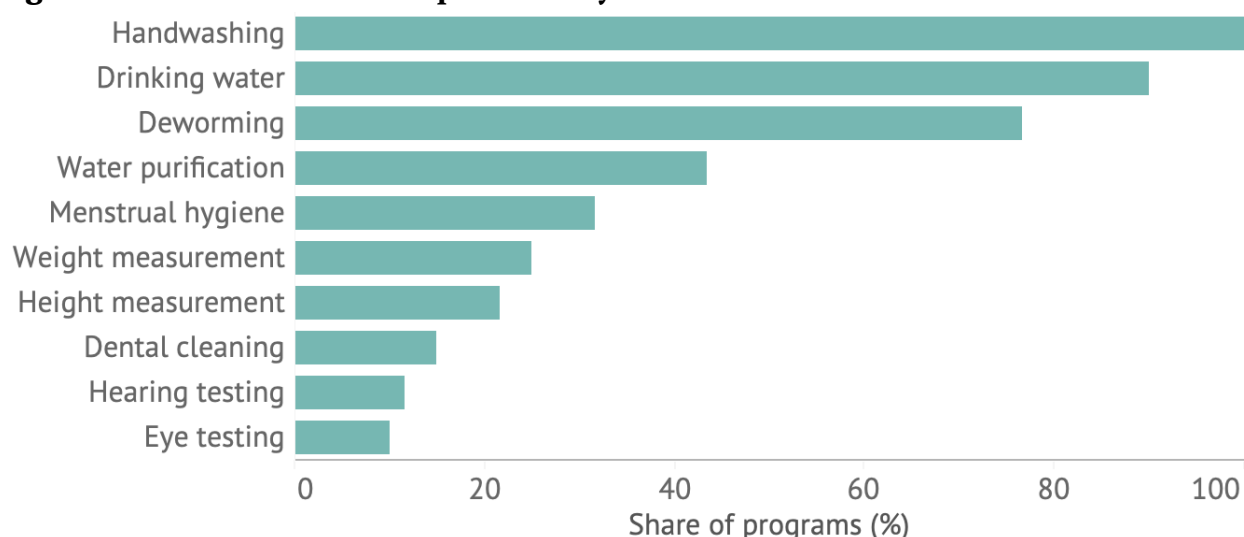
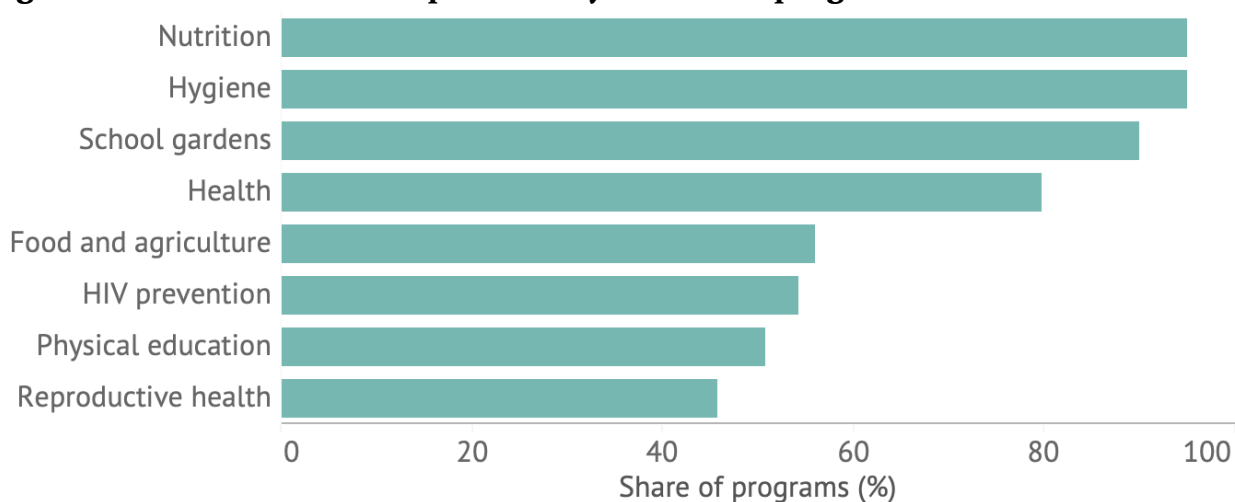


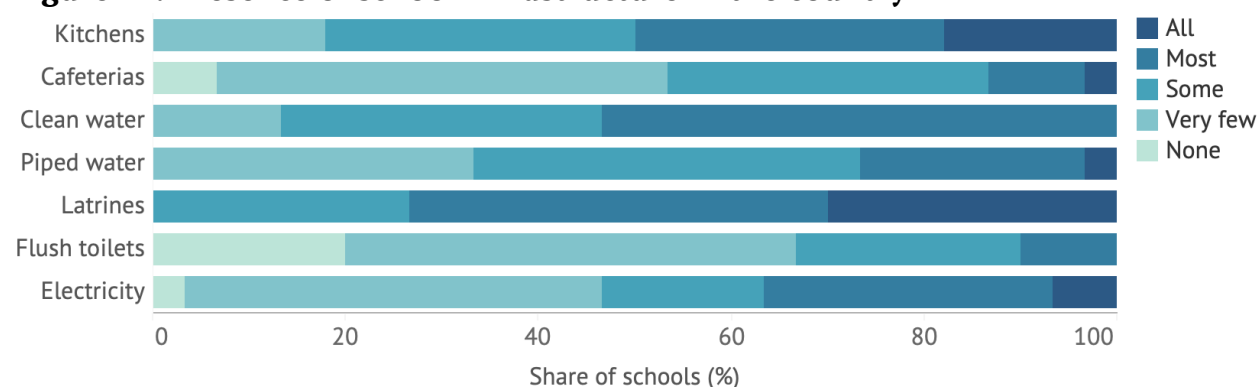
Figure 16. Prevalence of complementary education programs



G. Infrastructure

As will be discussed in section K (Successes and Challenges), a lack of adequate infrastructure sometimes presents a challenge to the functioning of school meal programs. In 40% of the 32 countries, all or most schools have kitchens (Figure 17). However, it is much less common for schools to contain cafeterias or dedicated eating spaces, with 54% of the countries reporting that very few or no schools have cafeterias. Likewise, it is more common for countries to report that most schools have clean water (at 53%), but less common for schools to have piped water. 73% of countries report that all or most schools have latrines, but flush toilets are rare, with 57% reporting that they are found in very few or no schools. The latrines or toilets are gender-private in all or most cases in 59% of the countries but are gender private in only some or no cases in 41% of the countries. Electricity in schools is uncommon, with just 37% of countries reporting that all or most schools are electrified. This has implications for the ability of schools to refrigerate or preserve food items.

Figure 17. Presence of school infrastructure in the country



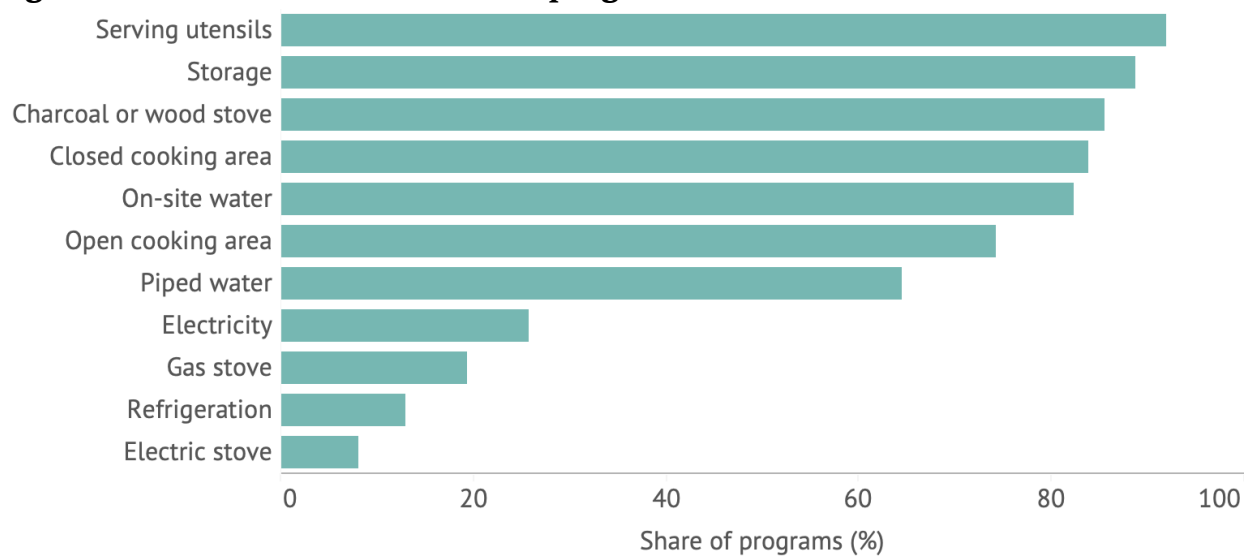
Across programs, almost all school meals or snacks are prepared on school grounds, with an average of 91% of the schools in these programs having on-site kitchens (Table 9). Meanwhile, just 2% report that they only serve food items that were purchased in processed form and require no preparation. An example is the School Feeding Program in Poverty Prone Areas in Bangladesh, which serves high-energy biscuits purchased in processed form. These are centrally procured by the Directorate of Primary Education from enlisted biscuit manufacturers and delivered to primary schools by various NGOs. In addition, 8% of programs also bring in food from off-site private kitchens.

Table 9. Location of school meals/snacks preparation across programs

On-site (on school grounds)	98%
Off-site in centralized (not private) kitchens	0%
Off-site in private facilities (caterers)	8%
Not applicable (purchased in processed form)	2%
Not applicable (purchased and distributed in unprocessed form)	0%

Across programs with kitchens, the typical kitchen in almost all (92%) programs has utensils for serving and eating, as well as storage facilities (89%) and on-site water (82%) (Figure 18). Most programs noted that they include both open and closed kitchen setups. The typical kitchen in a majority of programs (85%) includes a charcoal or wood stove, and among the programs using such stoves, students are expected to provide fuel in 52% of the cases. It is relatively uncommon for typical kitchens to have electricity, refrigeration, or gas or electric stoves. In some cases, the presence or absence of amenities is a key determinant of how students receive food. Thus, in Kyrgyzstan, while 215,000 school children receive hot meals (through the USDA McGovern-Dole Food for Education and Child Nutrition program), another 380,000 students receive basic buns and tea as a snack because their schools do not have adequate kitchen infrastructure to independently prepare hot meals.

Figure 18. Kitchen amenities across programs



Over three-quarters (76%) of programs report that they have a mechanism to limit food waste. Among these, the most common steps taken include the use of sealed storage and pest control (at 73% and 79%), while it is less common to use nearly expired food items (at 42%). Very few of these programs report that they make use of usable but “imperfect” commodities or produce (at 6%), and in some settings, this may represent a missed opportunity for reducing food losses.

A slightly smaller number of programs (70%) have a mechanism for limiting packaging waste. Among these, it is most common to reuse bags or containers (86%), but less common to recycle or use compostable materials. As an example, in Bangladesh, biscuit cartons used in the biscuit-based school feeding program are commonly sold and re-used at the local level.

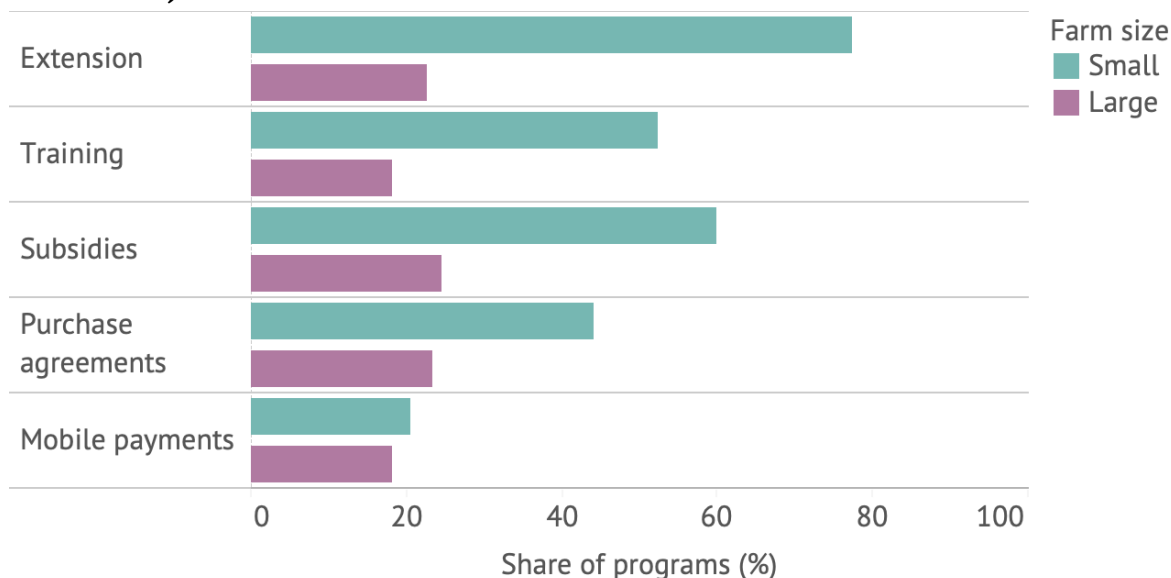
H. Agriculture, Employment, and Community Participation

School meal programs often aim to reinforce the rural economy through the local purchase of food items or more direct engagement with farmers. Among the programs captured in this report, 46% involve farmers directly in some manner in school meal operations. Not surprisingly, programs whose objectives include meeting agricultural goals are more likely (at 70%) to directly involve farmers, while this value is 24% among programs without an explicit agricultural objective. It is also somewhat less likely (at 41%) for programs that receive McGovern-Dole assistance to directly involve farmers, as compared with other programs (at 47.5%).

Among programs that involve farmers directly, it is more common for small farms (rather than large farms) to be directly engaged (Figure 19). (Note that this does not imply that small farmers are more likely to provide food for the school feeding program, but rather that small farmers are more likely to receive targeted support.) Over three-quarters (77%) of these programs offer agricultural extension to farmers, 65% offer training specifically related to school feeding, and 62% provide agricultural subsidies, including inputs. It is less common for these programs to implement purchase agreements (at 38%) or to offer mobile or electronic payments (at 23%).

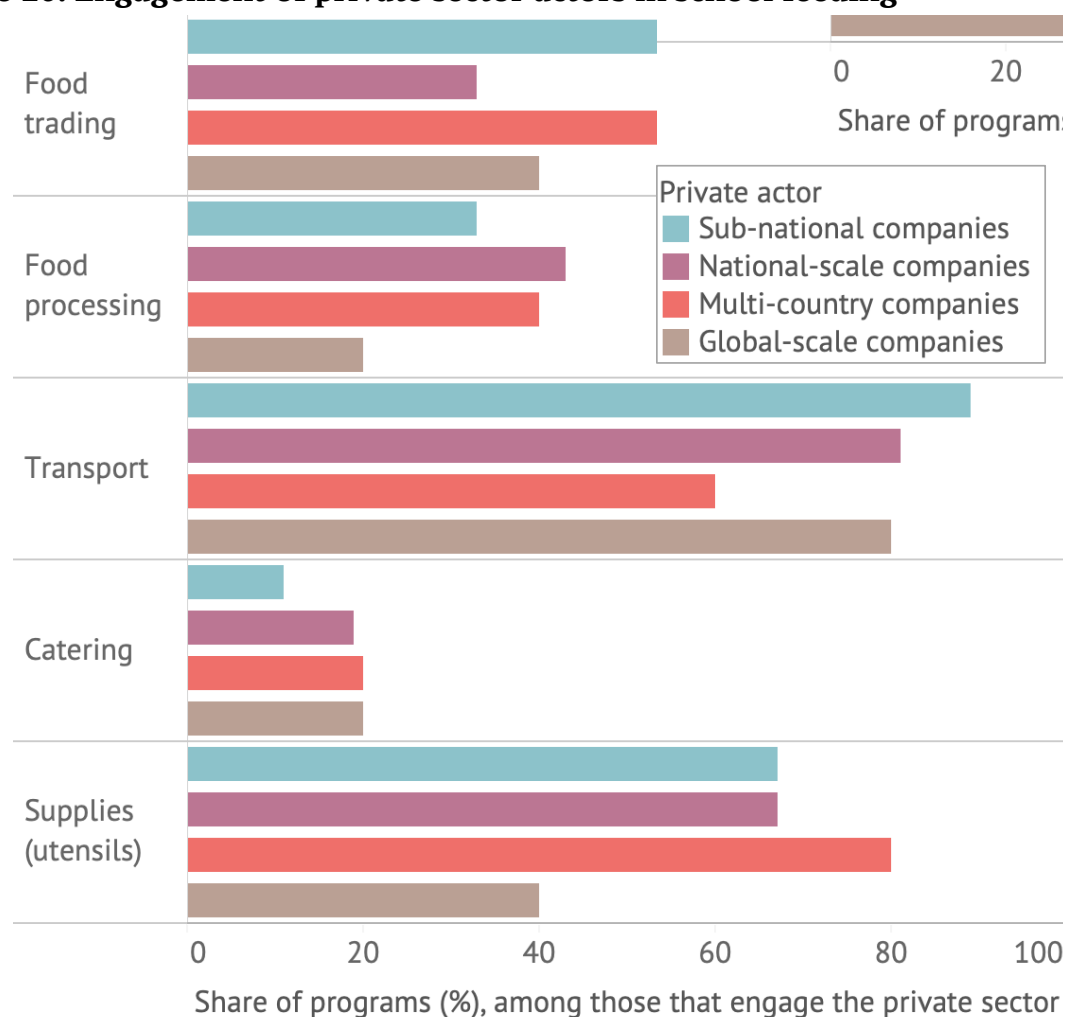
Survey respondents recounted numerous instances of farmer engagement. In Côte d'Ivoire, the McGovern-Dole Food for Education program partners with the Ministry of Agriculture's National Agency for Rural Development Support (ANADER) in order to support women's agricultural groups by providing critical inputs, training, and marketing support. In Zambia, vulnerable farmers are supported to engage in various agricultural ventures by the Government's Farmer Input Support Program (FISP). In Honduras, small-scale farmers or companies are sometimes able to participate successfully in the tendering process for the school meal program, and small-scale farms are also engaged through agricultural subsidies, agricultural extension, training, and forward contracts. In addition, in the NAPE/GIZ School Meals Program in Malawi, a quarter of the food included in the program takes the form of legumes, whereby communities received seeds to produce for the school meal program.

Figure 19. Types of support provided to farmers (among programs that engage with farmers)



The private sector is also involved in some manner in school meal operations in 47% of the programs. This value is lower for programs that receive McGovern-Dole assistance (at 36%), as compared with other programs (at 53%). Among these, it is most common for national-scale companies to be involved (in 78% of the cases), rather than those operating at a sub-national level (in 33% of the cases) or at a larger scale (Figure 20). Among the programs in which private sector companies are engaged, they are most likely to be involved in transport and the supply of utensils (in 78% and 58% of the cases), but somewhat less likely to be involved in food trading, food processing, or catering.

Figure 20. Engagement of private sector actors in school feeding



Cooks and food preparers are overwhelmingly female: Over three-quarters of the cooks are women in 83% of the school meal programs, and over half are women in 93% of the programs. Fifty programs were able to report on the number of cooks (including paid and unpaid workers) that were involved in the school meal activities. Among these, the average was 3,860 cooks per program. However, it is common for cooks to work on a volunteer basis, and 47% of programs report that very few or no cooks receive payment for their work. Among those that do receive payment, they are commonly paid in cash (in 73% of the cases) and in kind (in 44% of the cases).²⁰ It is most common for these payments to come from the local community (in 62% of the cases), and much less common for payment to come from the national government (at 26%) or an implementing partner (at 17%). The local or regional government is cited as the source of payments to cooks in 12% of cases.

²⁰ Seven programs report paying their cooks both in cash and in kind.

Survey respondents reported a wide diversity in how cooks are remunerated. Thus, in Moldova, all cooks receive a salary, paid for by both the national and local governments. In Nepal, most cooks are school assistants who are paid a bit more by the government, school, or community to expand their responsibilities. In the Republic of the Congo, the cooks are not paid (in cash or in-kind) but are provided training. In Honduras, the volunteer cooks (approximately 40,000) include many indigenous women. In Madagascar, 75 to 100% of cooks are women (although few or none are paid). In Malawi, it was reported that very few or none of the cooks were paid in any form.

There is a focus on creating jobs or leadership opportunities for women in 73% of the programs. Similarly, there is a focus on creating jobs for youths in 29.5% of the programs, and for other groups (such as indigenous groups or other minorities) in 31% of the programs. Among programs that received McGovern-Dole assistance, these values are similar to other programs with regard to women and other groups, though it is less likely (at 15%) for these school meal programs to prioritize youth, as compared to other programs (at 37.5%). In Kenya, women, youth, and other groups are encouraged to join small-scale farmers' groups and supply food items to the schools. In Côte d'Ivoire, the Integrated Program for Sustainable School Canteens has established micro-agricultural projects linked to school canteens and led by women's groups, with 70% of the production sold to benefit these groups. In Niger, priority in hiring cooks is given to women; women's groups receive training in self-reliance and capacity strengthening; and local food purchases are sometimes made from women farmers' organizations. Youth are also engaged in school gardening and animal husbandry linked to the school meal programs. In Senegal, school meal programs support women for leadership positions in the parent-school committees, and in Cambodia, each school support committee contains at least one woman. In Kyrgyzstan, the food storage system of the School Lunch Program is under the responsibility of village youth organizations. In the National School Lunch Program of Laos, the Lao Women's Union at the village level leads the school lunch daily cooking.

In Zambia, there is also a focus on creating jobs or income-generating opportunities for women as schools procure food from small-scale women farmer organizations, and there is a newly piloted fresh vegetables procurement initiative in two districts. Youths in Zambia are encouraged to form groups and undergo skills trainings in various agricultural value and supply chains prior to being provided with soft loans associated with the school meal program.

In total, 69% of programs were able to provide estimates of the number of paying jobs created around their school feeding operations; this value is similar across programs that did and did not receive McGovern-Dole assistance. Six countries (including Guatemala, Guinea-Bissau, Honduras, Madagascar, Mozambique, and Zimbabwe) were unable to provide any job numbers. Given that not all programs could provide estimates, the country-level

aggregations for the number of jobs in school meal programs are necessarily a lower bound estimate. Table 10 presents these estimates at the country level, disaggregated by the type of job. In most countries, the most common type of job associated with school meal programs is the category of cooks and food preparers. One exception is Bangladesh, with a school feeding program built largely around factory-produced biscuits that require more off-site processors than cooks.

Table 10. Jobs in school meal programs (lower-bound estimates)

	Cooks and food preparers	Transporters	Off-site processors	Food packagers and handlers	Monitors	Food service management	Safety and quality inspectors	Other
Bangladesh	180	600	1,600		700		15	37
Benin	4,665	12		150	34	36	14	
Burkina Faso	2,660	3		35				
Cambodia	3,000			1				
Cameroon		9		15				
Côte d'Ivoire	10,758			20				
Ethiopia	15,380	110	16,620	15,000				
Kenya	4,300	300		20,000	2,000		5,000	
Kyrgyzstan	1,082				20			
Laos	4,150	12		8	83	1,845	3	
Liberia	2,785	98		48	143		5	
Madagascar								
Malawi		16	150		28		4	52
Mali	7,058	18			6	1		
Mauritania	288	8						
Moldova	1,300							
Nepal	5,300	6				1		
Niger	3,504	75		160		3,787		
Republic of Congo	3,180	8		60		1,500	1	
Rwanda	5,447	180	3,499					
Senegal	8,685							2
Sierra Leone	1,100	15			60			
Sri Lanka	12,000							
Timor-Leste	1,108						64	
Togo	2,000							
Vietnam	40							
Zambia	6,354	39		156	28			

Note: No information on jobs in Guatemala, Guinea-Bissau, Honduras, Madagascar, Mozambique, and Zimbabwe.

There was community engagement (among parents or others) in school feeding programs in 97% of the programs and 94% of the countries (the only exceptions being Moldova and Sri Lanka). In 7% of the cases, such engagement was only voluntary (not required). In 38% of the programs, students themselves participated in the program's operation by preparing food, serving food, or cleaning up. Thus, in Kenya, students' parents provide water, firewood, and utensils and are encouraged to assist with kitchen construction. In Mauritania, parents cover some of the cooks' wages and the costs of supplemental food, beyond what is provided by the program. In Niger, parents specifically provide food in the event of a break in the food supply. In Senegal, communities contribute condiments for the program and some families contribute to school granaries. In Sierra Leone, community members provide local materials and/or construct kitchens, latrines, and storage facilities. In the Government/Catholic Relief Services (CRS) School Feeding Program in Burkina Faso, the Association of Parents of Pupils and Mother Educators ("association de parents d'élèves" (APE) / "association de mères éducatrices" (AME)) are stakeholders and implementing partners of this program.

Civil society is actively involved in school feeding in half of the programs. In Sri Lanka, two civil society organizations—the School Development Society and Members of Food Committee—were involved in the school feeding program. In Togo, civil society takes an active part in the program by providing the schools with resources and periodic oversight. In Bangladesh, the school feeding program includes an essential learning package (ELP), in which one focus area is Social and Community Mobilization Activities for successful implementation and monitoring of the program. (The ELP also promotes women's leadership in School Management Committees (SMC).) Similarly, in Benin, National NGOs and facilitators are used for community mobilization and community engagement, and civil society groups help with the formation of school canteen management committees and the monitoring of the program. In Guatemala, parent organizations in the schools are responsible for purchasing decisions (i.e., deciding what food items to purchase), preparing and distributing food, and overseeing/monitoring the program. Among other goals, this is intended to improve the nutritional quality of the school meal menu. Along these same lines, in Liberia, the Parent-Teachers Associations (PTAs) are often encouraged to pay the cooks and to contribute condiments for food preparation in schools.

I. Monitoring and Evaluation

There is a country-wide system for monitoring school feeding programs in 87% of the countries covered in this report. Among the countries with a national system in place, 100% incorporate school visits into their monitoring system, 89% also rely on paper-based reporting, and 57% use electronic means of monitoring. Across both school visits and paper-based monitoring methods, it is most common for this to be done on a monthly or quarterly basis (Table 11). However, electronic monitoring (as with data entered on a website) is also commonly done on a continual basis. Among government agencies, it is most common for a Ministry of Education to be responsible for monitoring, although regional and local governments are also commonly involved. In 25% of cases, another entity, such as the World Food Program, is also responsible for monitoring.

Table 11. Frequency of monitoring of school meal programs (% of programs)

Monitoring approach	Annually	Biannually	Quarterly	Monthly	Other
School visits	11	14	32	50	25
Electronic	19	19	38	56	44
Paper-based	13	17	57	52	22
Other	27	0	27	25	55

Systematic record keeping within the school system is an important component of (and requisite for) monitoring and evaluation. Across the 32 countries covered in this report, student enrollment is recorded in 100% of the national education systems, while attendance is tracked in 86% of the systems. Gender-disaggregated data are collected for enrollment in 93% of the countries and for attendance in 88% of the countries that record attendance. Student achievement is tracked in 100% of the countries, with achievement very commonly monitored through achievement tests, progression from one grade to the next, and graduation rates. Furthermore, data on student achievement are disaggregated by gender in 93% of the countries. Countries are often, but not always, able to link measures of achievement to individual students who received school feeding.

Almost all programs (with the sole exception of Vietnam) were able to report some student numbers. These numbers did not always align perfectly across different parts of the survey, suggesting that there may be room for improvement in how data are gathered and stored. At the same time, just 70% of programs are able to report at least some student numbers that are disaggregated by gender, and six countries (including Guatemala, Mauritania, Mozambique, Rwanda, Vietnam, and Zimbabwe) were unable to report any gender-specific student numbers. It should be noted that programs that received McGovern-Dole assistance were much more likely (at 86% of the programs) to report some gender-disaggregated numbers, as compared to other programs (at 64%).

One key area in which respondents had difficulty completing the Global Survey of School Meal Programs © was around the number of jobs associated with school feeding. As noted in section H, just 45 out of 65 programs were able to provide estimates regarding the number of jobs created. This seems to be an area of weakness in record keeping and centralized data collection regarding school feeding in these countries.

J. Program Sustainability

Across the programs captured in this report, there are some promising indications of program sustainability, with secure funding streams and growing government engagement or ownership of the program. Many of these points were noted in earlier sections. At the same time, there are also indications that programs are vulnerable to shocks, such as conflict or weather events, and are not yet able to meet their targets, such as the number of students receiving food through their schools.

As noted in section D (Funding and Costs), the governments provide, on average, 50% of the total budget for school meal programs in their respective countries. This is inclusive of funding from national, regional, and local governments. However, there is strong dispersion in the share of government funding, with nine governments providing up to 25%, 12 governments providing between 25% and 75%, and nine governments providing over 75% of the cost of school meal programs in their country. A more detailed overview is given in Figure 10. Another indication of program stability is the inclusion of school feeding as a line item in the national budget, and this is the case in 81% of the 32 countries covered in this report.

Government involvement, particularly in a managerial role, in school feeding is another indicator of program sustainability. As noted in section E (Management and Implementation), most countries have a national school feeding policy, law or standard, and it is fairly common for some level of government to manage a school feeding program. The national government is involved in 41% of programs, regional governments are involved in 23% of programs, and local governments are involved in 27% of programs. At the same time, implementing partners are also very involved, managing (whether solely or jointly) 48% of the programs captured in this report.

When school meal programs create jobs in the communities in which they operate, it can be considered an indicator of program sustainability, increasing the likelihood that the program will be maintained and supported by government. Across the 32 countries, at least 199,821 jobs are noted as being linked to school meal activities. Given the under-reporting of jobs numbers, this is likely to be an under-estimate.

Another indicator of program sustainability is the procurement of food through avenues other than in-kind donations (Bundy et al. 2009, p. 45). As discussed in section C, 84% of programs acquire some food items through purchase, whether domestic or foreign. At the same time, 67% of programs and 84% of countries receive some food through in-kind donations, whether domestic or foreign. This may be less sustainable than a market-based procurement strategy, as it leaves the programs vulnerable to foreign aid shocks or the whims of private sector donors.

A large majority of the school feeding programs reported that they either achieved their targets or “mostly achieved” their targets across several goals (Table 12). The other options were to report that the goals were “slightly achieved” or not achieved. Thus, 85% of programs mostly achieved their goals in terms of the number of students and the number of schools receiving food, and 90% mostly achieved their goals in terms of the ration size given to each student. However, 19% of programs seemed to miss their targets around the frequency at which students received food, and 28% were not satisfied with the level of food basket variety. These two areas indicate that programs are not entirely stable and/or have room to improve.

Table 12. Achievement of targets in school feeding (program level)

Target	Target achieved or mostly achieved (%)
Number of schools receiving food	85
Feeding frequency	81
Ration size	90
Level of food basket variety	72
Number of students receiving food	85
Number of school levels receiving food	84

Compared to one year earlier, 73% of these countries have either maintained student numbers or experienced growth in the size of their school meal programs in the most recently completed school year. This, too, can be considered an indication of program sustainability. However, several countries in West and Central Africa also experienced marked declines in the number of students reached. These countries identified insecurity, violent conflict, and weather shocks as impeding their ability to reach students and maintain their access to food through the schools. For example, in the Republic of the Congo, a financial crisis led to insufficient funding for the school feeding program in the 2016/17 school year. Both the financial situation and a bout of post-electoral violence meant that the frequency with which students received food was reduced.

Across the countries covered in this report, 68% reported that they were affected by some type of emergency in the most recently completed school year. Forty-six percent were affected by a slow-onset emergency, such as a drought; 36% were affected by a natural disaster; and 29% were affected by conflict (Table 13). Among the countries with emergencies, 43% reported that the emergency did not impact the school feeding programs. However, emergencies caused a decrease in the number of students receiving food in 29% of the countries (among those with emergencies) and a decrease in the feeding frequency in 33% of the cases, and negatively affected the level of food basket variety in 19% of the cases. It therefore seems that, although emergencies are detrimental to school meal

programs, this is not the main reason for the aforementioned dissatisfaction with the level of variety on the school menu. Some countries reported that emergencies have impacted their targeting approach or the modalities through which food is delivered, and 19% of countries noted that some school feeding operations ceased in response to an emergency. Seventy percent of the 27 countries that responded to this section of the survey reported that they have preparation measures in place related to school feeding for future emergencies.

Table 13. Prevalence and impact of emergencies

Type of emergency	Relevance across countries (%)	Impact of emergency	Countries that experienced a decrease (%)
Slow onset	46	Frequency of school feeding	33
Natural disaster	36	Number students	29
Economic crisis	14	Level of food basket variety	19
Conflict	29	Size of rations	14
Health epidemic	7		

K. Successes and Challenges

The Global Survey of School Meal Programs © sought to capture countries' successes and challenges around the topic of school feeding. Toward, this end, survey respondents were asked to summarize the strengths of the programs operating in their countries, the challenges they face, any positive developments related to school feeding within the previous five years, and any setbacks experienced over this same time period.

Among the successes enumerated, respondents often highlighted the manner in which school meal programs are associated with increased student enrollment, retention, and school performance, as well as improved student health. In Nepal and Benin (among other countries), school feeding activities have contributed toward achieving gender parity in primary education and reducing socio-cultural discrimination. Wherever school feeding activities have recently expanded, as in Bangladesh and Nepal, this development is viewed as a success. School meal programs are also described as raising awareness of healthy diets and, especially among home-grown school feeding programs, increasing appreciation for the consumption of locally produced foods. Guatemala, in particular, noted the focus on cultural relevance in its school feeding program.

Local procurement of food items, as in home-grown school feeding programs, are reported to increase the income of family farmers in Ethiopia, Mozambique, Timor Leste, and Zambia (among others). Another common success story was the support received from parents and the local community, whether it is in the form of monetary or in-kind contributions or other forms of engagement. Along these lines, Malawi noted that its school feeding programs are “community-owned” with the communities (parents) preparing meals for the students.

Several survey respondents discussed complementary activities or services when asked about positive developments around school feeding. For example, Benin noted a pilot project of supplying water to primary schools by the Fire Brigade Group, and Zambia emphasized how students who receive school meals also benefit from education on food safety, nutrition, and Water, Sanitation and Hygiene (WASH).

Some countries, such as Cameroon, Kenya, Mozambique, and Bangladesh, emphasized the support for school meal programs demonstrated by the national government. Several countries—including Benin, Cambodia, Nepal, and Zimbabwe, among others—specifically listed the recent passage of national legislation or other policies in support of school feeding programs. Timor Leste noted that school feeding now has a separate line in the national budget. Other institutional changes were noted among recent school feeding success stories. For example, in Côte d'Ivoire, the institutional home for school feeding activities was recently re-established in the Ministry of National Education following a period of civil strife in the country.

Some countries, such as Guinea-Bissau, emphasized the technical support offered by development partners as a positive development in school feeding. Côte d'Ivoire discussed the new Centre of Excellence against Hunger and Malnutrition in West and Central Africa that has been established in Abidjan. Countries that have hosted the celebration of the Africa Day of School Feeding, including Côte d'Ivoire and Niger), tended to note this as a positive development, and recent program assessments through a Systems Approach for Better Education Results (SABER) workshop (as in Côte d'Ivoire, Liberia, and Niger) were another common development regarded as a success.

Every country was able to list some successes and positive developments related to school feeding. Nevertheless, the challenges associated with school feeding were also abundant.

Inadequate and unpredictable budgets were emphasized as a challenge across many countries, including Côte d'Ivoire, Liberia, Niger, and Zimbabwe. In Zambia, where the World Food Program ended its support for the Home-Grown School Feeding program, the remaining government budget is deemed inadequate. Côte d'Ivoire also mentioned difficulty in mobilizing external funds, and in Cambodia, unpredictable funding from local authorities and communities is seen as a challenge. Countries that lacked a budget line for their school feeding programs (including Cameroon, Guinea-Bissau, and Mozambique) noted this as a challenge. Similarly, in Timor Leste, the program budget is not guaranteed, being dependent on the overall state of the national budget.

Difficulties related to supply chains and logistics were also noted across many countries. In Kenya, food losses occurred in transit from food suppliers to the schools, while in Nepal and Benin, the rainy season introduces new difficulties around school access. In Niger and Cameroon, some parts of the country are difficult to access owing to conflict and socio-political upheaval. Similarly, in Mali, security crises in the north and center of the country have led to large population displacements that disrupted school feeding programs. In the Food for Education Program in Nepal, in-kind food donations arrived late in their most recently completed school year, causing a five-month break in the provision of school meals. At the same time, Nepal has experienced increasing demand for school meals from local government, straining the limited resources at the national level.

Strained infrastructure and inadequate resources hinder the operation of school feeding programs, as well as their expansion to resource-poor areas. This pattern is acknowledged in Zimbabwe and Guatemala. In Cambodia, insufficient infrastructure (e.g., kitchens, stoves, and eating halls) is regarded as a challenge, and schools particularly lack clean water during the dry season. In Kenya, poor storage facilities sometimes result in food spoilage, with food being condemned by public health officials.

Insufficient or inadequate human resources were cited as a challenge in countries such as Benin, Liberia, Mozambique, and Sierra Leone. The frequent turnover of personnel is a concern in Madagascar, and in Guinea-Bissau, the continual "churn" of human resources involved in the program's management results in inefficiencies and the allocation of scarce resources toward redundant training. In Honduras, the school feeding program has difficulty retaining and paying skilled, committed professionals, and it can be difficult to find skilled cooks in Cambodia.

Several countries noted weaknesses in their monitoring and evaluation systems, including Mozambique and Madagascar. Timor Leste reported that there is no system in place for regular monitoring, while in Honduras, there are inadequate staff for monitoring program activities. The survey respondent from Guinea-Bissau noted a need to develop a database for gathering information about school meals. Sierra Leone noted that completing the survey was difficult due to a lack of data stemming from poor record-keeping (although this situation is expected to improve with a new school feeding secretariat).

Survey respondents were asked to comment on the existence and nature of mismanagement or corruption within school feeding programs. In Mozambique, there are concerns related to the procurement of food and non-food items from suppliers who are not eligible for participation. In Zambia and Mali, there are concerns regarding weak oversight, mismanagement, and diversion of food and funds at the sub-regional or local level. Benin and Liberia also noted the inadequate security of food supplies (including at the school level) as a challenge associated with school feeding. In Honduras, the need to remove political influences from their school feeding program is recognized.

Additional challenges, though less common, were also raised in the survey responses. Some countries lack a school feeding law or a similarly strong document to bolster the school feeding program (Ethiopia and Honduras). Some countries note a lack of coordination in management of their school feeding programs (Ethiopia and Cambodia). The school meal programs' vulnerability to natural disasters is lamented in Vietnam, Madagascar, Malawi, and Nepal. Although community support was often cited as a strength of school meal programs, Benin and Cambodia identified the weak commitment of some communities as a weakness of their programs. Finally, the survey respondents from Malawi and Niger noted a growing concern related to environmental degradation (deforestation) stemming from the use of firewood for the preparation of school meals.

To understand how to best design school meal programs, survey respondents listed their research needs, or the topics they would like to study or see examined by other analysts. Sometimes these were country-specific, with implications for the design of programs in one setting, and sometimes these touched on broad themes that would be globally relevant. The survey respondents in many countries emphasized the need for more research on the impact

of school feeding on students' health and school performance, as well as the local economy. In Nepal, there is a need to better understand the impact of school meals, along with other nutrition interventions, on the prevalence of anemia in adolescent girls. In several countries, including Benin and Liberia, there is a need to explore the impact of different management modalities (systems of food sourcing) on local agriculture.

More research is also needed on the cost and funding of school meal programs, as noted in Moldova and Liberia. In Niger, there was a request to examine the mobilization of the private sector to finance school canteens, while in Zambia, there was a desire to understand how school feeding could be profitable for private sector actors. The feasibility of national coverage of school feeding merits examination in the Republic of the Congo, while in Benin, it is the feasibility of a home-grown school feeding approach that needs to be explored.

In addition, several countries (including Guinea-Bissau) expressed a desire to see nutritional assessments of their school meal menus, particularly when they feature local foods. In Sierra Leone, there was a specific request for dietary recommendations for meal planning, and in Laos, there was a similar request to study the eating habits and nutrition requirements of different age groups. In Liberia, there is a desire to understand the differences in nutritional content (as well as the availability) of locally produced foods and imported foods used that might be served in school feeding programs.

Conclusions and Recommendations

The summary statistics and narratives gleaned from the 2019 Global Survey of School Meal Programs © point to several recommendations for school feeding operations in these 32 countries and for the USDA McGovern-Dole Food for Education program.

Conclusion 1: McGovern-Dole assistance for school meal programs is critically important for the recipient countries.

In the 21 countries in which McGovern-Dole assistance is allocated, programs benefiting from McGovern-Dole assistance reached approximately 7.6 million children, comprising 35% of all children receiving food through their schools.

Recommendation 1: McGovern-Dole assistance should be sustained, while taking steps for sustainable handover to governments or local entities.

Conclusions 2 and 3: Governments in the McGovern-Dole recipient countries are moving towards sustainably funding and managing the programs, contributing significant financial resources to school nutrition programs.

Countries that have established a discrete line item for school feeding in their national budgets are most successful at financing their programs.

The survey responses surfaced many (arguably tentative) indications of program sustainability. Governments are eager to support school meal program and provide, on average, 50% of the total funding for school meal operations in their countries. Many (though not all) countries include a line item in the national budget for school feeding, and several survey respondents highlighted a recent shift toward government ownership of programs as a “success story”. Several of these low-income countries demonstrate a drive to ensure that programs will be sustained.

Recommendation 2: Where not yet accomplished, GCNF recommends supporting stakeholders to effectively advocate for governments to dedicate a budget line item to school feeding with funding adequate to cover school meals for at least the most vulnerable student populations.

Recommendation 3: Where school meals are a line item in the government budgets, GCNF recommends advocating for resource levels adequate to cover school meals for at least the most vulnerable student populations.

Conclusion 4: It is not evident that government capacity is being engaged or developed in McGovern-Dole assisted programs as needed to achieve program sustainability.

Government ownership of school feeding programs is an indicator of program sustainability. However, 59% of the programs that received McGovern-Dole assistance reported that no level of government was involved in a management capacity; rather, an implementing partner often filled this role.

Recommendation 4: GCNF recommends that government engagement in the programs that receive McGovern-Dole assistance be strongly encouraged to contribute to the programs' sustainability.

Conclusions 5 and 6: School meal programs tend to serve students a more diverse diet when food is procured through purchases made within the country, rather than through in-kind donations or even purchases from foreign countries.

It is relatively less common for programs supported by McGovern-Dole assistance to directly involve either farmers or the private sector, as compared with other programs.

A prevailing shift in favor of a home-grown school feeding format was noted as a “success story” in multiple countries. Engagement with farmers and with the private sector are avenues through which school meal programs can invigorate the local economy and maintain the community's support for such programs.

Survey respondents reported that farmers are directly involved in some way with school meal operations in 41% of programs receiving McGovern-Dole assistance; the private sector is involved in 36% of programs that receive McGovern-Dole assistance.

Recommendation 5: As a diverse diet is important for children's nutrition, GCNF recommends exploring how and where the McGovern-Dole program can facilitate the domestic purchase of food items for school meals.

Recommendation 6: Where feasible, GCNF recommends strengthening the McGovern-Dole programs' ties to the economy by involving local agricultural and private sector actors.

Conclusion 7: Obesity does not receive a high level of attention in school feeding programs, even in areas where obesity is a problem.

Just 12% of programs reported specific objectives for preventing or mitigating obesity.

Although it is uncommon for school meal programs to prioritize addressing obesity among their program objectives, some programs do operationalize this goal in some way (Table 8). Thus, 48% of programs have nutritional requirements for food baskets intended to address obesity. Nutrition education, health education, food education, and physical education are incorporated in 63%, 48%, 44% and 39% of programs, respectively. Six percent

of programs acknowledge that obesity is a local problem though little or nothing is done to address it. These three programs are found in Bangladesh, Laos, and Burkina Faso. On the other hand, 28% of survey respondents reported that obesity is not considered a problem and there is no need for efforts aimed at mitigation. These 15 programs are found in Cameroon, Ethiopia, Malawi, Mali, Sierra Leone, Laos, Nepal, and Timor-Leste.

Recommendation 7: GCNF recommends that a greater emphasis is placed on strengthening food and nutrition standards and on the prevention and mitigation of obesity in all countries and programs receiving McGovern-Dole assistance.

Conclusion 8: McGovern-Dole-supported programs deliver fortified foods on a more consistent basis than those not receiving McGovern-Dole assistance.

The survey found that among all the programs covered in this report, 70% serve fortified foods on the school menu. This value is 86% among programs that received McGovern-Dole assistance. The value drops to 59% among other programs. Common food items that are fortified include oil, salt, grains/cereals (including rice), and corn-soy blend or biscuits.

Only 7% of the school meal programs reported that biofortified foods are included in their school meal menus.

Recommendation 8: GCNF recommends that USDA and development partners help in-country stakeholders to value fortification and biofortification for addressing key nutrition needs and consider supporting efforts to ensure that the necessary capacity exists to continue fortification measures after external support ends.

Conclusion 9: More than half of the countries included in this analysis prohibit some specific food items, but these prohibitions do not follow specific patterns and are not universal.

A majority of countries (19 out of 32) have some limitations on food items that can be provided to students in school feeding programs; 15 report that these rules are based on health considerations. (The remaining countries cite religious or cultural reasons.) Common examples of prohibited food items include packaged / preserved / processed foods; foods with low nutritional value or high levels of sugar and salt; soda and other foods containing sweeteners; and fried food items.

Recommendation 9: GCNF recommends that USDA and development partners consider assisting countries to review nationally- and internationally-available evidence regarding food appropriate for consumption by school-age children and encourage countries to adopt standards for allowed and prohibited foods based on that evidence and with deference to religious and cultural considerations.

Conclusion 10: School meal programs create work, training, and other economic and status-enhancing opportunities. There are opportunities for significant improvement in the number of paid roles in school meal programs as a way to foster program and community resiliency.

Across the 32 countries captured in this report, our survey documents a lower-bound estimate of 199,821 paying jobs linked to school feeding programs, 63% of which are for cooks/food preparers. As reported, it is common for cooks to work on a volunteer basis, and 47% of programs report that very few or no cooks receive payment for their work. Where cooks do receive payment, they are commonly paid in cash (in 73% of the cases) and in kind (in 44% of the cases). It is most common for these payments to come from the local community (in 62% of the cases), and much less common for payment to come from the national government (at 26%) or an implementing partner (at 17%).

Meanwhile, global statistics—including data from countries receiving McGovern-Dole support--indicate burgeoning numbers of unemployed youth, unmet goals for women's off-farm employment, and other signs of a lack of paid job opportunities, especially for relatively low-skilled and rural populations. The International Labor Organization "Global Labor Trends for Youth 2020" report from March 2020, for example, states "There are currently around 1.3 billion young people globally, of whom 267 million are classified as currently not in employment, education or training (NEET). Two-thirds, or 181 million, of NEETs are young women." The report indicates that the situation is worsening, both in terms of the number and percentage of NEET youth (ILO 2020).

Nevertheless, the potential for school meal programs to play a positive role in this arena remains largely unexplored: Data related to training and paid employment linked to school meal programs is spotty at best, including data gained through the GCNF survey. The GCNF survey results clearly indicate, however, that there is little or no engagement with or support from ministries of labor or industry and others who could play a significant role in training and employment linked to school feeding programs.

Recommendation 10: GCNF recommends that the McGovern-Dole program place more emphasis on job creation, training, and other status-enhancing opportunities—especially for women, youth, and marginalized groups.

Conclusion 11: There are important gender dimensions to school meal programs, with a mixture of implications.

When survey results are examined through a gender lens, we find that:

- Gender-disaggregated data are collected for enrollment in 93% of the countries and for attendance in 88% of the countries that record attendance.
- Just 70% of programs are able to report some student numbers disaggregated by gender.
- Six countries (Guatemala, Mauritania, Mozambique, Rwanda, Vietnam, and Zimbabwe) did not report any gender-specific student numbers.
- Cooks and food preparers are overwhelmingly female: Over three-quarters of the cooks are women in 83% of the school meal programs, and over half are women in 93% of the programs.
- There is a focus on creating jobs or leadership opportunities for women in 73% of the programs.

This last data point regarding most programs having a focus on creating jobs or leadership opportunities hints at the opportunity that exists. As mentioned above, however, the survey also tells us that nearly half of the cooks are volunteers (47% of programs say that very few or no cooks are paid); that some are only paid in kind; and that payment for those who are paid generally comes from the local community, not from the government or the program implementer.

Cooks in school meal programs may receive training to boost their skills. This, along with being selected to cook for schools may help to boost their status in the community but these do not necessarily improve the women's financial situation nor fully compensate them for the work performed.

Recommendation 11: GCNF recommends that USDA and other development partners focus more specifically on gender aspects of school meal programs to build on the opportunities that exist to better measure and improve in areas involving girls and women (inclusive of students, parents, cooks, program and school staff, and other stakeholders). Some examples include: increasing the number of paid jobs for women; beginning to pay cooks or helping them to find parallel income-generating opportunities; working with ministries of women's affairs or other entities in the country with a focus on women and with relevant resources to offer; and establishing goals and incentives for involving more women in leadership roles throughout the programs.

Conclusion 12: A majority of countries receiving McGovern-Dole assistance reported in 2019 that they had experienced some type of emergency in the most recently completed (prior) school year and have measures in place that prepare them for future emergencies.

Across the countries covered in this report, 68% reported that they were affected by some type of emergency in the most recently completed school year. Among the countries with emergencies, more than half (57%) reported that the emergency impacted the school feeding programs.”

Of the 27 countries that responded to the section of the survey regarding emergencies, 70% reported that they have preparation measures in place related to school feeding for future emergencies.

Recommendation 12: GCNF recommends that USDA and other development partners establish flexible procedures and resources to support program management and minimize negative consequences for children when programs are affected by emergencies and that the development partners help to ensure that concrete emergency preparedness measures are in place for the programs they support.

Conclusions 13, 14, and 15: There are significant opportunities to learn from recent studies conducted in and reported by the surveyed countries, to conduct further research building on recommendations from the countries, and to identify strong candidates for further research.

Survey respondents listed recent studies that have been undertaken in their countries. While the data provided is sometimes incomplete and some of the studies cited are not likely to be relevant beyond the specific country or program, there are studies listed that are of potential interest to a broader audience.

Survey respondents were asked to list their research needs, in addition to the recently completed research. Some responses were country-specific; sometimes these touched on broad themes that would be globally relevant.

The survey respondents in many countries emphasized that more research was needed on the impact of school feeding on students' health and school performance, for example, as well as the local economy. In Nepal, there is a need to better understand the impact of school meals, along with other nutrition interventions, on the prevalence of anemia in adolescent girls. In several countries, including Benin and Liberia, there is a need to explore the impact of different management modalities (systems of food sourcing) on local agriculture.

More research is also needed on the cost and funding of school meal programs, as noted in Moldova and Liberia. In Niger, there was a request to examine the mobilization of the private sector to finance school canteens, while in Zambia, there was a desire to understand how school feeding could be profitable for private sector actors. The feasibility of national coverage of school feeding merits examination in the Republic of the Congo, while in Benin, it is the feasibility of a home-grown school feeding approach that needs to be explored.

A separate section of the survey asked a series of questions about the education system and infrastructure. One reason for these questions was to provide a starting point for further research. For example, this data could help researchers identify where records are being kept that could allow tracking performance of students receiving school meals from other students, or to ascertain whether certain facilities (such as piped water or flush toilets) are available in all, most, some, very few, or none of the schools.

Recommendation 13: GCNF recommends that USDA and development partners devote additional attention to the studies that have been conducted recently.

Recommendation 14: GCNF recommends that development partners support efforts to address the topics countries have cited as needing further study.

Recommendation 15: GCNF recommends a close look at the Education System data from the survey, to identify countries where recordkeeping is such that those programs provide the strongest starting points for a deep dive into the impact of school meals vis-à-vis education.

Conclusion 16: Much work remains to improve and standardize data for school meal programs.

Survey respondents often found it challenging to complete the survey completely, indicating a lack of centralized, comprehensive data collection around school feeding operations in these countries. Just 69% of programs in McGovern-Dole-assisted countries were able to provide any estimates related to jobs, for example, and most respondents struggled to provide data regarding program financing, student numbers, gender-disaggregation, and links to farmers and the private sector.

Focal points in countries with more than one program had to try to reconcile different implementers' reporting formats and definitions, and even with a GCNF-provided glossary, there were instances of some terms being interpreted in different ways.

GCNF's background research prior to conducting the survey indicated significant gaps and inconsistencies in how data is collected (or not) and reported from program to program and country to country—even by the same implementing partner and/or involving the same donor(s). This makes it extremely difficult to compile and compare across countries, even against a very limited set of questions.

By asking the same questions in the same way every two to three years, GCNF expects that its surveys will lead to a new level of standardization, a more shared vocabulary, and more comprehensive reporting.

Recommendation 16: GCNF recommends that development partners focus on capacity strengthening around data collection, monitoring, and evaluation of school meal programs, gearing the support to a standard and comprehensive set of data (such as that sought through the GCNF Global Survey) in order to capture the full picture of the programs and their ramifications.

Postscript

There was little inkling that a global pandemic caused by a novel coronavirus loomed when GCNF embarked on the 2019 Global Survey of School Meal Programs ©. The data collection had wrapped up and 70 summary country-specific reports had already been shared at the December 2019 Global Child Nutrition Forum in Siem Reap, Cambodia before news of the virus took over the airwaves and brought business as usual to a screeching halt.

The COVID-19 pandemic slowed the data cleaning, analysis, and final production of this report, but that was the least of GCNF's worries.

Much more importantly, the pandemic wreaked havoc on school systems and disrupted school meal programs around the world, depriving vulnerable children of a daily meal at school, causing new levels of child hunger, and globally throttling education for nearly all children.

Program implementers worked desperately to adjust their programs to safely serve the most vulnerable despite the closure of schools, borders, travel and transport options, and most businesses. Funding for school meals was also taxed, as governments and donors alike focused their resources on health care, safety measures, and finding a cure. GCNF captured some of the early stories of how school meal programs recalibrated and shared what we were learning about what was working and not working on our website and via webinars.

As this is written in September 2020, programs continue to struggle to reach vulnerable children. The pandemic persists in threatening children, teachers, and food providers, requiring them—even where schools have reopened—to practice social distancing, wear protective equipment, and otherwise operate quite differently than pre-pandemic.

We fear for this generation, beset by arguably unparalleled challenges, and pledge to do our best to both document and help to mitigate the negative effects of the hunger, damage to their schooling, and the psychological toll of the pandemic.

In mid-2021, we will embark on the second round of the Global Survey of School Meal Programs ©. We are scheduling the survey to capture the impact of the pandemic for at least one full school year. For countries whose school years are the calendar year, this will be school year 2019; for the remaining countries, it will be school year 2020/2021. The 2019 survey will serve as the baseline against which we can begin to measure the toll of the pandemic on the school food ecosystem. We also hope to document the resilience and creativity of school meal programs in the face of such dramatic challenges.

To quote Gene White, beloved GCNF co-founder and long-time school nutrition leader, "Peace begins when the hungry are fed; the future begins when the hungry are educated."

The pandemic has made it harder but has not changed our resolve to ensure that school-age children around the world are nourished, can learn, and thrive.

On behalf of the whole GCNF team,

Arlene Mitchell

Executive Director

Global Child Nutrition Foundation

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Annex A (Country Reports)

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
January 2018 -December 2018

- School Feeding Programme in Poverty Prone Areas (SFPPA)

Lead Agency: Ministry of Primary & Mass Education

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☐ Agriculture
- ☒ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No

BUDGET

Total:
USD 83,920,000

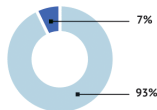
National government:
USD 78,090,000

International donors*:
USD 5,830,000

Private sector: USD 0

Other donors: USD 0

*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.



INFRASTRUCTURE

Most schools in Bangladesh have clean water and latrines. Some have electricity, though very few have piped water, kitchens, or dedicated eating spaces (cafeterias).

SPECIAL NOTES

Some UNESCO 2017 data was used to complete this report.

NR = No Response

MEALS/SNACKS/MODALITY

- ☒ Breakfast
- ☒ Lunch
- ☐ Dinner

- ☒ Grains/cereals
- ☒ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☒ Eggs
- ☐ Meat
- ☐ Poultry

Prohibited food items: None

FOOD SOURCES

- ☒ Purchased (domestic)
- ☐ Purchased (foreign)

- ☒ Snacks
- ☐ Take-home rations
- ☐ Conditional cash transfer

- ☐ Fish
- ☒ Green, leafy vegetables
- ☒ Other vegetables
- ☒ Fruits
- ☒ Oil
- ☒ Salt
- ☐ Sugar

- ☐ In-kind (domestic)
- ☐ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☐ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☐ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☐ Drinking water
- ☐ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

EDUCATION

- ☐ Nutrition
- ☐ Health
- ☐ Food and agriculture
- ☐ Reproductive health
- ☐ Hygiene
- ☐ HIV prevention

OTHER

- ☐ School gardens
- ☐ Physical education

☒ = mandatory



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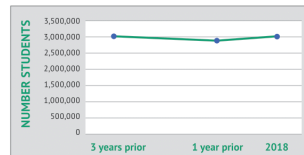
PEOPLE'S REPUBLIC OF Bangladesh



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018

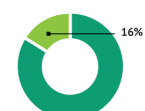
School level	Total #	# Enrolled	# Receiving Food
Primary school	18,004,604	17,251,350	3,000,000
Secondary school	21,221,975	15,314,757	NR
Total	39,226,579	32,566,107	3,000,000



COVERAGE: PRIMARY SCHOOL-AGE CHILDREN

Total number primary school-age children: 18,004,604

Receiving school food: 3,000,000



Food was also provided to some students in

- ☒ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☒ Micronutrient supplements
- ☒ Nutritionists involved
- ☒ Special training for cooks/caterers in nutrition
- ☒ Objective to meet nutritional goals
- ☐ Objective to reduce obesity

Food items fortified:

Biscuits (rice, oil, salt)

Micronutrients added to fortified foods:

Iron, Vitamin A, Iodine, Zinc, Vitamin B12, Thiamine, Riboflavin, Niacin, Vitamin B6, Vitamin C, Calcium, and others

ADDITIONAL INFORMATION

The government, with support from the World Food Program, has identified a set of minimum nutritional requirements for school meals.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

180	Cooks and food preparers
600	Transporters
1,600	Off-site processors
NR	Food packagers and handlers
700	NGO staff members
NR	Food service management
15	Safety and quality inspectors
NR	Other

Farmers were involved with the school feeding program(s)...

- ☒ Yes ☐ No

Other private sector (for profit) actors were involved...

- ☒ Yes ☐ No

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ **Women**
- ☐ Youth
 - ☐ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

- ☒ Yes ☐ No

ADDITIONAL INFORMATION

The school feeding program includes an essential learning package (ELP), in which one focus area is Social and Community Mobilization Activities for successful implementation and monitoring of the program. The ELP also promotes women's leadership in School Management Committees (SMC). Around 180 women are employed as cooks and kitchen helpers, earning USD \$75-85 per month. Additionally, 2,200 local women farmers supply vegetables for the school meals modality, supplementing their income by \$15-25 a month.

CONTACTS: BANGLADESH

Agency: Ministry of Primary and Mass Education (MoPME)
Email: mopmeplan1@gmail.com

SUCCESSES AND CHALLENGES

Strengths of the school feeding program in Bangladesh include the government ownership of, and contribution to, the program; the level of inter-ministerial coordination and engagement; and the level of community participation.

Positive developments include the endorsement of the draft nutrition-sensitive National School Meal Policy and the Ministry of Health & Family Welfare's recommendation of the minimum nutritional requirements for school meals.

In addition, the school feeding program has been expanded to 104 sub-districts.

School feeding in Bangladesh is mostly based on the fortified biscuits modality, though school meals would be preferable. The Directorate of Primary Education intends to introduce school meals in 16 sub-districts soon.

STUDIES CONDUCTED

Studies carried out by IFPRI (2003), Tufts University (2004), Impact Study (2009, 2011, & 2017), IMED report (2-14), Outcome Study (2015), and baseline and endline evaluation

RESEARCH NEEDED

Studies related to nutrition, economic and community development, and community engagement in school feeding

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
September 2017 - July 2018 (180 school days)

- National Integrated School Feeding Program
- World Food Program Interim Strategic Plan for Benin (School Feeding Activity)
- International Food For Education (FFE) and Child Nutrition program

Lead Agency: Ministry of Maternal and Primary Education

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☒ Agriculture
- ☒ Private sector involvement

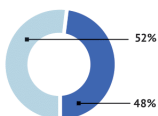
Line item in the national budget... ☒ Yes ☐ No

BUDGET

Total:
USD 45,380,649

National government:
USD 23,800,000

International donors:
USD 21,580,649



INFRASTRUCTURE

Few schools in Benin have electricity, running or drinking water, cafeterias, or flush toilets. Some schools have latrines, and most have some type of kitchen.

SPECIAL NOTES

THIS COUNTRY REPORT IS IN DRAFT FORM

MEALS/SNACKS/MODALITY

- ☐ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☒ Grains/cereals
- ☒ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☐ Eggs
- ☐ Meat
- ☐ Poultry
- ☐ Snacks
- ☒ Take-home rations
- ☐ Conditional cash transfer
- ☐ Fish
- ☐ Green, leafy vegetables
- ☐ Other vegetables
- ☐ Fruits
- ☒ Oil
- ☒ Salt
- ☐ Sugar

Prohibited food items: Genetically-modified foods

FOOD SOURCES

- ☒ Purchased (domestic)
- ☒ Purchased (foreign)
- ☐ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☒ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☒ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☒ Drinking water
- ☒ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- EDUCATION**
 - ☐ Nutrition
 - ☒ Health
 - ☐ Food and agriculture
 - ☒ Reproductive health
 - ☒ Hygiene
 - ☐ HIV prevention
- OTHER**
 - ☐ School gardens
 - ☐ Physical education

☒ = mandatory



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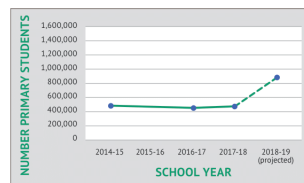
REPUBLIC OF Benin



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

School level	# Students	% Girls	% Boys
Pre-school	N/A	—	—
Primary school	460,063	53%	47%
Secondary school	N/A	—	—
Total	460,063	53%	47%



COVERAGE: PRIMARY SCHOOL-AGE CHILDREN

Total number primary school-age children: 3,613,181
Receiving school food: 460,063



NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☒ **Nutritionists involved**
- ☒ **Special training for cooks/caterers in nutrition**
- ☒ **Objective to meet nutritional goals**
- ☒ **Objective to reduce obesity**

Food items fortified:
Oil, salt

Micronutrients added to fortified foods:
Vitamin A, Iodine, Vitamin D

ADDITIONAL INFORMATION

At least 12 nutritionists were involved in these school feeding programs in Benin; the cooks are trained in nutritional matters; and several complementary activities also promote good nutrition, including: nutrition monitoring, deworming, nutrition education, and efforts to prevent or mitigate weight gain or obesity.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

5,113	Cooks and food preparers
14	Transporters
0	Off-site processors
175	Food packagers and handlers
28	Monitoring
42	Food service management
16	Safety and quality inspectors
37	Other

Farmers were involved with the school feeding program(s)...

- ☒ Yes ☐ No

Other private sector (for profit) actors were involved...

- ☒ Yes ☐ No

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ **Women**
☒ **Youth**
☐ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

- ☒ Yes ☐ No

ADDITIONAL INFORMATION

The Government of Benin finds that community involvement is necessary for the programs' success. National NGOs and facilitators are used for community mobilization and community engagement, and civil society groups help with the formation of school canteen management committees and the monitoring of the program.

CONTACTS: BENIN

Agency: Ministry of Maternal and Primary Education
Email: mempmatprim@gmail.com

SUCCESSES AND CHALLENGES

There have been several recent achievements related to school feeding in Benin.

- 2014: Adoption of the National School Food Policy
- 2015: National School Feeding Forum with the support of the WFP Center of Excellence based in Brazil
- 2016, 2017, and 2018: United Nations Day of School Feeding to highlight the program and advocate for the African School Food Day
- 2017: Agreement with the WFP for the National Integrated School Feeding Program
- 2018: A Round Table for resource mobilization for school canteens
- Extension of the program to cover 51% from the start of the 2018-2019 school year
- Pilot project of water supply in primary schools by the Fire Brigade Group

Strengths of the school feeding programs include:

- 1) Starting school canteens as soon as school starts
- 2) Increasing school enrollment and attendance rates
- 3) Increasing the attendance rate of girls in public primary schools

As challenges, Benin experiences management problems, inadequate storage and security of food supplies, lack of personnel, breaks in the supply chain, hard-to-reach schools (roads in bad condition, flooding, etc.), water problems for the operation of canteens, and the weak commitment of some communities.

STUDIES CONDUCTED

National School Feeding Policy (2014)

Diagnosis of constraints and recommendations for the functioning of the Government School Feeding Project (April 2017)

Diagnosis of School Feeding in Benin with the SABER Tool (in 2014 and 2017)

Cost Benefit Analysis of School Food in Benin with Mastercard (May-June 2018)

RESEARCH NEEDED

Impact assessment of school canteens in Benin

Sustainability of school canteens in Benin

Feasibility study of school feeding with local products in Benin (i.e., direct purchases from small-scale farmers)

NATIONAL INTEGRATED SCHOOL FEEDING PROGRAM

Lead implementer(s): School Food Directorate of the Ministry of Maternal and Primary Education

OBJECTIVES:

- To meet educational goals
- To provide a social safety net
- To meet nutritional and/or health goals
- To meet agricultural goals

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In-school meals
- 5 days per week during the school year

TARGETING:

Geographic and individual student characteristics (especially in areas of high food insecurity with dispersed populations, limited resources, and low female school attendance rates)

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2017-18 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	N/A	—	—
Primary school	256,873	46%	54%
Secondary school	N/A	—	—
Total	256,873	46%	54%

FOOD ITEMS:

Grains/cereals	Salt	Oil
Legumes and nuts		

FOOD SOURCES:

55% Purchased (domestic)	0% In-kind (domestic)
45% Purchased (foreign)	0% In-kind (foreign)

NOTES:

This program began in 2000. Through elections for the canteen management committees, some women have leadership positions.

WORLD FOOD PROGRAM INTERIM STRATEGIC PLAN FOR BENIN (SCHOOL FEEDING ACTIVITY)

Lead implementer(s): World Food Program

OBJECTIVES:

- To meet educational goals
- To provide a social safety net
- To meet nutritional and/or health goals
- To meet agricultural goals

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In-school meals
- 5 days per week during the school year

TARGETING:

Geographic characteristics (especially areas of high food insecurity and low rates of school attendance and retention)

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2017-18 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	N/A	—	—
Primary school	161,537	65%	35%
Secondary school	N/A	—	—
Total	161,537	65%	35%

FOOD ITEMS:

Grains/cereals	Roots/tubers	Oil
Legumes and nuts		

FOOD SOURCES:

55% Purchased (domestic)	0% In-kind (domestic)
45% Purchased (foreign)	0% In-kind (foreign)

NOTES:

This program began in 2015. The World Food Program is responsible for all key decision-making.



SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
September 2017 – July 2018 (165 school days)

- Government/CRS School Feeding Program (Projet cantines scolaires MENAPLN/CATHWEL)
- World Food Program School Feeding Program (Projet cantines scolaires-PAM)
- Government School Feeding Program for Secondary Schools (Cantines scolaires du secondaire)
- Government School Feeding Program for Nurseries and Primary Schools (Cantines scolaires ETAT - préscolaire et primaire)

Lead Agency: Ministry of National Education, Literacy, and the Promotion of National Languages

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☒ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total:
USD 45,883,081

National government:
USD 37,800,000

International donors*:
USD 8,083,081

Private sector: N/A

Other donors: N/A



*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

Some schools in Burkina Faso have kitchens, latrines and clean water. Very few have piped water, electricity, flush toilets or dedicated eating spaces/cafeterias. School meals/snacks are prepared on school grounds in either open or closed cooking areas, using charcoal or wood stoves.

NR = No Response

MEALS/SNACKS/MODALITY

- ☒ Breakfast
- ☒ Lunch
- ☐ Dinner

- ☒ Grains/cereals
- ☐ Roots, tubers
- ☒ Legumes and nuts
- ☒ Dairy products
- ☐ Eggs
- ☒ Meat
- ☐ Poultry

Prohibited food items: none

FOOD SOURCES

- ☒ Purchased (domestic)
- ☒ Purchased (foreign)
- ☒ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☒ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☒ Drinking water
- ☐ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- EDUCATION**
 - ☒ Nutrition
 - ☒ Health
 - ☐ Food and agriculture
 - ☐ Reproductive health
 - ☒ Hygiene
 - ☐ HIV prevention
- OTHER**
 - ☒ School gardens
 - ☒ Physical education

The checked and highlighted items are reported as required, though they may not be uniformly implemented.



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PEOPLE'S DEMOCRATIC REPUBLIC OF Burkina Faso



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

School level	Total #	# Enrolled	# Receiving Food
Primary school	3,533,444	3,206,060	3,206,060
Secondary school	2,852,982	1,281,007	90,681
Total	6,386,426	4,487,067	3,296,741



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 6,386,426

Receiving school food: 3,296,741



Food was also provided to some students in

- ☒ Pre-schools
- ☒ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☒ **Nutritionists involved**
- ☒ **Special training for cooks/caterers in nutrition**
- ☒ **Objective to meet nutritional goals**
- ☐ Objective to reduce obesity

Food items fortified:

Oil, Salt, Grains, Legumes

Micronutrients added to fortified foods:

Vitamin A, Vitamin C, Iodine, Calcium, and Iron

ADDITIONAL INFORMATION

Approaches used to prevent or mitigate overweight/obesity include nutrition education, food education, health education, and adherence to nutritional requirements for food baskets. Special training or certification programs required for cooks includes nutrition, portions/measurements, and food safety/hygiene. At least three nutritionists were involved in planning and managing the school meal programs in Burkina Faso.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

19,980	Cooks and food preparers
3	Transporters
NR	Off-site processors
38	Food packagers and handlers
NR	Monitoring
NR	Food service management
1	Safety and quality inspectors
NR	Other

Farmers were involved with the school feeding program(s)...

☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

☒ Yes ☐ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ **Women**
- ☒ **Youth**
- ☒ **Other groups**

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

Private companies are involved in the transportation of food within the school feeding programs. Farmers are involved in some school feeding programs through agricultural extension efforts. Communities contribute food and are involved in kitchen construction and food management.

CONTACTS: BURKINA FASO

Agency: Ministry of National Education, Literacy, and the Promotion of National Languages
Website: www.mena.gov.bf

SUCCESSES AND CHALLENGES

Among the strengths of the school feeding programs in Burkina Faso, there has been increased responsibility for the financing of school canteens on the part of the national government. Burkina Faso is also undertaking a gradual decentralization of the management of school canteens. Other positive developments include the provision of technical and financial support from partners, and the transfer of resources to local communities for the establishment of canteens and the procurement of food.

The school feeding programs also face several challenges, however, including insufficient capacity at all levels (central, regional, and local) to properly carry out the decentralized food management. Students' parents also tend to contribute resources to the school canteens at a level that is insufficient. Finally, there are concerns related to the diversion of food items, although some mechanisms are in place to address this problem.

STUDIES CONDUCTED

None

RESEARCH NEEDED

- Nutrition strategies related to school Feeding programs
- Evaluation of the relationship between family farms and school canteens
- Effective management of school canteens

Program report: Burkina Faso

All data from the 2017-18 school year

GOVERNMENT/CRS SCHOOL FEEDING PROGRAM (PROJET CANTINES SCOLAIRES MENAPLN/CATHWEL)

Lead implementer(s): Catholic Relief Services

OBJECTIVES:

- To meet educational goals
- To provide a social safety net
- To meet nutritional and/or health goals

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In-school meals and take-home rations

TARGETING:

Targeting is based on both geography and student characteristics.

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2017-18 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	N/A		
Primary school	203,073	—	—
Secondary school	N/A		
Total	203,073	—	—

FOOD ITEMS:

Grains/cereals* Other vegetables
Oil* Salt*
* fortified

FOOD SOURCES:

0 - Purchased (domestic) 0 - In-kind (domestic)
0 - Purchased (foreign) **Yes - In-kind (foreign)**

NOTES:

The Association of Parents of Pupils and Mothers of Pupils (APE/AME) are stakeholders and implementing partners of this program. Cooks are remunerated either in kind or in cash, according to the financial capacity of a given Association of Parents of Pupils (APE) or a given School Management Committee (COGES).

WORLD FOOD PROGRAM SCHOOL FEEDING PROGRAM (PROJET CANTINES SCOLAIRES-PAM)

Lead implementer(s): NR

OBJECTIVES:

- To meet educational goals
- To provide a social safety net
- To meet nutritional and/or health goals
- To meet agricultural goals

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In-school meals and take-home rations

TARGETING:

Targeting is based on both geography and student characteristics.

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2017-18 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	N/A		
Primary school	65,400	49%	51%
Secondary school	N/A		
Total	65,400	49%	51%

FOOD ITEMS:

Grains/cereals* Dairy products Salt*
Legumes and nuts* Oil*
* fortified

FOOD SOURCES:

0 - Purchased (domestic) **Yes - In-kind (domestic)**
0 - Purchased (foreign) **Yes - In-kind (foreign)**

NOTES:

As part of the decentralization of this program, community participation is now mandatory. Women farmers receive support in developing their income generating activities under the World Food Program Milk Project and farmers' organizations assisted by Purchase for Progress (P4P).



SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
November 2017 - August 2018 (210 school days)

- Traditional School Feeding Program
- Home Grown School Feeding (HGSF) Program

Lead Agency: Ministry of Education, Youth and Sport /
World Food Programme (WFP)

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No

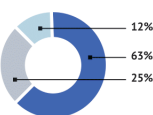
BUDGET

Total*:
USD 10,521,300

National government:
USD 1,227,000

International donors**:
USD 6,553,300

Private sector:
USD 2,541,000



*Some of the resources donated may not be specifically for school feeding.
**The World Food Programme contributes, with support from U.S. Department of Agriculture and various other bilateral and multilateral donors.

INFRASTRUCTURE

School meals are prepared on-site in open cooking areas with charcoal or wood stoves. All schools have latrines, most have clean water, and some have electricity, piped water, and flush toilets. Very few have dedicated eating spaces (cafeterias).

SPECIAL NOTES

The numbers of children receiving food reported on this page do not include about 31,000 pre-schoolers nor some 100,000 households that received conditional cash transfers through these programs. Also, some students benefited from more than one modality.

MEALS/SNACKS/MODALITY

- ☒ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☐ Snacks
- ☒ Take-home rations
- ☐ Conditional cash transfer
- ☒ Grains/cereals
- ☐ Roots, tubers
- ☐ Legumes and nuts
- ☐ Dairy products
- ☒ Eggs
- ☒ Meat
- ☐ Poultry
- ☒ Fish
- ☒ Green, leafy vegetables
- ☐ Other vegetables
- ☐ Fruits
- ☒ Oil
- ☒ Salt
- ☐ Sugar

Prohibited food items: In areas with a high concentration of Muslims, pork and other non-halal foods are not served as part of the HGSF program.

FOOD SOURCES

- ☒ Purchased (domestic)
- ☒ Purchased (foreign)
- ☒ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☒ Height measurement
- ☒ Weight measurement
- ☒ Deworming treatment
- ☒ Eye testing/eyeglasses
- ☒ Hearing testing/treatment
- ☒ Dental cleaning/testing
- ☒ Menstrual hygiene
- ☒ Drinking water
- ☐ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- ☒ EDUCATION
- ☒ Nutrition
- ☒ Health
- ☒ Food and agriculture
- ☒ Reproductive health
- ☒ Hygiene
- ☒ HIV prevention
- ☐ OTHER
- ☒ School gardens
- ☒ Physical education

☒ = mandatory



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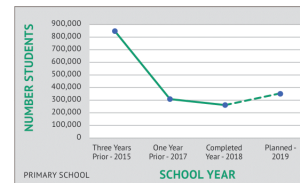
KINGDOM OF Cambodia



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

School level	# Students	% Girls	% Boys
Pre-school	31,610	50%	50%
Primary school	283,172	50%	50%
Secondary school	N/A	—	—
Total	314,782	—	—



COVERAGE: PRIMARY SCHOOL-AGE CHILDREN

Total number of primary and secondary school-age children: 3,961,510
Receiving school food: 283,172



NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☒ **Nutritionists involved**
- ☒ **Special training for cooks/caterers in nutrition**
- ☐ Objective to meet nutritional goals
- ☐ Objective to reduce obesity

Food items fortified:

Grains/cereals, oil, salt

Micronutrients added to fortified foods:

Iron, Vitamin A, Iodine, Zinc, Folate, Vitamin B12, Thiamine, Niacin, Vitamin B6

ADDITIONAL INFORMATION

World Food Program nutritionists provide technical support in terms of analysis of the food basket and design of Social Behavioural Change Communication activities.

To mitigate overweight/obesity, Cambodia incorporates nutrition education, food education, physical education, and health education into their school feeding programs. The programs promote healthier foods to be sold in school kiosks.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

3,000	Cooks and food preparers
36	Transporters
N/A	Off-site processors
1	Food packaging and handling company
N/A	Monitoring
N/A	Food service management
N/A	Safety and quality inspectors
N/A	Other

Farmers were involved with the school feeding program(s)...

- ☒ Yes ☐ No

Other private sector (for profit) actors were involved...

- ☒ Yes ☐ No

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ **Women**
☒ **Youth**
☒ **Other groups**

There was community engagement (by parents or others) in the school feeding program(s)

- ☒ Yes ☐ No

ADDITIONAL INFORMATION

Private companies provide food processing and transport services to the traditional school feeding program in Cambodia. Many women work as school cooks, and each school support committee contains at least one woman.

Community participation in program implementation and management is required. The home-grown school feeding program has the explicit objective of supporting local economies.

CONTACTS: CAMBODIA

Agency: Ministry of Education, Youth and Sport
Email: wfp.phnompenh@wfp.org

SUCCESSES AND CHALLENGES

Cambodia exhibits strong policy support for their school feeding program (with the National Social Protection Policy Framework 2016-25). They are in the process of transitioning from a traditional school meal model to a Home Grown School Feeding Program (HGSP), and this is expected to be the national model in the future. Cambodia has set up a national primary scholarship program with a clear transition from external support to government funding (with 90% already taken over from the World Food Program).

School feeding has increased the net admission and promotion rate and decreases the dropout rate in Cambodia. At the grassroots level, communities and authorities actively collaborate.

Cambodia experiences limited participation from authorities and communities in some areas, however. It can be difficult to find skilled cooks, and there is sometimes insufficient infrastructure for the program (e.g., kitchens, stoves, and eating halls). Additional challenges include unpredictable funding from local authorities and communities, a lack of clean water (especially in the dry season), and limited inter-ministerial coordination at the sub-national level.

STUDIES CONDUCTED

1. Feasibility of the Implementation of School Feeding Programmes in Primary School by the Ministry of Education, Youth and Sport, 2017
2. HGSP as "Good Practice" for Poverty Alleviation and Nutrition Security by a German University in 2018
3. An Interagency Social Protection Assessment (ISPA) focusing on the HGSP program done by The Council for Agriculture and Rural Development (CARD), 2018

RESEARCH NEEDED

Economic impact of the school meal program and HGSP

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
September 2017 - June 2018 (180 school days)

- McGovern-Dole International Food for Education and Child Nutrition project

Lead Agency: Ministry of Basic Education

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☐ National school feeding policy
- ☐ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☐ Yes ☒ No ☐ NR

BUDGET

Total:

USD 4,000,000

☒ National government: USD 0

☒ International donors*: USD 4,000,000

☐ Private sector: USD 0

☐ Other donors: USD 0

*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

Meals were prepared on school grounds in closed cooking areas, using either charcoal or wood stoves. All the schools have storage areas and serving utensils. Most schools have clean water and latrines, but very few have piped water and dedicated eating areas; none have electricity or flush toilets.

SPECIAL NOTES

Some data from UNESCO was used to complete this report.

NR = No Response

MEALS/SNACKS/MODALITY

- ☐ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☐ Snacks
- ☒ Take-home rations
- ☐ Conditional cash transfer

- ☒ Grains/cereals
- ☒ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☐ Eggs
- ☐ Meat
- ☐ Poultry

Prohibited food items: None

FOOD SOURCES

- ☐ Purchased (domestic)
- ☒ In-kind (domestic)
- ☐ Purchased (foreign)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☐ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☐ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☐ Drinking water
- ☐ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

EDUCATION

- ☐ Nutrition
- ☐ Health
- ☐ Food and agriculture
- ☐ Reproductive health
- ☐ Hygiene
- ☐ HIV prevention

☒ = mandatory

OTHER

- ☐ School gardens
- ☐ Physical education

The checked and highlighted items are reported as required, though they may not be uniformly implemented.



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REPUBLIC OF CAMEROON

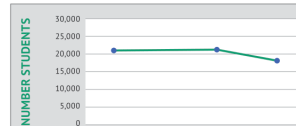
Cameroon



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

School level	Total #	# Enrolled	# Receiving Food
Primary school	4,556,767	4,371,381	18,315
Secondary school	3,641,931	2,206,878	N/A
Total	8,198,698	6,578,259	18,315



* Approximately 23% of these were pre-school children

COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 8,198,698

Receiving school food: 18,315

Food was also provided to some students in

- ☒ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☒ **Nutritionists involved**
- ☒ **Special training for cooks/caterers in nutrition**
- ☒ **Objective to meet nutritional goals**
- ☐ Objective to reduce obesity

Food items fortified:
Grains/cereals, oil

Micronutrients added to fortified foods:
Vitamin A

ADDITIONAL INFORMATION

In order to improve food quality, the program provided training to cooks/caterers in portions/measurements; menu planning; food safety/hygiene; and large scale food preparation.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

- NR Cooks and food preparers
- 9** Transporters
- NR Off-site processors
- 15** Food packagers and handlers
- NR Monitoring
- NR Food service management
- NR Safety and quality inspectors
- NR Other

Farmers were involved with the school feeding program(s)...

☐ Yes ☒ No ☐ NR

Other private sector (for profit) actors were involved...

☐ Yes ☒ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☐ Women
- ☐ Youth
- ☒ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

CONTACTS: CAMEROON

Agency: Ministry of Basic Education
Website: NR
Email: NR

SUCCESSES AND CHALLENGES

Cameroon reported that positive recent developments and successes include

- a) increased government interest in and appreciation of the school feeding program;
- b) government recognition that improved student performance in examinations was attributable to school feeding;
- c) increased appreciation by parents for the role of nutrition in their children's performance;
- d) strong community engagement;
- e) buy-in by the Ministry of Basic Education; and
- f) the establishment of a Steering Committee for the program comprised of five ministries and the implementing partners.

Challenges include socio-political upheaval in the area targeted for the program that disturbed the functioning of the schools in the area. The number of children fed and the frequency of their feeding decreased due to the conflict. A partner implemented an innovative mobile reading program, however, along with other strategies to maintain some school activities. Despite clear government buy-in, there is no national school feeding law and no national budget devoted to school feeding in Cameroon. Implementers are thus reliant on foreign aid. There have also been difficulties in securing exonerations from duties and taxes for the in-kind food donations. Cameroon reported that they have experienced no issues related to corruption or mismanagement.

STUDIES CONDUCTED

The McGovern-Dole Food for Education and Child Nutrition Project Final Evaluation report, which indicated that school feeding and related activities had improved student's attentiveness and ability to concentrate as well as parents' appreciation for education.

RESEARCH NEEDED

How to establish and sustain a national home-grown school feeding program

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
October 2017 – June 2018 (180 school days)

- School Feeding Program/McGovern-Dole (Programme des Cantines Scolaires/McGovern-Dole)

Lead Agency: Ministry of Primary and Secondary Education and Literacy

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☐ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total:
USD 6,138,096

National government:
USD 50,406

International donors*:
USD 6,087,690

Private sector: USD 0

Other donors: USD 0

*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.



INFRASTRUCTURE

All schools in the Republic of Congo have kitchens (cooking areas). Some schools have latrines and eating areas, while very few have electricity, running water, or drinking water. No school has flush toilets.

SPECIAL NOTES

Some data from UNESCO and UNICEF were used in the preparation of this report.

NR = No Response

MEALS/SNACKS/MODALITY

- ☐ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☐ Snacks
- ☐ Take-home rations
- ☐ Conditional cash transfer

- ☒ Grains/cereals
- ☐ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☐ Eggs
- ☐ Meat
- ☐ Poultry

- ☒ Fish
- ☐ Green, leafy vegetables
- ☐ Other vegetables
- ☐ Fruits
- ☒ Oil
- ☒ Salt
- ☐ Sugar

Prohibited food items: None

FOOD SOURCES

- ☒ Purchased (domestic)
- ☐ Purchased (foreign)
- ☒ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☒ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☒ Drinking water
- ☒ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- ☒ Nutrition
- ☒ Health
- ☐ Food and agriculture
- ☒ Reproductive health
- ☒ Hygiene
- ☒ HIV prevention

- ☐ OTHER
- ☐ School gardens
- ☐ Physical education

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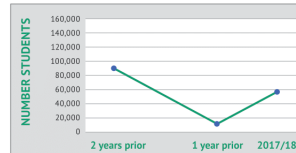
REPUBLIC OF Congo



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

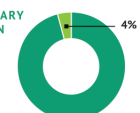
School level	Total #	# Enrolled	# Receiving Food
Primary school	800,000	800,000	57,656
Secondary school	865,000	865,000	NR
Total	1,665,000	NR	57,656



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 1,665,000

Receiving school food: 57,656



Food was also provided to some students in:

- ☒ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☒ **Nutritionists involved**
- ☒ **Special training for cooks/caterers in nutrition**
- ☒ **Objective to meet nutritional goals**
- ☐ Objective to reduce obesity

Food items fortified:

Grains, oil, salt

Micronutrients added to fortified foods:

Iodine, Vitamin A, Vitamin B12

ADDITIONAL INFORMATION

Two nutritionists are dedicated to the program and are paid by the government. The cooks are trained in business management, portions/measurements, menu planning, and food safety quality.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

3,180	Cooks and food preparers
8	Transporters
NR	Off-site processors
60	Food packagers and handlers
0	Monitoring
1,500	Food service management
1	Safety and quality inspectors
0	Other

Farmers were involved with the school feeding program(s)...

☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

☐ Yes ☒ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ **Women**
- ☐ Youth
- ☐ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

Parents' committees were involved in managing the school meals program. Parents also contributed by supplying water and wood to school sites. Although a large share of the food was received as in-kind donations, some small-scale farmers were involved in the program and were offered agricultural subsidies and forward contracts. The survey noted that the 3,180 cooks were not paid in cash nor in kind but were provided training. Also noted was the fact that a private sector entity contributed by rehabilitating a school.

CONTACTS: REPUBLIC OF CONGO

Agency: School Food Directorate / Cabinet MEPSA

Website: NR

SUCCESSES AND CHALLENGES

Positive developments related to school feeding in the Congo included: the existence of a national school feeding policy, the validation of the Systems Approach for Better Education Results (SABER) action plan, the organization of a national forum on school meals, a decree facilitating education access for autochthonous (indigenous) children and literacy for adults, and a tripartite agreement between the Government of Congo, Japan, and the World Food Program.

The challenges associated with school feeding were that the national policy on school meals has not yet been endorsed and needed financial contributions from the government are still to be mobilized.

STUDIES CONDUCTED

Cost-benefit analysis of school food in Congo

RESEARCH NEEDED

- Impact assessment of school canteens in Congo
- Feasibility study of national coverage of school feeding in Congo

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
September 2017 – June 2018 (165 school days)

- Integrated Program for Sustainable School Canteens (Programme intégré de pérennisation des cantines scolaires)
- World Food Program/McGovern-Dole Food for Education

Lead Agency: Ministry of National Education, Co-lead World Food Program

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☒ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total:
USD 15,414,327

National government:
USD 8,997,229

International donors*:
USD 6,417,098

Private sector: USD 0

Other donors: USD 0

*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

Most of the schools have clean water, dedicated eating spaces and kitchens. Some schools have electricity and latrines. Very few schools have piped water and flush toilets.

SPECIAL NOTES

Some data from UNESCO was used to complete this report.

NR = No Response

MEALS/SNACKS/MODALITY

- ☐ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☐ Snacks
- ☒ Take-home rations
- ☐ Conditional cash transfer

- ☒ Grains/cereals
- ☒ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☐ Eggs
- ☐ Meat
- ☐ Poultry

- ☒ Fish
- ☒ Green, leafy vegetables
- ☐ Other vegetables
- ☐ Fruits
- ☒ Oil
- ☒ Salt
- ☐ Sugar

Prohibited food items: All foods that may be harmful to children's health (packaged, preserved, manufactured...) are not allowed in and around the school.

FOOD SOURCES

- ☒ Purchased (domestic)
- ☐ Purchased (foreign)
- ☒ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☒ Weight measurement
- ☒ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☒ Drinking water
- ☐ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- EDUCATION**
- ☒ Nutrition
- ☒ Health
- ☒ Food and agriculture
- ☒ Reproductive health
- ☒ Hygiene
- ☒ HIV prevention

- OTHER**
- ☒ School gardens
- ☒ Physical education

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☒ = mandatory



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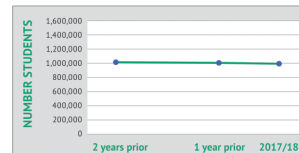
REPUBLIC OF Côte d'Ivoire



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

School level	Total #	# Enrolled	# Receiving Food
Primary school	4,371,052	4,003,884	987,704
Secondary school	3,837,141	1,898,243	N/A
Total	8,208,193	5,902,127	987,704



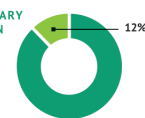
COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 8,208,193

Receiving school food: 987,704

Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other



NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☒ **Nutritionists involved**
- ☒ **Special training for cooks/caterers in nutrition**
- ☒ **Objective to meet nutritional goals**
- ☒ **Objective to reduce obesity**

Food items fortified:

Oil, salt, fish

Micronutrients added to fortified foods:

Iron, Vitamin A, Iodine, Calcium, Phosphorus

ADDITIONAL INFORMATION

The National Nutrition Council (CNN), attached to the Prime Minister's Office, coordinates all nutrition-related activities in the country; school menus are prepared by universities and are based on local foods. The food basket for the Integrated Program is very diverse; in the McGovern-Dole program, a nutritionist is involved, and the three donated commodities are fortified. Cooks are trained in nutrition, menu planning, food safety, and portion/measurements. Côte d'Ivoire reported that obesity is not considered as a health issue.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

10,758

Cooks and food preparers

NR Transporters

NR Off-site processors

20 Food packagers and handlers

NR Monitoring

NR Food service management

NR Safety and quality inspectors

NR Other

Farmers were involved with the school feeding program(s)...

☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

☒ Yes ☐ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ **Women**
- ☐ Youth
- ☐ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

All cooks were paid in cash by the local community; 75-100% of the cooks were women. The cooks received 5 FCFA per meal served as remuneration. Communities contributed food and non-food items, and parents paid partial price of students' meals in the Integrated Program. The program established micro-agricultural projects around school canteens for the benefit of women's groups (70% of their production can be sold for their benefit).

CONTACTS: CÔTE D'IVOIRE

Agency: Ministry of National Education

Website: <http://www.gouv.ci/Main.php>

Email: cantinesscolaires@gmail.com

SUCCESSES AND CHALLENGES

Côte d'Ivoire reported recent positive developments and successes, including: A new Centre of Excellence against Hunger and Malnutrition in West and Central Africa was established in Abidjan; the fourth annual celebration of the Africa Day of School Feeding took place in Côte d'Ivoire; the U.S. Department of Agriculture awarded a McGovern-Dole grant for school feeding in the country; the program benefited from a Systems Approach for Better Education Results (SABER) workshop in 2016; national policy and strategy documents on school feeding were elaborated; the program benefited from community engagement; and the program's institutional home was re-established in the Ministry of National Education following a period of civil strife in the country.

Challenges reported were a budget reduction; the insufficient number of feeding days and inability to cover all the schoolchildren due to lack of funding; difficulty mobilizing external funds; weakness of the multi-sector coordination plan; and inconsistent implementation of deworming.

STUDIES CONDUCTED

Study of the impact of school canteens on the schooling of public primary schoolchildren in Côte d'Ivoire, authored by the National Directorate of School meals and World Food Program, 2003. (The study showed multiple benefits). The route to sustainability of school canteens, by JFL consultants, June 2016.

RESEARCH NEEDED

- a) Evaluation of the Integrated Program for Sustainable School Canteens;
- b) Study of the cost of the program and funding of the national school feeding policy;
- c) Study on the conditions for sustainability of school canteens based on local dishes;
- d) Nutritional assessment of meals made of local food

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
September 2017 - June 2018 (202 school days)

- Home Grown School Feeding
- Emergency School Feeding
- Traditional School Feeding

Lead Agency: Ministry of Education

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☒ Nutrition
- ☐ Food safety
- ☒ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☐ Yes ☒ No ☐ NR

BUDGET

Total:
USD 21,400,000

■ National government:
USD 11,700,000

■ International donors*:
USD 9,700,000

■ Private sector: USD 0

■ Other donors: USD 0

*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.



INFRASTRUCTURE

Most schools have latrines and dedicated eating spaces/cafeterias. Some schools have piped water and clean water. Very few schools have electricity and kitchens and no school has flush toilets.

NR = No Response

MEALS/SNACKS/MODALITY

- ☐ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☒ Snacks
- ☒ Take-home rations
- ☐ Conditional cash transfer

- ☒ Grains/cereals
- ☐ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☐ Eggs
- ☐ Meat
- ☐ Poultry
- ☐ Fish
- ☐ Green, leafy vegetables
- ☐ Other vegetables
- ☐ Fruits
- ☒ Oil
- ☒ Salt
- ☐ Sugar

Prohibited food items: None

FOOD SOURCES

- ☒ Purchased (domestic)
- ☒ Purchased (foreign)
- ☐ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☒ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☒ Drinking water
- ☐ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- EDUCATION**
 - ☒ Nutrition
 - ☒ Health
 - ☒ Food and agriculture
 - ☒ Reproductive health
 - ☒ Hygiene
 - ☒ HIV prevention
 - OTHER**
 - ☐ School gardens
 - ☒ Physical education
- The checked and highlighted items are reported as required, though they may not be uniformly implemented.

☒ = mandatory



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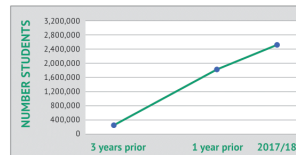
FEDERAL DEMOCRATIC REPUBLIC OF Ethiopia



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

School level	Total #	# Enrolled	# Receiving Food
Primary school	18,902,000	18,911,200	2,539,386
Secondary school	8,673,400	1,409,000	N/A
Total	27,575,400	20,320,200	2,539,386



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 27,575,400

Receiving school food: 2,539,286



Food was also provided to some students in

- ☒ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☐ Nutritionists involved
- ☐ Special training for cooks/caterers in nutrition
- ☒ **Objective to meet nutritional goals**
- ☐ Objective to reduce obesity

Food items fortified:

Corn soy blend

Micronutrients added to fortified foods:

Iron, Vitamin A, Iodine, Zinc, Folate, Vitamin B12, Thiamine, Riboflavin, Niacin, Vitamin B6, Vitamin C, Calcium, Magnesium

ADDITIONAL INFORMATION

Corn Soy Blend Plus (CSB+), a complete protein and source of energy, carbohydrates, protein, fat and micronutrients, is used in the Traditional School Feeding Program in Ethiopia. Cooks are trained in food safety and hygiene. Obesity is not seen to be a problem in Ethiopia.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

15,380 Cooks and food preparers

122 Transporters

16,620 Off-site processors

15,140 Food packagers and handlers

NR Monitoring

NR Food service management

NR Safety and quality inspectors

NR Other

Farmers were involved with the school feeding program(s)...

☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

☒ Yes ☐ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ **Women**
- ☒ **Youth**
- ☒ **Other groups**

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

All cooks are paid in cash by the national or local governments, implementing partners, or by local communities. Most (75–100%) are women.

CONTACTS: ETHIOPIA

Agency: Ministry of Education
Website: <http://www.moe.gov.et>
Email: commu@moe.gov.et

SUCCESSES AND CHALLENGES

Ethiopia reported the following positive recent developments: A national school feeding strategy has been drafted; school feeding has gained leadership's attention; and central and regional governments have allocated funding for both Emergency and Home Grown School Feeding Programs. Three particular strengths cited are: Community engagement; local governments' allocation and management of budget for the program; and local procurement from smallholder farmers.

The major setbacks reported for school feeding in the country were the absence of an endorsed policy document for school feeding; the fact that there is not a dedicated national budget line; a budget shortfall in the face of high level of need; and the lack of infrastructure and facilities at the school level. In addition, there is no national and regional level coordination mechanism and the government has not taken full ownership of the program. Fortunately, there have been no serious cases of corruption or mismanagement reported in the country.

STUDIES CONDUCTED

The WFP collaborated with Mastercard to conduct a cost benefit analysis in the country in 2017. The study has drawn the economic return of the program which is 1:6.7 for the Home Grown School Feeding Program. School feeding reduces the cost of family food expenditure and helps children improve their performance at school. Children also transfer knowledge in hygiene, sanitation and diet diversity.

CBA of school feeding (2017); Impact of school feeding on primary school education in Ethiopia, Ramin Gallenbacher, 2018

RESEARCH NEEDED

The impact of school feeding on nutrition and agriculture

HOME GROWN SCHOOL FEEDING PROGRAM

Lead implementer(s): Regional Bureau of Education

OBJECTIVES:

- To meet educational goals
- To provide a social safety net
- To meet agricultural goals
- In-School Meal

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- Porridge served in schools during mid-morning break
- Five times per week for ten-month school year

TARGETING:

Geographic

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2017-18 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	N/A		
Primary school	129,000	46%	54%
Secondary school	N/A		
Total	129,000	46%	54%

FOOD ITEMS:

Grains/cereals* Legumes and nuts
Salt Oil
* fortified

FOOD SOURCES:

Yes - Purchased (domestic) 0% In-kind (domestic)
Yes - Purchased (foreign) 0% In-kind (foreign)

NOTES:

This program receives funding from the Government of France and PepsiCo, with support from local governments and communities. Sourced from smallholder farmers through competition among identified farmer cooperative unions, 95% of the food is cleaned and processed by women. The program is managed through Food Management Committees and calls for at least 50% of the committee positions to be held by women.

EMERGENCY SCHOOL FEEDING

Lead implementer(s): Ministry of Education

OBJECTIVES:

- To meet educational goals
- To provide a social safety net
- In-School Meal
- In-School Snack

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- Porridge served in schools during mid-morning break
- Five times per week for ten-month school year

TARGETING:

Geographic

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2017-18 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	152,657	49%	51%
Primary school	1,965,629	49%	51%
Secondary school	N/A		
Total	2,118,286	49%	51%

FOOD ITEMS:

Grains/cereals* Legumes and nuts
Salt Oil
* fortified

FOOD SOURCES:

100% Purchased (domestic) 0% In-kind (domestic)
0% Purchased (foreign) 0% In-kind (foreign)

NOTES:

School feeding has been affected by slow-onset emergency and conflict. Both emergencies increased the number of students fed and changed the targeting approach. Emergency and humanitarian needs are assessed twice a year.

Families contributed to the program by paying cooks and providing fuel, wood, and water.



SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
January 2018 - October 2018 (180 school days)

- School Feeding Program
(Programa de Alimentación Escolar)

Lead Agency: Ministry of Education

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☐ Nutrition
- ☒ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total:

USD 165,353,033

National government:

USD 165,353,033

International donors*:

USD 0

Private sector: USD 0

Other donors: USD 0

*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

Most schools have electricity, piped and clean water, flush toilets, dedicated eating spaces/cafeterias, and kitchens.

MEALS/SNACKS/MODALITY

- ☐ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☐ Snacks
- ☐ Take-home rations
- ☐ Conditional cash transfer

- ☒ Grains/cereals
- ☒ Roots, tubers
- ☒ Legumes and nuts
- ☒ Dairy products
- ☒ Eggs
- ☒ Meat
- ☒ Poultry
- ☒ Other (Harinas fortificadas)

- ☒ Fish
- ☒ Green, leafy vegetables
- ☒ Other vegetables
- ☒ Fruits
- ☒ Oil
- ☒ Salt
- ☒ Sugar

Prohibited food items: none

FOOD SOURCES

- ☒ Purchased (domestic)
- ☐ Purchased (foreign)
- ☐ In-kind (domestic)
- ☐ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☒ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☐ Drinking water
- ☐ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

EDUCATION

- ☐ Nutrition
- ☒ Health
- ☐ Food and agriculture
- ☒ Reproductive health
- ☐ Hygiene
- ☒ HIV prevention

OTHER

- ☐ School gardens
- ☒ Physical education

The checked and highlighted items are reported as required, though they may not be uniformly implemented.



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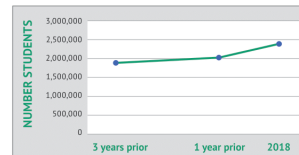
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SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018

School level	Total #	# Enrolled	# Receiving Food
Primary school	2,400,000	2,000,000	1,983,566
Secondary school	2,269,905	1,220,327	N/A
Total	4,669,905	3,220,327	1,983,566

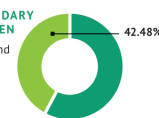


COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 4,669,905

Receiving school food: 1,983,566

Food was also provided to some students in ☒ pre-schools ☐ vocational/trade schools ☐ University/higher education ☐ Other



NR = No Response

NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☒ **Nutritionists involved**
- ☐ Special training for cooks/caterers in nutrition
- ☒ **Objective to meet nutritional goals**
- ☐ Objective to reduce obesity

Food items fortified:

NR

Micronutrients added to fortified foods:

NR

ADDITIONAL INFORMATION

At least 12 nutritionists were involved in the school feeding program. To mitigate overweight/obesity, the program includes nutritional requirements for food baskets, food restrictions on or near school grounds, and nutrition, food, and health education, as well as physical education.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

- NR Cooks and food preparers
- NR Transporters
- NR Off-site processors
- NR Food packagers and handlers
- NR Monitoring
- NR Food service management
- NR Safety and quality inspectors
- NR Other

Farmers were involved with the school feeding program(s)...

☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

☐ Yes ☒ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☐ Women
- ☐ Youth
- ☒ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

At least half (50%) of food must be purchased from family farmers. Parent organizations in the schools are responsible for purchasing decisions, for preparing and distributing food, and for overseeing/monitoring the program. Among other goals, this is intended to improve the nutritional quality of the school meal menu.

CONTACTS: GUATEMALA

Agency: Ministerio de Educación

Website: <http://www.mineduc.gob.gt/portal/index.asp>

Email: NR

SUCCESSES AND CHALLENGES

Strengths of the school feeding program include its fulfillment of the right to school feeding, as recognized in Guatemala, and its focus on cultural relevance. It also incorporates a focus on food and nutrition education. In addition, it emphasizes citizen participation, the distribution of resources and strengthening of local capacities.

Challenges associated with the school feeding program include the need to improve basic infrastructure, and difficulties related to purchasing from family farmers, given their productive capacity. In some cases, resources are mismanaged.

STUDIES CONDUCTED

Technical diagnosis of the school feeding program

RESEARCH NEEDED

Social impact of the school feeding program

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
October 2017 - June 2018 (180 school days)

- School Canteen Program

Lead Agency: World Food Program

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☒ Nutrition
- ☐ Food safety
- ☒ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☐ Yes ☒ No ☐ NR

BUDGET

Total:

USD 9,852,640

National government:

USD 852,640

International donors*:

USD 9,000,000

Private sector: N/A

Other donors: N/A



*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

All schools in Guinea-Bissau have kitchens and most have latrines, but only some have clean water available, and very few have piped water, electricity, dedicated eating spaces, or flush toilets. In the school canteen program, cooking is typically done on charcoal or wood stoves.

MEALS/SNACKS/MODALITY

- ☐ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☒ Grains/cereals
- ☒ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☐ Eggs
- ☐ Meat
- ☐ Poultry
- ☐ Snacks
- ☒ Take-home rations
- ☐ Conditional cash transfer
- ☒ Fish
- ☒ Green, leafy vegetables
- ☐ Other vegetables
- ☐ Fruits
- ☒ Oil
- ☒ Salt
- ☐ Sugar

Prohibited food items: None

FOOD SOURCES

- ☒ Purchased (domestic)
- ☒ Purchased (foreign)
- ☒ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☒ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☒ Drinking water
- ☐ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

EDUCATION

- ☒ Nutrition
- ☐ Health
- ☐ Food and agriculture
- ☒ Reproductive health
- ☒ Hygiene
- ☒ HIV prevention

OTHER

- ☐ School gardens
- ☒ Physical education

The checked and highlighted items are reported as required, though they may not be uniformly implemented.

☒ = mandatory



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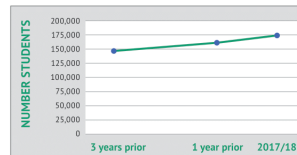
REPUBLIC OF Guinea-Bissau



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

School level	Total #	# Enrolled	# Receiving Food
Primary school	450,000	319,000	173,395
Secondary school	Unknown	Unknown	0
Total	Unknown	Unknown	173,395



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 450,000

Receiving school food: 173,395

Percentage calculation: Unknown

Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

NR = No Response

NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☒ **Nutritionists involved**
- ☐ Special training for cooks/caterers in nutrition
- ☒ **Objective to meet nutritional goals**
- ☒ **Objective to reduce obesity**

Food items fortified:
Oil and salt

Micronutrients added to fortified foods:
Vitamin A, Iodine

ADDITIONAL INFORMATION

To address overweight/obesity, the school canteen program includes nutrition education and physical education. Where schools have a school garden, the products are consumed by students. Two nutritionists are involved in the program.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

- NR Cooks and food preparers
- NR Transporters
- NR Off-site processors
- NR Food packagers and handlers
- NR Monitoring
- NR Food service management
- NR Safety and quality inspectors
- NR Other

Farmers were involved with the school feeding program(s)...

☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

☐ Yes ☒ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☐ Women
- ☐ Youth
- ☐ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

Communities support the school meal program by preparing food, providing water and firewood, building kitchens, managing warehouses, and unloading and storing food. With the introduction of a policy to purchase foods locally, farming communities also participate in the production of food supplies for the schools.

CONTACTS: REPUBLIC OF GUINEA-BISSAU

Agency: Ministry of Education and World Food Program

SUCCESSSES AND CHALLENGES

Guinea-Bissau has seen several positive developments related to the school canteen program. These include the approval of the School Canteen Law by the Council of Ministers and its promulgation by the President of the Republic; the technical support received from ABC and the WFP Center of Excellence to the School Canteen Program; Government financing for the program; and the transition toward purchasing local agricultural products for school canteens. The purchase of local agricultural products promotes the family-farm economy, and cooks are trained in the use of local products to enrich the children's diet. Community participation in the program includes the preparation of food for students and the management of warehouses by school canteen management committees.

The program also faces several challenges. Institutional instability and the continual changes of human resources involved in the program's management results in inefficiencies and the allocation of scarce resources toward redundant training. Other challenges include the need for a budget line for school meals in the country's General State Budget and the need for adequate funding; the need to decentralize the management of the school canteen program; the need to expand the local purchasing program and provide support to farmers; the need to reactivate the school canteen program's Intersectoral Committee at central, regional and sectoral levels for improved supervision and oversight; and the need to improve the monitoring system at the Ministry of Education and to develop a database for gathering information about school meals.

STUDIES CONDUCTED

A school-based food survey was carried out in 2016 and 2019 to understand the impact on students, as well as to collect information on infrastructure and the management of the program.

RESEARCH NEEDED

A study on the nutritional properties of local products for the development of a food basket / school menu for the school canteen program.

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
February 2018 - November 2018 (200 school days)

- Programa Nacional de Alimentación Escolar (PNAE)

Lead Agency: School Feeding Directorate (Dirección Alimentación Escolar - DAE)

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☒ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

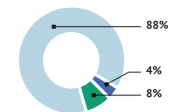
Total:
USD 23,136,364

National government:
USD 20,360,000

International donors*:
USD 925,455

Private sector: N/A

Other donors: USD 1,850,909



*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

Most schools in Honduras have electricity and latrines. Some have piped and clean water, flush toilets, dedicated eating spaces/cafeterias, and kitchens.

SPECIAL NOTES

Some UNESCO data was used to complete this report.

NR = No Response

MEALS/SNACKS/MODALITY

- ☒ Breakfast
- ☒ Lunch
- ☐ Dinner

- ☒ Grains/cereals
- ☒ Roots, tubers
- ☒ Legumes and nuts
- ☒ Dairy products
- ☒ Eggs
- ☐ Meat
- ☐ Poultry

- ☒ Snacks
- ☐ Take-home rations
- ☐ Conditional cash transfer
- ☒ Fish
- ☒ Green, leafy vegetables
- ☒ Other vegetables
- ☒ Fruits
- ☒ Oil
- ☐ Salt
- ☐ Sugar

Prohibited food items: Foods with "empty calories" such as foods with low nutritional value (e.g., sugary snacks, carbonated beverages)

FOOD SOURCES

- ☒ Purchased (domestic)
- ☐ Purchased (foreign)
- ☐ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☐ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☐ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☐ Drinking water
- ☐ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

EDUCATION

- ☐ Nutrition
- ☐ Health
- ☐ Food and agriculture
- ☐ Reproductive health
- ☐ Hygiene
- ☐ HIV prevention

OTHER

- ☐ School gardens
- ☐ Physical education

The checked and highlighted items are reported as required, though they may not be uniformly implemented.

☒ = mandatory



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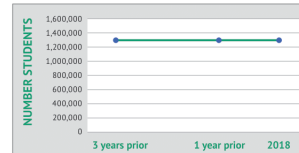
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SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018

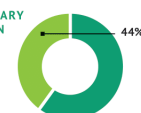
School level	Total #	# Enrolled	# Receiving Food
Primary school	1,316,207	1,123,945	900,000
Secondary school	1,182,616	655,090	200,000
Total	2,498,823	1,779,035	1,100,000



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 2,498,823

Receiving school food: 1,100,000



Food was also provided to some students in ☒ pre-schools ☐ vocational/trade schools ☐ University/higher education ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☒ Fortified foods
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☒ Nutritionists involved
- ☒ Special training for cooks/caterers in nutrition
- ☒ Objective to meet nutritional goals
- ☐ Objective to reduce obesity

Food items fortified:

Oil

Micronutrients added to fortified foods:

Not specified

ADDITIONAL INFORMATION

In some parts of the country, children only receive dry rations, while elsewhere they also receive perishable products (dairy and fresh fruits and vegetables). School meals are generally prepared on-site. Cooks receive training in nutrition, food safety/hygiene, portions/measurements, and menu planning. At least 20 nutritionists are involved with the school feeding program.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

- NR Cooks and food preparers
- NR Transporters
- NR Off-site processors
- NR Food packagers and handlers
- NR Monitoring
- NR Food service management
- NR Safety and quality inspectors
- NR Other

Farmers were involved with the school feeding program(s)...

☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

☒ Yes ☐ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ Women
- ☒ Youth
- ☒ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

Honduran law mandates that the program source at least 40% of its food from small (family farm) producers to stimulate the economy. Private companies are involved with food trading, food processing, and transport. School feeding committees, comprised of parents prepare and serve the food to the students. Approximately 40,000 volunteer cooks are part of the program. These include many indigenous women, particularly in the Garcías a Dios department.

CONTACTS: HONDURAS

Agency: Ministry of Development and Social Inclusion
(Secretaría de Desarrollo e Inclusión Social - SEDIS)
Website: www.sedis.gob.hn
Email: transparencia@sedis.gob.hn

SUCCESSES AND CHALLENGES

A positive development is that the domestic purchase of vegetables, fruits, eggs, and dairy have been improving since 2012. This has had a positive impact for participating small family farms.

Local governments and organizations asked for a school feeding law, but it was not approved, nor implemented.

The country suffers from ongoing conflict, including shootings on the roads. This impedes food delivery. There is no stable budget for PNAE. The program is lacking skillful, committed, and sustained (with stable pay) professionals. The program is vulnerable because there are inadequate staff for monitoring program activities.

The challenges are to achieve a stable and sufficient budget, remove political influences from the program, and staff the PNAE with a skilled and multidisciplinary technical team.

STUDIES CONDUCTED

Studies have been conducted, but none were specified.

RESEARCH NEEDED

Impact assessments related to consumption and school performance.

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
July 2017 – June 2018 (195 school days)

- Home Grown School Meals Program
- Mid-day Meal Program

Lead Agency: Ministry of Education, Science and Technology

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☒ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☐ Yes ☒ No ☐ NR

BUDGET

Total:
USD 27,396,000 (est.)

National government:
USD 14,036,000 (est.)

International donors*:
USD 13,360,000

Private sector: N/A

Other donors: N/A



*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

All schools in the country have latrines; most schools have electricity, clean water, and kitchens; some schools have piped water and dedicated eating spaces/cafeterias; and very few schools have flush toilets. In participating schools, school meals are prepared on-site in closed cooking areas using wood and/or charcoal stoves.

SPECIAL NOTES

Some data used to complete this report came from UNESCO, some from UNICEF.

NR = No Response

MEALS/SNACKS/MODALITY

- ☐ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☐ Snacks
- ☐ Take-home rations
- ☐ Conditional cash transfer

- ☒ Grains/cereals
- ☐ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☐ Eggs
- ☐ Meat
- ☐ Poultry

- ☐ Fish
- ☐ Green, leafy vegetables
- ☐ Other vegetables
- ☐ Fruits
- ☒ Oil
- ☒ Salt
- ☐ Sugar

Prohibited food items: None

FOOD SOURCES

- ☒ Purchased (domestic)
- ☐ Purchased (foreign)
- ☐ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☒ Height measurement
- ☒ Weight measurement
- ☒ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☒ Menstrual hygiene
- ☒ Drinking water
- ☒ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- ☒ EDUCATION
- ☒ Nutrition
- ☒ Health
- ☒ Food and agriculture
- ☒ Reproductive health
- ☒ Hygiene
- ☒ HIV prevention
- ☒ = mandatory

- ☒ OTHER
- ☒ School gardens
- ☒ Physical education

The checked and highlighted items are reported as required, though they may not be uniformly implemented.



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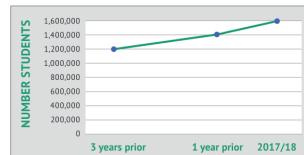
REPUBLIC OF Kenya



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

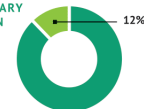
School level	Total #	# Enrolled	# Receiving Food
Primary school	9,504,649	8,200,000	1,600,000
Secondary school	3,905,351	1,640,247	N/A
Total	13,410,000	9,840,247	1,600,000



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 13,410,000*

Receiving school food: 1,600,000



Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

*This number does not include 154,000 primary students that received food in refugee schools in Kenya.

NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☒ **Micronutrient supplements**
- ☐ Nutritionists involved
- ☐ Special training for cooks/caterers in nutrition
- ☒ **Objective to meet nutritional goals**
- ☐ Objective to reduce obesity

Food items fortified:

Oil, salt

Micronutrients added to fortified foods:

Iron, Iodine

ADDITIONAL INFORMATION

Approaches used to prevent or mitigate overweight/obesity include nutrition education, food education, health education, and physical education. There are nutritional requirements for food baskets, and cooks are trained in food safety/hygiene.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

4,300	Cooks and food preparers
300	Transporters
NR	Off-site processors
20,000	Food packagers and handlers
2,000	Monitoring
NR	Food service management
5,000	Safety and quality inspectors
N/A	Other

Farmers were involved with the school feeding program(s)...

☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

☒ Yes ☐ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ **Women**
- ☒ **Youth**
- ☒ **Other groups**

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

Private sector actors are engaged in food trading, transport, and the provision of supplies (utensils). Women are employed as cooks and represent 50 to 75% of the cooking staff. Women, youth, and other groups are encouraged to join small-scale farmers' groups and supply food items to schools. Parents of students provide water (where needed), firewood, and sometimes utensils. Parents are also encouraged to assist with, or participate in, kitchen construction.

CONTACTS: KENYA

Agency: Ministry of Education, Science, and Technology

Website: www.education.go.ke

SUCCESSES AND CHALLENGES

School meal programs in Kenya are associated with increased students' enrollment, improved students' health, and overall improved performance of students. These programs receive monetary and in-kind support from students' families, and parents ensure their children attend school. The Kenyan Government demonstrates strong support for school meal programs through the provision of food items, and development partners provide technical support to ensure prudent management of the programs.

However, school meal programs in Kenya have faced a number of challenges in the past five years. Strained infrastructure and inadequate resources hinder the expansion of school feeding to resource-poor areas. Poor storage sometimes results in spoilage, with the food being condemned by public health officers. Food is sometimes also mishandled in transit from food suppliers to the schools, resulting in spillage and spoilage.

STUDIES CONDUCTED

LEWIE Report on the Impacts of Kenya's Home Grown School Meals Program on Local Economies

RESEARCH NEEDED

Impact of school feeding on households and the local economy

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
September 2018 – May 2019 (170 school days)

National School Feeding Program:

- Government operated
- WFP and Mercy Corp operated Optimisation of the School Feeding Program

Lead Agency: Ministry of Education and Science

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☐ Nutrition
- ☒ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total:

USD 13,940,463

■ National government:

USD 8,040,463

■ International donors*:

USD 5,900,000

■ Private sector: USD 0

■ Other donors: USD 0



*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

Most schools in the Kyrgyz Republic have electricity, piped and clean water, dedicated eating areas/cafeterias and kitchens. Some have latrines and flush toilets. School meals are prepared on school grounds in closed cooking areas that have electricity, refrigeration, electric or gas stoves, and storage areas.

SPECIAL NOTES

Information used in this report is from third-party sources, primarily the United Nations World Food Program and Mercy Corps, both of which are involved with the National School Feeding Program in the Kyrgyz Republic. Some data from UNESCO was used to complete this report.

NR = No Response

MEALS/SNACKS/MODALITY

- ☒ Breakfast
- ☒ Lunch
- ☐ Dinner

- ☒ Grains/cereals
- ☒ Roots, tubers
- ☒ Legumes and nuts
- ☒ Dairy products
- ☒ Eggs
- ☒ Meat
- ☒ Poultry

- ☒ Snacks
- ☐ Take-home rations
- ☐ Conditional cash transfer

Prohibited food items: Canned food, processed food, lemon salt, pickles, products with short shelf life

FOOD SOURCES

- ☒ Purchased (domestic)
- ☐ Purchased (foreign)
- ☒ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☒ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☒ Other: School orchards
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☒ Drinking water
- ☒ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

EDUCATION

- ☒ Nutrition
- ☐ Health
- ☐ Food and agriculture
- ☐ Reproductive health
- ☒ Hygiene
- ☐ HIV prevention

OTHER

- ☒ School gardens
- ☐ Physical education

The checked and highlighted items are reported as required, though they may not be uniformly implemented.

☒ = mandatory



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The Kyrgyz Republic



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018-19

School level	Total #	# Enrolled	# Receiving Food
Primary school	602,000	595,000	595,000
Secondary school	716,209	660,063	N/A
Total	1,318,209	1,255,063	595,000



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 1,318,209

Receiving school food: 595,000

■ 595,000

Food was also provided to some students in

- ☒ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other



NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☒ **Nutritionists involved**
- ☒ **Special training for cooks/caterers in nutrition**
- ☒ **Objective to meet nutritional goals**
- ☒ **Objective to meet educational goals**
- ☒ **Objective to provide a social safety net**
- ☐ Objective to reduce obesity

Food items fortified:

Grains/cereals, oil

Micronutrients added to fortified foods:

Iron, Vitamin A, Zinc, Folate, Vitamin B12, B1, B2, B3

ADDITIONAL INFORMATION

This program used nutrition, food and health education to prevent or mitigate overweight/obesity. Special training or certification programs on nutrition, portions/measurements, menu planning, food safety/hygiene and basic cooking skills were required for cooks/caterers.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

1,082 Cooks and food preparers

NR Transporters

NR Off-site processors

NR Food packagers and handlers

20+ Monitoring

NR Food service management

NR Safety and quality inspectors

NR Other

Farmers were involved with the school feeding program(s)...

☐ Yes ☒ No ☐ NR

Other private sector (for profit) actors were involved...

☒ Yes ☐ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☐ Women
- ☐ Youth
- ☐ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

CONTACTS: THE KYRGYZ REPUBLIC

Agency: Ministry of Education and Science

Website: <https://edu.gov.kg>

Email: minedukg@gmail.com

SUCCESSES AND CHALLENGES

The Kyrgyz Republic has a universal national school meal program that covers all 595,000 students enrolled in schools. 215,000 school children receive optimized hot meals with support from international organizations, while 380,000 students receive basic bun and tea as snack since the schools do not have adequate kitchen infrastructure to independently prepare hot meals.

The government initially funded the school feeding on the basis of 5 Kyrgyz Som (.07 USD) per child per day and then increased the funding to 7 Som (.10 USD) per child per day (.14 USD per day per child in remote or high-mountainous areas).

(This information is from <https://documents.wfp.org/stellent/groups/public/documents/communications/wfp288645.pdf>)

Both the ministry and the public support the goal of improving school meals nationwide. There are multiple state-level standards and requirements, however, which are not yet uniformly and universally implemented.

STUDIES CONDUCTED

Mercy Corps study in process

RESEARCH NEEDED

NR

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
Sept 2017 – May 2018 (175 school days)

- National School Lunch Program
- School Lunch Program (World Food Program)
- Learning and Engaging All in Primary School II (LEAPS II)

Lead Agency: Ministry of Education and Sports

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☒ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total:
USD 14,220,985

National government:
USD 6,336,000

International donors*:
USD 7,884,985

Private sector: USD 0

Other donors: USD 0

*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.



INFRASTRUCTURE

Some schools in Laos have piped water, clean water, and dedicated eating spaces/cafeterias. Most schools have latrines, though very few have electricity.

SPECIAL NOTES

International donors include the World Bank and the Governments of Australia, Japan, and the United States.

NR = No Response

MEALS/SNACKS/MODALITY

- ☐ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☐ Snacks
- ☐ Take-home rations
- ☐ Conditional cash transfer

- ☒ Grains/cereals
- ☒ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☒ Eggs
- ☒ Meat
- ☒ Poultry
- ☒ Fish
- ☒ Green, leafy vegetables
- ☒ Other vegetables
- ☒ Fruits
- ☒ Oil
- ☒ Salt
- ☐ Sugar

Prohibited food items: None

FOOD SOURCES

- ☒ Purchased (domestic)
- ☒ Purchased (foreign)
- ☒ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☒ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☒ Drinking water
- ☐ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- EDUCATION**
- ☒ Nutrition
- ☒ Health
- ☒ Food and agriculture
- ☒ Reproductive health
- ☒ Hygiene
- ☒ HIV prevention

- OTHER**
- ☒ School gardens
- ☒ Physical education

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☒ = mandatory



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Lao People's Democratic Republic



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

School level	Total #	# Enrolled	# Receiving Food
Primary school	866,083	832,696	163,396
Secondary school	670,567	671,064	0
Total	1,536,650	1,503,760	163,396

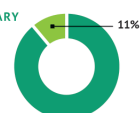


* Approximately 14% of these were pre-school children

COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 1,536,650

Receiving school food: 163,396



Food was also provided to some students in:

- ☒ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☐ Nutritionists involved
- ☒ **Special training for cooks/caterers in nutrition**
- ☒ **Objective to meet nutritional goals**
- ☒ **Objective to reduce obesity**

Food items fortified:

Oil, salt

Micronutrients added to fortified foods:

Vitamin A, Iodine, Vitamin E

ADDITIONAL INFORMATION

National laws or policies related to school feeding include the National Policy on Nutrition (2008), National Nutrition Strategy (2030), and Action Plan 2016–2025. School cooks are trained in nutrition, menu planning, and food safety. Foods produced in school gardens are consumed by students and/or sold. A greenhouse system is also being developed.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

4,150	Cooks and food preparers
12	Transporters
NR	Off-site processors
8	Food packagers and handlers
83	Monitoring
1,845	Food service management
3	Safety and quality inspectors
NR	Other

Farmers were involved with the school feeding program(s)...

☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

☐ Yes ☒ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ **Women**
- ☒ **Youth**
- ☒ **Other groups**

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

Most cooks are volunteers, but they do receive a small in-kind payment. Laos reported that smallholder farmers are involved in the School Lunch Program, with subsidies/inputs, agricultural extension, and school feeding-specific training provided by the national government. The storage system for that program is under the responsibility of village youth organizations. Community engagement is highly encouraged.

CONTACTS: LAOS

Agency: Ministry of Education and Sports
Website: <http://moes.edu.la/moes/index.php>
Email: N/A

SUCCESSES AND CHALLENGES

Successes associated with school feeding programs in Laos include the promotion of school agriculture, improved water access in schools, greater community cohesion, community ownership of the program and of the education system, improved gender parity in education, and improved nutrition education and practices in schools.

Challenges also exist, however, especially related to the sustainability of the National School Lunch Program after handover to the national government. More effort and resources are needed to create more nutritious school meals, and to use local food varieties on school meal menus. Furthermore, some policies or program documents, such as the National Social and Economic Development Plan, the associated School Feeding Strategies, and the World Food Program Country Strategy Plan, are not perfectly aligned.

STUDIES CONDUCTED

School meals cost-benefit analysis, which showed a long-term return of 6 USD for every dollar invested

RESEARCH NEEDED

Eating habits and nutrition requirements of different age groups

NATIONAL SCHOOL LUNCH PROGRAM

Lead implementer(s): Ministry of Education and Sports

OBJECTIVES:

- To meet educational goals
- To provide a social safety net
- To meet nutritional and/or health goals
- To prevent or mitigate obesity
- To meet agricultural goals

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In-school meals

TARGETING:

Geographic

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2017-18 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	5,569	50%	50%
Primary school	19,051	48%	52%
Secondary school	0	—	—
Total	24,620	—	—

FOOD ITEMS:

Grains/cereals	Poultry	Fish
Legumes and nuts	Meats	Fruits
Roots/tubers	Green, leafy vegetables	Oil*
Eggs	Other vegetables	Salt*

* fortified

FOOD SOURCES:

10% Purchased (domestic & foreign)
40% In-kind (domestic) 50% In-kind (foreign)

NOTES:

The Lao Women's Union at the village level leads the school lunch daily cooking.

SCHOOL LUNCH PROGRAM

Lead implementer(s): Ministry of Education and Sports

OBJECTIVES:

- To meet educational goals
- To provide a social safety net
- To meet nutritional and/or health goals

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In-school meals
- Five times per week during the school year

TARGETING:

Geographic

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2017-18 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	20,911	49%	51%
Primary school	113,141	48%	52%
Secondary school	0	—	—
Total	134,052	—	—

FOOD ITEMS:

Grains/cereals	Poultry	Fish
Legumes and nuts	Meats	Fruits
Roots/tubers	Green, leafy vegetables	Oil*
Eggs	Other vegetables	Salt*

* fortified

FOOD SOURCES:

10% Purchased (domestic & foreign)
40% In-kind (domestic) 50% In-kind (foreign)

NOTES:

Management of this program will shift from implementation by the development partner (World Food Program) to the national government in June 2019. A greater budget is needed for monitoring activities and for the daily procurement of fresh food. Although this program uses a competitive tendering process for procuring food items, smaller companies tend not to be successful at competing for bids.



SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
September 2018 - July 2019 (207 days)

- Liberia School Feeding Programme (by WFP)
- Mary's Meals International School Feeding Programme
- Liberia Empowerment through Attendance Reading and Nutrition Project (LEARN)

Lead Agency: Ministry of Education

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☐ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☐ Yes ☒ No ☐ NR

BUDGET

Total:

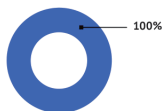
USD 10,273,520

■ National government:
USD 0

■ International donors*:
USD 10,273,520

■ Private sector: USD 0

■ Other donors: USD 0



*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

School meals are prepared on school grounds. Most schools have clean water, latrines and kitchens; very few have electricity, piped water, flush toilets, or dedicated eating spaces/cafeterias. All schools participating in the feeding programs have on-site kitchens, with open or closed cooking areas.

SPECIAL NOTES

The three programs are funded by implementing partners: Mary's Meals International, Save the Children, and the World Food Program (WFP).

NR = No Response

MEALS/SNACKS/MODALITY

- ☐ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☐ Snacks
- ☒ Take-home rations
- ☐ Conditional cash transfer

- ☒ Grains/cereals
- ☒ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☐ Eggs
- ☐ Meat
- ☐ Poultry
- ☐ Fish
- ☒ Green, leafy vegetables
- ☐ Other vegetables
- ☐ Fruits
- ☒ Oil
- ☒ Salt
- ☐ Sugar

Prohibited food items: Food items that are not safe for human consumption.

FOOD SOURCES

- ☒ Purchased (domestic)
- ☒ Purchased (foreign)
- ☒ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☒ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☒ Drinking water
- ☒ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- EDUCATION**
 - ☒ Nutrition
 - ☒ Health
 - ☐ Food and agriculture
 - ☒ Reproductive health
 - ☒ Hygiene
 - ☒ HIV prevention
 - OTHER**
 - ☒ School gardens
 - ☐ Physical education
- The checked and highlighted items are reported as required, though they may not be uniformly implemented.



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REPUBLIC OF Liberia



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018-19

School level	Total #	# Enrolled	# Receiving Food
Primary school	1,194,709	1,194,709	176,756
Secondary school	272,832	272,832	29,100
Total	1,467,541	1,467,541	205,856

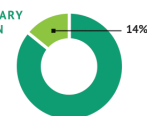


*Includes at least 68,871 pre-school children in 2018/19

COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 1,467,541

Receiving school food: 205,856



Food was also provided to some students in: ☒ Pre-schools ☐ Vocational/trade schools ☐ University/higher education ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☒ Fortified foods
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☒ Nutritionists involved
- ☒ Special training for cooks/caterers in nutrition
- ☒ Objective to meet nutritional goals
- ☐ Objective to reduce obesity

Food items fortified:

Grains/cereals, oil, salt, pulses/peas, Corn Soya Blend

Micronutrients added to fortified foods:

Iodine, Iron, Vitamin A, Vitamin D

ADDITIONAL INFORMATION

Schoolchildren in Liberia are supposed to receive de-worming treatments and health and nutrition education. Most or all cooks in Liberia's school feeding programs are trained in nutrition, portions/measurements, menu planning, and food safety and hygiene; some are also trained in food preparation.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

2,785	Cooks and food preparers
98	Transporters
0	Off-site processors
48	Food packagers and handlers
143	Monitoring
0	Food service management
5	Safety and quality inspectors
0	Other

Farmers were involved with the school feeding program(s)...

☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

☒ Yes ☐ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ Women
- ☒ Youth
- ☒ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

There was purposeful focus on creating jobs or income-generating opportunities for women and for youth. Between 75 and 100% of the cooks were women. Cooks and food monitors are compensated cash or in-kind payments. The Parent-Teachers Associations (PTAs) were encouraged to pay the cooks in many cases, and to contribute condiments for food preparation in schools. The WFP program—in particular—involved farmers, working primarily through farmer organizations and providing school feeding-specific training and forward contracts.

CONTACTS: LIBERIA

Agency: Ministry of Education

Website: www.moegov.lr

SUCCESSES AND CHALLENGES

Successes:

- 1) Development of National School Feeding Policy and School Feeding Code of Conduct to support Government involvement in the management of the school feeding program;
- 2) Inclusion of school feeding in different sector priority plans and the National Development Plan;
- 3) Involvement of multiple organizations in the implementation of school feeding;
- 4) Improved coordination of the program at national level;
- 5) Conducted of programme related assessment like the Systems Approach to Better Education Results (SABER) survey in Liberia;
- 6) Shifting priority to Home Grown School Feeding by partners and the government.

Strengths:

- 1) Expansion of program coverage (in terms of geographic) to 14 out of 15 counties.
- 2) Established coordination of program activities with partners implementing school feeding program.
- 3) Increasing community participation and support through providing cooks, firewood and other community services

Setbacks:

- 1) Inability to provide school meals for the entire student population in Liberia due to limited funding;
- 2) The Ebola Virus Disease outbreak was major disruption of prior gains.

Concerns:

- 1) There were instances of food theft and mismanagement, mainly at the school level.

Challenges:

- 1) Funding situation faced by government and partners to provide meals for the entire student population;
- 2) Limited institutional and personnel capacity to successfully implement school feeding program;
- 3) Limited national production to meet school feeding needs from locally-produced commodities to fully actualize HGSF.

STUDIES CONDUCTED

Zero Hunger Review: System Approach for Better Education Results (these studies are pending to be published though they have been validated).

Evidence on students and families are as follows:

- a) The System Approach for Better Education Result (SABER);
- b) The WFP school feeding evaluation of 2017 for example shows that Girls Take Home Rations provided as family rations serves a critical safety net purpose for families.

RESEARCH NEEDED

- a) Cost-Benefit analysis (CBA);
- b) Cost of Hunger in Africa (COHA);
- c) Supply Chain study for locally produced food commodities.

LIBERIA SCHOOL FEEDING PROGRAMME (WFP)

Lead implementer(s): World Food Program

OBJECTIVES:

- To meet educational goals
- To provide a social safety net
- To meet nutritional and/or health goals
- To meet agricultural goals
- Other: To achieve gender parity

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In-school meals
- Take-home rations

TARGETING:

Geographic and individual student characteristics

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2018-19 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	45,714	53%	47%
Primary school	70,135	54%	46%
Secondary school	N/A		
Total	115,849	—	—

FOOD ITEMS:

Grains/cereals*	Green, leafy vegetables	Salt*
Legumes* and nuts	Oil*	Sugar
Roots/tubers		

* fortified

FOOD SOURCES:

Yes - Purchased (domestic)	0 - In-kind (domestic)
Yes - Purchased (foreign)	0 - In-kind (foreign)

NOTES:

The WFP program reported 48% of the food used in the program was purchased from locally/nearest schools (largely from women farmers and via farmer organizations). The program uses three modalities: daily in-school meals, monthly take-home rations (which reached 4,000 girls), and cash transfers which go to schools for daily meals. For the reported school year, WFP reached 24% fewer children in Liberia than planned. Donors to the program were Denmark, Germany, and private donors.

MARY'S MEALS INTERNATIONAL SCHOOL FEEDING PROGRAM

Lead implementer(s): Mary's Meals International

OBJECTIVES:

- To meet educational goals
- To provide a social safety net
- To meet nutritional and/or health goals
- To meet agricultural goals

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In-school meals

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2017-18 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	39,887	—	—
Primary school	51,467	—	—
Secondary school	29,100	—	—
Total	120,454	—	—

FOOD ITEMS:

Grains/cereals*	Oil*	Salt*
Legumes* and nuts		

* fortified

FOOD SOURCES:

5% Purchased (domestic)	0% In-kind (domestic)
95% Purchased (foreign)	0% In-kind (foreign)

NOTES:

The Mary's Meals program worked in 304 public and 192 private schools, and provided in-school meals five days per week for the ten-month school year.



SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
October 2017 - August 2018 (175 school days)

- National Program of Food, Nutrition and School Health
- School Feeding Program (WFP)
- School Feeding Program (ADRA)
- School Feeding Program (IICA)

Lead Agency: The Ministry of National Education and Technical and Vocational Education (MENETP) and the National Office of Nutrition (ONN)

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☒ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

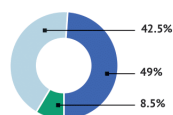
Total:
USD 9,937,798

■ National government:
USD 4,227,273

■ International donors*:
USD 4,888,353

■ Private sector: USD 822,172

■ Other donors: N/A



*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

Meals are prepared on school grounds. Most schools have water. Some schools have electricity, clean and/or running water, and latrines. Very few schools have flush toilets.

SPECIAL NOTES

The budget numbers above do not include ADRA's contribution because the data were not available. Some data used to complete this report came from UNESCO (2017).

NR = No Response

MEALS/SNACKS/MODALITY

- ☐ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☒ Snacks
- ☐ Take-home rations
- ☐ Conditional cash transfer

- ☒ Grains/cereals
- ☐ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☐ Eggs
- ☒ Meat
- ☐ Poultry
- ☒ Fish
- ☒ Green, leafy vegetables
- ☒ Other vegetables
- ☒ Fruits
- ☒ Oil
- ☒ Salt
- ☐ Sugar

Prohibited food items: NR

FOOD SOURCES

- ☒ Purchased (domestic)
- ☒ Purchased (foreign)
- ☒ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☐ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☐ Drinking water
- ☐ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- EDUCATION**
 - ☐ Nutrition
 - ☐ Health
 - ☐ Food and agriculture
 - ☐ Reproductive health
 - ☐ Hygiene
 - ☐ HIV prevention
- OTHER**
 - ☐ School gardens
 - ☐ Physical education

The checked and highlighted items are reported as required, though they may not be uniformly implemented.

☒ = mandatory



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REPUBLIC OF Madagascar



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

School level	Total #	# Enrolled	# Receiving Food
Primary school	4,733,726	4,733,726	507,948
Secondary school	1,534,273	1,534,273	2,228
Total	6,267,999	6,267,999	510,176



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 6,267,999

Receiving school food: 510,176



Food was also provided to some students in

- ☒ Pre-schools
- ☒ Vocational/trade schools
- ☐ University/higher education
- ☒ Other (Orphanage, Deaf, and Blind Center)

NUTRITION

School feeding program(s) include/involve the following:

- ☒ Fortified foods
- ☒ Bio-fortified foods
- ☒ Micronutrient supplements
- ☒ Nutritionists involved
- ☒ Special training for cooks/caterers in nutrition
- ☒ Objective to meet nutritional goals
- ☒ Objective to reduce obesity

Food items fortified:

Oil, rice (biofortified)

Micronutrients added to fortified foods:

MicroNutrient Powder (MNP) in two programs; rice fortified with protein and oil with Vitamin A

ADDITIONAL INFORMATION

Several key measures were taken to address nutrition and/or to prevent or mitigate obesity in Madagascar. These include: involving 4–6 nutritionists; training cooks in nutrition, portions/measurements, food safety and quality, and hygiene; providing nutrition education for students; and using fortified or bio-fortified foods and/or micronutrient powder combined with the school food.

CONTACTS: MADAGASCAR

Agency: Ministry of Basic Education
Website: www.education.gov.mg

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

- NR Cooks and food preparers
- NR Transporters
- NR Off-site processors
- NR Food packagers and handlers
- NR Monitoring
- NR Food service management
- NR Safety and quality inspectors
- NR Other

Farmers were involved with the school feeding program(s)...

☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

☒ Yes ☐ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ Women
- ☐ Youth
- ☐ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

A portion of the food is purchased from local farmers. Between 75 and 100% of cooks are women (although few or none are paid), and at least one program encourages women to become leaders in Local Management Committees. Parents pay part of the cost of the meals and community members are expected to provide in-kind contributions (e.g., firewood, school construction). One of the programs supports revenue generation activities with parent groups.

SUCCESSSES AND CHALLENGES

The National feeding policy and nutrition plan (2016) led to a high political and strategic commitment for enhancing school performance and fighting effectively against malnutrition.

Madagascar reported that school feeding has experienced successes in the country. For example, extremely vulnerable families are now motivated to send their children to school, and there is a decrease in absenteeism and drop-out rates – particularly among girls. School feeding is also helping to fight against food insecurity.

Challenges experienced by the school-feeding programs included insufficient resources, and lack of adequate monitoring. Concerns about corruption and mismanagement included food diversions, overworked students, weak motivation of those responsible at the school level, and turnover in responsible personnel.

It was also reported that the country has recently suffered a severe drought, a cyclone, and a measles outbreak.

STUDIES CONDUCTED

None

RESEARCH NEEDED

Study on nutrition and school feeding in Madagascar and study on school feeding program sustainability.

NATIONAL PROGRAM OF FOOD, NUTRITION AND SCHOOL HEALTH (PROGRAMME NATIONAL D'ALIMENTATION, DE NUTRITION ET DE SANTÉ SCOLAIRE)

Lead implementer(s): MENETP and ONN

OBJECTIVES:

- To meet educational goals
- To provide a social safety net
- To meet nutritional and/or health goals

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In-school meals/snacks

TARGETING:

Geographic and family vulnerability criterion

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2017-18 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	NR		
Primary school	334,690	—	—
Secondary school	N/A		
Total	334,690	—	—

FOOD ITEMS:

Grains/cereals*	Fish	Oil*
Legumes and nuts	Meat	Salt
Roots/tubers	Green, leafy vegetables	
Eggs	Other vegetables	* fortified

FOOD SOURCES:

25% Purchased (domestic)	5% In-kind (domestic)
0% Purchased (foreign)	70% In-kind (foreign)

NOTES:

In the 2017-18 school year, the program employed three feeding modalities, for primary students and an unspecified number of pre-school children. Two of the three modalities were provided 5 times per week for 175 days and targeted children in food insecure areas and vulnerable families. The third modality targeted nine schools with parent-run cafeterias and provided food for in-school meals two times per week for three months.

WFP - MADAGASCAR SCHOOL FEEDING PROGRAM

Lead implementer(s): MENETP, with technical and financial support from WFP

OBJECTIVES:

- To meet educational goals
- To provide a social safety net
- To meet nutritional and/or health goals

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In-school meals
- Conditional Cash Transfers

TARGETING:

Geographic and School targeting

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2017-18 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	N/A		
Primary school	204,033	56%	44%
Secondary school	N/A		
Total	204,033	56%	44%

FOOD ITEMS:

Grains/cereals*	Fish	Other vegetables
Legumes and nuts	Meat	Salt
Roots/tubers	Green, leafy vegetables	Oil*
		* fortified

FOOD SOURCES:

100% Purchased (domestic & foreign)	0% In-kind (domestic)
	0% In-kind (foreign)

NOTES:

The main objective of this program is to respond to emergencies by providing vital assistance to affected populations, while putting more emphasis on resilience activities, to empower communities. Targeting included schools with high food insecurity and malnutrition; areas with majority poor families; and areas with poor school performance.

The first feeding modality used direct provision of food to schools; the second used conditional cash transfers in 12 schools, allowing local purchasing and more diverse food baskets. Community involvement is through Local School Canteen Management Committees. Committees are composed of parents, community members and the school principal; and management and provide operational needs of school canteen(s).

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
September 2017 – July 2018 (188 days)

- Community-led Home Grown School Meals Program
- Mary's Meals School Meals Program
- World Food Program School Meal Programs (centralized and decentralized/home-grown models)
- NAPE/GIZ School Breakfast Program

Lead Agency: Ministry of Education, Science and Technology

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☒ Agriculture
- ☒ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total:

USD 15,278,770

■ National government:

USD 125,830

■ International donors*:

USD 15,152,940

■ Private sector: N/A

■ Other donors: N/A

*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

Meals of participating schools are prepared on-site in open or closed cooking areas using charcoal or wood stoves. All schools in the country have latrines; some schools have piped water, clean water, dedicated eating spaces, and kitchens; but very few schools have electricity or flush toilets.

SPECIAL NOTES

Some data from UNESCO (2017) were used to complete this report.

NR = No Response

MEALS/SNACKS/MODALITY

- ☒ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☐ Snacks
- ☒ Take-home rations
- ☒ Conditional cash transfer

- ☒ Grains/cereals
- ☒ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☒ Eggs
- ☒ Meat
- ☒ Poultry
- ☐ Fish
- ☒ Green, leafy vegetables
- ☐ Other vegetables
- ☒ Fruits
- ☒ Oil
- ☒ Salt
- ☒ Sugar

Prohibited food items: Sugary and/or carbonated drinks; "junk food"; foods that are challenging to prepare at school and can easily cause illness if not prepared properly

FOOD SOURCES

- ☒ Purchased (domestic)
- ☐ Purchased (foreign)
- ☒ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☒ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☒ Hearing testing/treatment
- ☒ Dental cleaning/testing
- ☒ Menstrual hygiene
- ☒ Drinking water
- ☒ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

EDUCATION

- ☒ Nutrition
- ☒ Health
- ☒ Food and agriculture
- ☒ Reproductive health
- ☒ Hygiene
- ☒ HIV prevention

OTHER

- ☒ School gardens
- ☒ Physical education

The checked and highlighted items are reported as required, though they may not be uniformly implemented.



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REPUBLIC OF Malawi



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

School level	Total #	# Enrolled	# Receiving Food
Primary school	4,433,977	4,433,977	2,726,365
Secondary school	1,915,336	998,940	N/A
Total	6,349,313	5,432,917	2,726,365



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 6,349,313

Receiving school food: 2,726,365

Food was also provided to some students in

- ☒ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other



NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☒ **Bio-fortified foods**
- ☐ Micronutrient supplements
- ☒ **Nutritionists involved**
- ☒ **Special training for cooks/caterers in nutrition**
- ☒ **Objective to meet nutritional goals**
- ☐ Objective to reduce obesity

Food items fortified:

Grains/cereals, oil, and salt

Micronutrients added to fortified foods:

Iron, Vitamin A, Iodine, Zinc, Folate, Vitamin B12, Thiamine, Riboflavin, Niacin, Vitamin B6, Vitamin C, Calcium

ADDITIONAL INFORMATION

Approaches to improve nutrition through school feeding programs in Malawi include having nutrition requirements for food baskets, food restrictions on or near school grounds, nutrition education, food education, and health education. To prevent or mitigate obesity, cooks are trained in nutrition, portion measurement, and menu planning. Malawi reported that 32 nutritionists were involved in the programs, four at the national level and 28 at the district level.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

0	Cooks and food preparers
16+	Transporters
150+	Off-site processors
NR	Food packagers and handlers
28+	Monitoring
NR	Food service management
4+	Safety and quality inspectors
+D54	Other: D53 Education Statistical Bulletin

Farmers were involved with the school feeding program(s)...

☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

☒ Yes ☐ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ **Women**
- ☒ **Youth**
- ☒ **Other groups**

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

Several programs directly involve farmers by either purchasing from small-scale farmers or providing them with inputs (including seed) and training in order to produce food for the school meals. Women are included on the local committees that run the programs and are encouraged to chair the committees. No cooks were reported in the "jobs created" section above, as it was reported that very few or none of the cooks were paid in any form.

CONTACTS: MALAWI

Agency: Ministry of Education, Science, and Technology
Website: www.education.gov.mw
Email: education@education.gov.mw

SUCCESSES AND CHALLENGES

Successes associated with school feeding programs in Malawi include increased school enrollment and reduced absenteeism and dropout rates. The programs are "community-owned", such that the communities (parents) prepare meals for the learners.

However, over the last five years, Malawi school meal programs have been negatively impacted by floods, droughts, and pest outbreaks that all affected agricultural production. Malawi's dependence on rain-fed agriculture, combined with a once-a-year growing cycle, make it difficult to produce for the programs. An inadequate budget makes it difficult to expand school feeding to all schools in the country. Malawi is also characterized by a lack of infrastructure and equipment in schools. Other challenges include the dependence on donors to fund the programs, and the contribution of school feeding to deforestation, as wood is the most common fuel source used in cooking.

STUDIES CONDUCTED

None listed

RESEARCH NEEDED

- Effect of school feeding on students' nutritional status and class performance
- Differences in availability and nutritional content between locally produced foods and imported foods used in school feeding programs

COMMUNITY-LED HOME GROWN SCHOOL MEALS PROGRAM

Lead implementer(s): Ministry of Education, Science, and Technology

OBJECTIVES:

- Meet educational goals
- Provide social safety nets
- Meet agricultural goals
- Meet nutrition and health goals

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In school meals
- Served approximately three times per week during the school year

TARGETING:

This program is intended to be universal, but actually reaches just 0-25% of students

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2017-18 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	N/A		
Primary school	705,000	52%	48%
Secondary school	N/A		
Total	705,000	52%	48%

FOOD ITEMS:

Grains/cereals*	Fruits	Salt*
Legumes and nuts	Green, leafy vegetables	Sugar
Roots/tubers	Oil*	

* fortified

FOOD SOURCES:

100% Purchased (domestic)	0% In-kind (domestic)
0% Purchased (foreign)	0% In-kind (foreign)

NOTES:

This program operates in 34 education districts. Farmers were provided with seed to produce some of the food used in this school feeding program. They were also provided with extension and training specific to school feeding. Most jobs to implement the program are performed by volunteers.

MARY'S MEALS SCHOOL MEALS PROGRAM

Lead implementer(s): Mary's Meals

OBJECTIVES:

- To meet educational goals

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In-school meals
- Served five times per week during the school year

TARGETING:

Geographic: Targeting is based on indicators of vulnerability, as identified through the Malawi Vulnerability Assessment Committee Reports (MVAC) and District Development Plans.

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2017-18 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	12,205	52%	48%
Primary school	1,015,395	51%	49%
Secondary school	N/A		
Total	1,027,600	—	—

FOOD ITEMS:

Grains/cereals*
* fortified

FOOD SOURCES:

100% Purchased (domestic)	0% In-kind (domestic)
0% Purchased (foreign)	0% In-kind (foreign)

NOTES:

The Mary's Meals program began in 2002. The corn-soya blend included in the food basket is manufactured in country, and participating schools prepare the meals on-site. Maize and soy are procured from small-scale farmers.

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
October 2017 - June 2018 (180 school days)

- National School Feeding Program of Mali
- World Food Program (WFP) School Feeding Program
- Catholic Relief Services Food for Education FFE III

Lead Agency: Ministry of Education

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☐ National school feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☒ Agriculture
- ☒ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total:
USD 24,762,092

National government:
USD 4,762,092

International donors*:
USD 18,600,000

Private sector: USD 1,400,000

Other donors: USD 0

*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

All schools in Mali have latrines. Most have potable water and some have running water. Some schools contain kitchens, though very few have cafeterias. As well, electricity is found in very few schools.

NR = No Response

MEALS/SNACKS/MODALITY

- ☐ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☒ Snacks
- ☒ Take-home rations
- ☒ Conditional cash transfer

- ☒ Grains/cereals
- ☐ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☐ Eggs
- ☒ Meat
- ☐ Poultry
- ☒ Fish
- ☐ Green, leafy vegetables
- ☐ Other vegetables
- ☐ Fruits
- ☒ Oil
- ☒ Salt
- ☐ Sugar

Prohibited food items: Non-halal foods (pork, donkey, dog)

FOOD SOURCES

- ☒ Purchased (domestic)
- ☐ Purchased (foreign)
- ☒ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☒ Height measurement
- ☒ Weight measurement
- ☒ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☒ Drinking water
- ☒ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- EDUCATION**
- ☒ Nutrition
- ☒ Health
- ☐ Food and agriculture
- ☐ Reproductive health
- ☒ Hygiene
- ☒ HIV prevention
- ☒ = mandatory

- OTHER**
- ☒ School gardens
- ☒ Physical education

The checked and highlighted items are reported as required, though they may not be uniformly implemented.



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REPUBLIC OF Mali



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

School level	Total #	# Enrolled	# Receiving Food
Primary school	3,384,974	2,352,462	333,627
Secondary school	2,290,099	640,219	27,439
Total	5,675,073	2,992,681	361,066



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 5,675,073

Receiving school food: 361,066

Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☒ Fortified foods
- ☐ Bio-fortified foods
- ☒ Micronutrient supplements
- ☒ Nutritionists involved
- ☒ Special training for cooks/caterers in nutrition
- ☒ Objective to meet nutritional goals
- ☐ Objective to reduce obesity

Food items fortified:

Grains/cereals, oil

Micronutrients added to fortified foods:

Iron, Vitamin A, Zinc, Vitamin B12, Vitamin B6, Vitamin C

ADDITIONAL INFORMATION

Fruits and vegetables produced from school gardens are consumed by the students or sold. Obesity is not considered a problem in Mali.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

7,058	Cooks and food preparers
18	Transporters
0	Off-site processors
0	Food packagers and handlers
6	Monitoring
1	Food service management
0	Safety and quality inspectors
52	Other

Farmers were involved with the school feeding program(s)...

☐ Yes ☒ No ☐ NR

Other private sector (for profit) actors were involved...

☒ Yes ☐ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ Women
- ☐ Youth
- ☐ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

In the context of decentralization in Mali, the Territorial Communities (CT) are responsible for managing the schools. Through the School Management Committees (CGS), they mobilize communities around the school and manage the school canteen for the benefit of all stakeholders. School feeding is regarded as a vector for local development. Women are involved in school canteens especially through the Association of Mothers of Students (AME). Families are also responsible for the provision of cooking stoves.

CONTACTS: MALI

Agency: Ministry of Education
Website: <http://www.education.gouv.ml>

SUCCESSES AND CHALLENGES

Successes of school feeding in Mali include increased school enrollment rates and lengthening the average duration of schooling among students that receive school meals, especially in the regions most affected by conflict.

Challenges associated with school feeding programs in Mali include security crises in the north and center of the country that have led to large population displacements. This insecurity has led to the closure of schools in some localities. The effects of climate change include flooding, with further population displacement. In addition, Mali experiences difficulties related to logistics and the coordination of food supplies and the monitoring and evaluation of school feeding programs. Additional challenges include weak oversight of funds allocated to school feeding at the local level, insufficient resources allocated by the government to school feeding, and low rates of national coverage in school canteens.

STUDIES CONDUCTED

- Aurino et al. (2018). School Feeding or General Food Distribution? Quasi-experimental Evidence on the Educational Impacts of Emergency Food Assistance during Conflict in Mali. Working Paper No. 2018-04, UNICEF Office of Research-Innocenti, Florence
- Follow-up to the School Canteen Program in Mali, World Bank, April 2016

RESEARCH NEEDED

None specified

NATIONAL SCHOOL FEEDING PROGRAM OF MALI (PROGRAMME NATIONAL D'ALIMENTATION SCOLAIRE AU MALI)

Lead implementer(s): National Center for School Canteens

OBJECTIVES:

- To meet educational goals
- To provide a social safety net
- To meet nutritional and/or health goals

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In-school meals, five times per week during the school year

TARGETING:

Geographic targeting, based on indicators of food insecurity and vulnerability and educational attainment

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2017-18 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	N/A		
Primary school	244,293	46%	54%
Secondary school	43,732	43%	57%
Total	288,025	—	—

FOOD ITEMS:

Grains/cereals*	Meats	Salt
Legumes and nuts	Fish	Oil*
* fortified		

FOOD SOURCES:

100% Purchased (domestic)	0% In-kind (domestic)
0% Purchased (foreign)	0% In-kind (foreign)

NOTES:

95% of the food procured for this program was purchased from local sources (generally within the community).



WORLD FOOD PROGRAM (WFP) SCHOOL FEEDING PROGRAM (PROGRAMME D'ALIMENTATION SCOLAIRE DU PROGRAMME ALIMENTAIRE MONDIAL (PAM))

Lead implementer(s): World Food Program

OBJECTIVES:

- To meet educational goals
- To provide a social safety net
- To meet nutritional and/or health goals

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In-school meals, five times per week during the school year
- Conditional cash transfer, five times per week during the school year

TARGETING:

Geographic targeting of zones with food insecurity and vulnerability, low school enrollment rates (especially girls), limited school infrastructure, and few other interventions

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2017-18 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	N/A		
Primary school	162,739	—	—
Secondary school	N/A		
Total	162,739	—	—

FOOD ITEMS:

Grains/cereals*	Salt
Legumes and nuts	Oil*
* fortified	

FOOD SOURCES:

74% Purchased (domestic)	26% In-kind (domestic)
0% Purchased (foreign)	0% In-kind (foreign)

NOTES:

Among the food items purchased for this program, approximately 40% were purchased locally. Cooks received training in nutrition, portions/measurements, menu planning, food safety/hygiene, and business/management. Unfortunately, the funding in the 2017/18 school year was inadequate to cover the number of planned beneficiaries, which had been 176,000 children.

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
September 2018 - July 2019 (180 days)

- School Feeding Program (funded by WFP)

Lead Agency: Ministry of National Education and Vocational Training/Directorate for Nutrition and Sanitation

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☐ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total: N/A

- National government: USD 20,000
- International donors*: NR
- Private sector: N/A
- Other donors: NR

*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

About 15% of participating schools have (closed or open-air) kitchens and few have latrines. Proper storage is in place to minimize food losses. Utensils are provided for cooking and serving the food on site.

SPECIAL NOTES

Some data from UNESCO (2017) was used to complete the section regarding secondary school-age children on page 1 of this report.

NR = No Response

MEALS/SNACKS/MODALITY

- ☒ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☐ Snacks
- ☐ Take-home rations
- ☐ Conditional cash transfer
- ☒ Grains/cereals
- ☐ Roots, tubers
- ☐ Legumes and nuts
- ☐ Dairy products
- ☐ Eggs
- ☐ Meat
- ☐ Poultry
- ☒ Other: Corn Soya Blend (CSB)
- ☐ Fish
- ☐ Green, leafy vegetables
- ☐ Other vegetables
- ☐ Fruits
- ☒ Oil
- ☒ Salt
- ☐ Sugar

Prohibited food items: Food products prohibited by Islam

FOOD SOURCES

- ☐ Purchased (domestic)
- ☐ Purchased (foreign)
- ☐ In-kind (domestic)
- ☐ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☐ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☒ Drinking water
- ☐ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

EDUCATION

- ☐ Nutrition
- ☐ Health
- ☐ Food and agriculture
- ☐ Reproductive health
- ☐ Hygiene
- ☐ HIV prevention

OTHER

- ☐ School gardens
- ☐ Physical education

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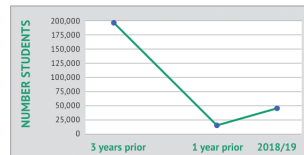
ISLAMIC REPUBLIC OF Mauritania



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018-19

School level	Total #	# Enrolled	# Receiving Food
Primary school	780,886	655,261	46,566
Secondary school	572,136	236,775	N/A
Total	1,353,022	892,036	46,566



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 1,353,022

Receiving school food: 46,566

Food was also provided to some students in

☐ Pre-schools ☐ Vocational/trade schools

☐ University/higher education ☐ Other



NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☒ **Nutritionists involved**
- ☐ Special training for cooks/caterers in nutrition
- ☒ **Objective to meet nutritional goals**
- ☐ Objective to reduce obesity

Food items fortified:

Salt, Corn Soya Blend

Micronutrients added to fortified foods:

Iron

ADDITIONAL INFORMATION

The program involves a nutritionist, and the government places a high priority on handwashing with soap and providing clean water. Although not a requirement, students in participating schools receive nutrition, health, HIV-prevention, and hygiene education as well as having school gardens and physical education. Some of these complementary activities and the make-up of the food basket are designed to mitigate or prevent obesity.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

288

Cooks and food preparers

8

Transporters

NR Off-site processors

NR Food packagers and handlers

NR Monitoring

NR Food service management

NR Safety and quality inspectors

NR Other

Farmers were involved with the school feeding program(s)...

☐ Yes ☒ No ☐ NR

Other private sector (for profit) actors were involved...

☐ Yes ☒ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

☒ Yes ☐ No ☐ NR

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

Most or all (75–100%) of the program cooks are women, who are paid in cash by their communities. Parents cover some of the cooks' payments and costs for food not provided by the program.

CONTACTS: MAURITANIA

Agency: Ministry of National Education and Vocational Training/
Directorate for Nutrition and Sanitation (Ministère Education Nationale et de la Formation Professionnelle)

Website: <http://www.education.gov.mr/spip.php?article81>

SUCCESSES AND CHALLENGES

Although the much of the school feeding program in Mauritania is under the responsibility of the Ministry of National Education, several other ministerial departments and entities are concerned with school feeding as well. These include the Ministry of Social Affairs of Children and Families; the Ministry of Health; the Ministry of Agriculture, Livestock, and Fisheries; Economy and Finance; Environment, Interior, and Decentralization; and the Office of the Food Safety Commissioner. This has resulted in the need to create synergies between the entities, especially those with a policy role.

STUDIES CONDUCTED

N/A

RESEARCH NEEDED

N/A

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
September 2017 - May 2018 (167 school days)

- Organization of Nutrition in Public Schools

Lead Agency: Ministry of Education, Culture and Research

NATIONAL LAWS, POLICIES, AND STANDARDS

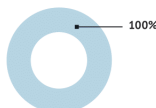
- ☒ National school feeding policy
- ☐ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total:
USD 11,535,118

- National government:
USD 11,535,118
- International donors*:
USD 0
- Private sector: USD 0
- Other donors: USD 0



*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

All schools in Moldova have electricity, piped water, and dedicated eating areas/cafeterias. Most have clean water, toilets and kitchens.

MEALS/SNACKS/MODALITY

- ☒ Breakfast
- ☐ Lunch
- ☐ Dinner
- ☒ Snacks
- ☐ Take-home rations
- ☐ Conditional cash transfer

- ☒ Grains/cereals
- ☒ Roots, tubers
- ☒ Legumes and nuts
- ☒ Dairy products
- ☒ Eggs
- ☒ Meat
- ☒ Poultry
- ☒ Fish
- ☒ Green, leafy vegetables
- ☐ Other vegetables
- ☒ Fruits
- ☒ Oil
- ☒ Salt
- ☒ Sugar

Prohibited food items: fast food, unhealthy salty snacks, sugary items, deep fried food, processed and canned food, confectionary, food containing fat, low quality food items and raw milk products.

FOOD SOURCES

- ☒ Purchased (domestic)
- ☐ Purchased (foreign)
- ☐ In-kind (domestic)
- ☐ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☒ Height measurement
- ☒ Weight measurement
- ☐ Deworming treatment
- ☒ Eye testing/eyeglasses
- ☒ Hearing testing/treatment
- ☒ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☒ Drinking water
- ☐ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- EDUCATION**
 - ☒ Nutrition
 - ☒ Health
 - ☒ Food and agriculture
 - ☒ Reproductive health
 - ☒ Hygiene
 - ☒ HIV prevention
- OTHER**
 - ☐ School gardens
 - ☒ Physical education

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THE REPUBLIC OF Moldova



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

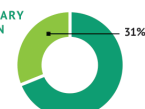
School level	Total #	# Enrolled	# Receiving Food
Primary school	154,649	140,141	137,200
Secondary school	299,499	195,480	2,000
Total	454,148	335,621	139,200



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 454,148

Receiving school food: 139,200



Food was also provided to some students in

- ☒ pre-schools
- ☒ vocational/trade schools
- ☐ University/higher education
- ☐ Other

NR = No Response

NUTRITION

School feeding program(s) include/involve the following:

- ☐ Fortified foods
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☒ Nutritionists involved
- ☒ Special training for cooks/caterers in nutrition
- ☒ Objective to meet nutritional goals
- ☐ Objective to reduce obesity

Food items fortified:

NR

Micronutrients added to fortified foods:

NR

ADDITIONAL INFORMATION

The school feeding program includes nutrition requirements for food baskets, food restrictions on or near school grounds, nutrition education, food education, health education and physical education to prevent or mitigate overweight/obesity. Meals do not include packaged, processed foods.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

1,300

- Cooks and food preparers
- NR Transporters
- NR Off-site processors
- NR Food packagers and handlers
- NR Monitoring
- NR Food service management
- NR Safety and quality inspectors
- NR Other

Farmers were involved with the school feeding program(s)...

☐ Yes ☒ No ☐ NR

Other private sector (for profit) actors were involved...

☐ Yes ☒ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☐ Women
- ☐ Youth
- ☐ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☐ Yes ☒ No ☐ NR

ADDITIONAL INFORMATION

Of the 1,300 cooks involved in this school feeding program, over three-quarters are women and all receive a salary (paid by both national and local governments). Most cooks have some specialized training.

CONTACTS: MOLDOVA

Agency: Ministry of Education, Culture and Research

Website: <https://mecc.gov.md/en>

Email: mecc@mecc.gov.md

SUCCESSES AND CHALLENGES

- Resolution No. 722 of 07/18/2018 was adopted by the government on approval of the Instruction on organization of nutrition of children and students in educational institutions.
- In 2016-2017, financial standards for feeding children / students in educational institutions were indexed and made effective September 1, 2018, they were increased by an average of two lei per child per day. In this regard, the state budget for 2018 was allocated 51 million lei.
- With funds provided by the government, canteens of 137 educational institutions were repaired. In Chisinau, 9.5 million lei were allocated for the repair of food blocks. Thus, food blocks of 61 educational institutions were repaired.

STUDIES CONDUCTED

None reported

RESEARCH NEEDED

- Detailed analysis of costs
- Alternative models of school feeding in public schools

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
February 2018 – November 2018 (200 days)

- National School Food Program (PRONAE)

Lead Agency: Ministry of Education and Human Development

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☒ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☐ Yes ☒ No ☐ NR

BUDGET

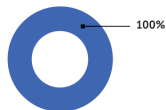
Total: USD 8,000,000

National government: USD 0

International donors*: USD 8,000,000

Private sector: USD 0

Other donors: USD 0



*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

All schools have latrines. Most schools have tap water and drinking water. Very few schools have electricity, flush toilets, dedicated eating spaces/cafeterias, and kitchens.

SPECIAL NOTES

NR

NR = No Response

MEALS/SNACKS/MODALITY

- ☐ Breakfast
- ☐ Lunch
- ☐ Dinner
- ☐ Snacks
- ☐ Take-home rations
- ☒ Conditional cash transfer

- ☒ Grains/cereals
- ☒ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☐ Eggs
- ☐ Meat
- ☐ Poultry
- ☐ Fish
- ☒ Green, leafy vegetables
- ☒ Other vegetables
- ☒ Fruits
- ☒ Oil
- ☒ Salt
- ☒ Sugar

Prohibited food items: Sweeteners, greases, sodas, processed products

FOOD SOURCES

- ☒ Purchased (domestic)
- ☐ Purchased (foreign)
- ☒ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☒ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☒ Menstrual hygiene
- ☒ Drinking water
- ☒ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- EDUCATION**
 - ☒ Nutrition
 - ☒ Health
 - ☒ Food and agriculture
 - ☒ Reproductive health
 - ☒ Hygiene
 - ☒ HIV prevention
- OTHER**
 - ☒ School gardens
 - ☒ Physical education

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REPUBLIC OF Mozambique



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018

School level	Total #	# Enrolled	# Receiving Food
Primary school	7,000,000	6,000,000	119,835
Secondary school	3,000,000	4,000,000	19,291
Total	10,000,000	10,000,000	139,126



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 10,000,000

Receiving school food: 139,126

Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other



NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☒ **Bio-fortified foods**
- ☐ Micronutrient supplements
- ☒ **Nutritionists involved**
- ☐ Special training for cooks/caterers in nutrition
- ☒ **Objective to meet nutritional goals**
- ☐ Objective to reduce obesity

Food items fortified:

Grains, oil, salt, and sugar

Micronutrients added to fortified foods:

Vitamin A, Iodine, Folate, Thiamine, Vitamin B6, Vitamin C

ADDITIONAL INFORMATION

Sweet potatoes are biofortified. There are five nutritionists for the program.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

- NR Cooks and food preparers
- Yes** Transporters
- NR Off-site processors
- NR Food packagers and handlers
- Yes** Monitoring
- NR Food service management
- NR Safety and quality inspectors
- NR Other

Farmers were involved with the school feeding program(s)...

- ☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

- ☐ Yes ☒ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ **Women**
- ☒ **Youth**
- ☒ **Other groups**

There was community engagement (by parents or others) in the school feeding program(s)

- ☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

Mozambique reports that, in general, all local and rural families have the opportunity to sell their agricultural products to the program. The sales to PRONAE have allowed those households to raise their living standards as incomes improve and cropland increases. For young people, a window of opportunity has opened for them to sell their agricultural products in PRONAE schools and to secure rural employment.

CONTACTS: MOZAMBIQUE

Agency: Ministry of Education and Human Development

Website: <http://www.mined.gov.mz/Pages/Home.aspx>

Email: L_suporte@mined.gov.mz

SUCCESSES AND CHALLENGES

Mozambique reported that PRONAE contributed to greater retention and improvement of students' school performance; influenced appreciation for the use and consumption of locally produced foods and for improving the quality of life of the students into adulthood, and contributing to the improvement of human capital; local purchases by the schools contributed to increasing family farmers income.

Recent positive developments reported are the commitment and willingness on the part of the government to reinforce school feeding, shown through the formulation and approval of a specific national program (PRONAE) in 2013; ongoing capacity building efforts (training of staff and other program personnel) at different territorial levels; improving the number of children introduced to healthy school meals, different from what they eat at home.

Challenges reported are: a weak monitoring and evaluation system; inadequate human resources at all levels; and weak coordination and multi-sector participation in PRONAE. Mozambique expressed the following needs: a) the need to expand the program for greater coverage across the country; b) the need for a school nutrition law; and c) a need to advocate with those who control finances to establish a budget line to finance the PRONAE.

Concerns reported regarding corruption/mismanagement revolve around the procurement of food and non-food items from suppliers who are not eligible for participation.

STUDIES CONDUCTED

Studies show improved educational indicators in schools covered by the program; increase appreciation of food use and consumption. Increase in family incomes due to local purchases by schools.

RESEARCH NEEDED

Studies related to the nutritional status of school-age children and studies on the alternatives of school snacks for the arid areas of the country.

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
April 2017-March 2018 (220 school days)

- Mid-Day Meal Program (Diva Khaja Karyakram)
- Food For Education Program (Shikshaya ko Lagi Khadya Karyakram)

Lead Agency: Center for Education and Human Resource Development, Ministry of Education, Science and Technology

NATIONAL LAWS, POLICIES, AND STANDARDS LINKED TO SCHOOL FEEDING

- ☒ National school feeding policy
- ☒ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total:
USD 25,104,971

■ National government:
USD 20,877,427

■ International donors**:
USD 4,227,544

■ Private sector: USD 0

■ Other donors: USD 0



**The World Food Program with support from the U.S. Department of Agriculture and various other bilateral and multilateral donors.

INFRASTRUCTURE

Most schools in Nepal have electricity, piped water, and "gender private" latrines. Some have clean water and kitchens, but very few have dedicated eating spaces or flush toilets.

SPECIAL NOTES

Nepal was the first country to complete the 2019 Global Survey of School Meal Programs.

NR = No Response

MEALS/SNACKS/MODALITY

- ☐ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☐ Snacks
- ☐ Take-home rations
- ☐ Conditional cash transfer

- ☒ Grains/cereals
- ☐ Roots, tubers
- ☒ Legumes and nuts
- ☒ Dairy products
- ☒ Eggs
- ☐ Meat
- ☒ Poultry
- ☐ Fish
- ☒ Green, leafy vegetables
- ☒ Other vegetables
- ☒ Fruits
- ☒ Oil
- ☒ Salt
- ☒ Sugar

Prohibited food items: "junk food" (processed, packaged foods with high sugar and fat content)

FOOD SOURCES

- ☒ Purchased (domestic)
- ☒ Purchased (foreign)
- ☐ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☒ Height measurement
- ☒ Weight measurement
- ☒ Deworming treatment
- ☒ Eye testing/eyeglasses
- ☒ Hearing testing/treatment
- ☒ Dental cleaning/testing
- ☒ Menstrual hygiene
- ☒ Drinking water
- ☒ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

EDUCATION

- ☒ Nutrition
- ☒ Health
- ☒ Food and agriculture
- ☒ Reproductive health
- ☒ Hygiene
- ☒ HIV prevention

OTHER

- ☒ School gardens
- ☒ Physical education

The checked and highlighted items are reported as required, though they may not be uniformly implemented.



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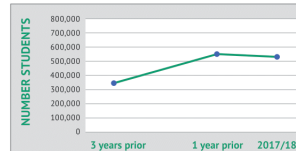
FEDERAL DEMOCRATIC REPUBLIC OF Nepal



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

School level	Total #	# Enrolled	# Receiving Food
Primary school	3,784,232	3,919,431	483,600
Secondary school	4,281,028	2,750,028	38,500
Total	8,065,260	6,670,175	522,392



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 8,065,260

Receiving school food: 522,392



Food was also provided to some students in:

- ☒ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☐ Nutritionists involved
- ☐ Special training for cooks/caterers in nutrition
- ☒ **Objective to meet nutritional goals**
- ☐ Objective to reduce obesity

Food items fortified:

Salt
The only fortified food used in the government's Mid-Day Meal Program is iodized salt; the Food for Education Program involves in-kind food aid, with fortified cereals, legumes, salt, and oil.

Micronutrients added to fortified foods:

Iodine

ADDITIONAL INFORMATION

Although no mandatory certification is required, WFP provided commodity management, nutrition and food preparation training to all cooks in the Food for Education Program.

Nepal has a Multi-sectoral Nutrition Plan (2017/18 - 2021/22) and—since 2006—a national School Health and Nutrition Strategy.

A number of complementary programs required in the new national policy will support child nutrition in Nepal. While deworming is implemented in most cases, some other newly mandatory programs may take place in some schools but are not yet implemented at scale.

Nepal also reports that "junk food" items are prohibited on all school premises, and that obesity is not considered a problem.

Four inter-sectoral bodies deal with school feeding in Nepal: The National Food for Education and the Multi-sectoral Nutrition Steering Committees provide policy-level guidance. The Project Coordination Committee and the Mid-Day Meal Management Directorate deal with operational issues.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

5,300	Cooks and food preparers
6	Transporters
NR	Off-site processors
NR	Food packagers and handlers
NR	Monitoring
NR	Food service management
1	Safety and quality inspectors
NR	Other

Farmers were involved with the school feeding program(s)...

☐ Yes ☒ No ☐ NR

Other private sector (for profit) actors were involved...

☐ Yes ☒ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☐ Women
- ☐ Youth
- ☐ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

Most cooks are school assistants who are paid a bit more by the government, school, or community to also cook; 25% or less are women. The program focuses on leadership positions for women. There has been very limited linkage with local agriculture production. Parents are required to support the program, providing fuel/firewood, helping with meal preparation and management, and creating awareness re school meals and education.

CONTACTS: NEPAL

Agency: Center for Education and Human Resource Development and Food for Education Project (FFEP), MOEST

SUCCESSES AND CHALLENGES

Nepal reports that school feeding has contributed positively to increasing school enrollment and attendance and providing needed proper meals for children, especially in regions of high food insecurity and low educational performance. School feeding activities have contributed to achieving gender parity in primary education and reducing socio-cultural discrimination.

Positive recent developments related to school meals in Nepal include the Free and Compulsory Basic Education Act of 2018, which guarantees school meals for children in areas with low Human Development Index scores; the expansion of school meals to cover an additional 720,000 children through the additional investment of 10.98 million USD for the 2018/19 school year; and the School Sector Development Plan (SSDP) that recognizes school meals as a cross-cutting tool for improved nutrition and health that can contribute to increased school participation and learning outcomes.

The program has faced several recent challenges, however. Nepal's terrain and topography pose ongoing access and logistical challenges and supply chain management issues, especially during the rainy (monsoon) season. A devastating earthquake in 2015 severely damaged schools, disrupting over 30,000 classrooms and causing delays for the planned expansion of the Mid-Day Meal Program. A prolonged transition to a Federal form of government and related de-centralization efforts have also been challenging. There has been increasing demand for school meals from local government, straining the limited resources at the national level. In general, funding for the program needs to better cover the costs of operation and management.

STUDIES CONDUCTED

1. Assessment of the Cash-based Pilot School Meal Programme with Three Alternative Modalities Combined with Complementary Nutrition-Sensitive Literacy Education, 2018, by the World Vegetable Center with support of WFP and USDA.

2. Cost-Benefit Analysis of the Nepal National School Meals Programme, 2018, by WFP and Mastercard Inc.

RESEARCH NEEDED

A. Impact of school meals with other nutrition interventions on the reduction of anemia prevalence in adolescent girls.

B. Semi-centralized and/or decentralized system of supply chain and management modality and its impact on local agriculture.

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
October 2017 - June 2018 (180 school days)

- National School Feeding Program/Government
- National School Feeding Program/World Food Program

Lead Agency: School Canteen Management Unit,
Ministry of Education

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☒ Nutrition
- ☐ Food safety
- ☒ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total:
USD 13,151,398

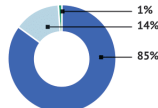
National government:
USD 1,800,074

International donors*:
USD 11,239,724

Private sector: USD 0

Other donors: USD 111,600 (local governments)

*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.



INFRASTRUCTURE

Meals are prepared on site at schools, using wood or charcoal-burning stoves, either in closed or open-air kitchens. Most schools have storage, water, and utensils. Some schools have latrines; few schools have electricity or flush toilets. Food fumigation is common. School have gardens where it is possible to grow vegetables.

NR = No Response

MEALS/SNACKS/MODALITY

- ☒ Breakfast
- ☒ Lunch
- ☒ Dinner
- ☐ Snacks
- ☒ Take-home rations
- ☒ Conditional cash transfer

- ☒ Grains/cereals
- ☐ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☐ Eggs
- ☐ Meat
- ☐ Poultry
- ☐ Fish
- ☐ Green, leafy vegetables
- ☐ Other vegetables
- ☐ Fruits
- ☒ Oil
- ☒ Salt
- ☒ Sugar

Prohibited food items: Foods that do not meet nutritional and caloric standards or are culturally unacceptable

FOOD SOURCES

- ☒ Purchased (domestic)
- ☒ Purchased (foreign)
- ☒ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☐ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☒ Menstrual hygiene
- ☒ Drinking water
- ☒ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- ☒ Nutrition
- ☒ Health
- ☒ Food and agriculture
- ☐ Reproductive health
- ☒ Hygiene
- ☒ HIV prevention
- ☐ Other
- ☒ School gardens
- ☒ Physical education

The checked and highlighted items are reported as required, though they may not be uniformly implemented.



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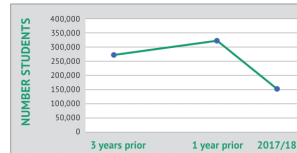
REPUBLIC OF Niger



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

School level	Total #	# Enrolled	# Receiving Food
Primary school	3,991,447	2,768,305	150,811
Secondary school	3,114,836	786,582	42,490
Total	7,106,283	3,554,887	193,301



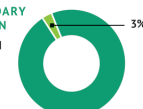
COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 7,106,283

Receiving school food: 193,301

Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other



NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☒ **Nutritionists involved**
- ☒ **Special training for cooks/caterers in nutrition**
- ☒ **Objective to meet nutritional goals**
- ☐ Objective to reduce obesity

Food items fortified:

Not specified

Micronutrients added to fortified foods:

Iron

ADDITIONAL INFORMATION

School feeding programs in Niger are supported by the work of 13 nutritionists, and cooks receive training in nutrition, portions/measurement, menu planning, and food safety/hygiene. Obesity is not considered to be a problem in Niger.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

3,504	Cooks and food preparers
75	Transporters
N/A	Off-site processors
160	Food packagers and handlers
N/A	Monitoring
3,787	Food service management
N/A	Safety and quality inspectors
N/A	Other

Farmers were involved with the school feeding program(s)...

☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

☒ Yes ☐ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ **Women**
- ☒ **Youth**
- ☐ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

The school feeding programs provide employment, and priority in hiring is given to women as paid cooks. Women are also organized into groups to receive training in self-reliance and capacity strengthening, and local food purchases are sometimes made from women farmers' organizations. Youth are engaged in school gardening and animal husbandry. Students' families are engaged in infrastructure construction (e.g., kitchens); providing supplies of firewood and water, and providing food in the event of a break in supply.

CONTACTS: NIGER

Agency: Ministry of Education/School Canteen Management Unit (Cellule de gestion des cantines scolaires)
Website: N/A

SUCCESSES AND CHALLENGES

Niger has experienced a number of successes around school feeding: Niger was proud to be the first country of the African Union to host the celebration of the Africa Day of School Feeding. An agreement has been signed between the Ministry of Primary Education and the World Food Program regarding school feeding. A SABER (Systems Approach for Better Education Results) workshop has also been organized. Complementary activities have been organized to ensure the sustainability of the school feeding program.

At the same time, numerous challenges remain. There are scarce resources available for the program's implementation. Some parts of the country are difficult to access owing to conflict and insecurity. Additionally, there is growing concern related to environmental degradation stemming from the use of firewood for the preparation of school meals.

STUDIES CONDUCTED

Studies have found school feeding in Niger to be associated with increased attendance and success of students, and relief for their families.

RESEARCH NEEDED

- The mobilization of the private sector to finance canteens
- The financing of school canteens
- The nutritional status of students
- The impact of school feeding on student achievement

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
January 2018 – November 2018
(195 days for day school; 273 for boarding)

- Home Grown School Feeding Program in primary schools (with WFP support)
- School Feeding Program in secondary schools
- One Cup of Milk

Lead Agency:
Districts / Ministry of Education / World Food Program

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☐ National school feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☒ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

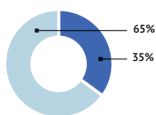
Total:
USD 15,630,315

National government:
USD 10,227,534

International donors*:
USD 5,402,781

Private sector: N/A

Other donors: N/A



*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

All meals are prepared on site in closed cooking areas using charcoal or wood stoves. Cooking utensils and storage facilities are available in all schools, as are gender-private latrines. Most schools have electricity, clean water, and kitchens; some have piped water and dedicated eating spaces. Very few schools have flush toilets.

SPECIAL NOTES

The Government of Rwanda's 2019 Statistical Yearbook was the source of some (2017/18 school year) data used to complete this report.

NR = No Response

MEALS/SNACKS/MODALITY

- ☐ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☒ Snacks
- ☐ Take-home rations
- ☐ Conditional cash transfer

- ☒ Grains/cereals
- ☒ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☐ Eggs
- ☐ Meat
- ☐ Poultry
- ☐ Fish
- ☒ Green, leafy vegetables
- ☒ Other vegetables
- ☐ Fruits
- ☒ Oil
- ☒ Salt
- ☒ Sugar

Prohibited food items: None

FOOD SOURCES

- ☒ Purchased (domestic)
- ☒ Purchased (foreign)
- ☒ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☒ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☒ Menstrual hygiene
- ☒ Drinking water
- ☐ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- EDUCATION**
- ☒ Nutrition
- ☒ Health
- ☒ Food and agriculture
- ☒ Reproductive health
- ☒ Hygiene
- ☒ HIV prevention

- OTHER**
- ☒ School gardens
- ☒ Physical education

The checked and highlighted items are reported as required, though they may not be uniformly implemented.

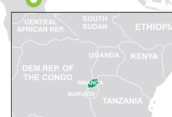
☒ = mandatory



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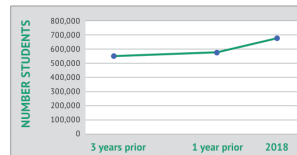
REPUBLIC OF Rwanda



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018

School level	Total #	# Enrolled	# Receiving Food
Primary school	1,820,362	1,789,921	183,857
Secondary school	1,660,932	658,285	490,801
Total	3,481,294	2,448,206	674,658



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 3,481,294

Receiving school food: 674,658



Food was also provided to some students in

- ☒ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☐ Nutritionists involved
- ☒ **Special training for cooks/caterers in nutrition**
- ☒ **Objective to meet nutritional goals**
- ☐ Objective to reduce obesity

Food items fortified:

Grains/cereals (including Corn-Soy Blend) and Oil

Micronutrients added to fortified foods:

Vitamins A, B1, B2, B3, B6, B12, C, D3, E, and K; Iron, Niacin, Iodine, Zinc, Calcium, Folate, Folic Acid, Selenium, Potassium, and Phosphorus

ADDITIONAL INFORMATION

Nutrition education and physical education are incorporated into the school feeding programs to prevent and mitigate overweight and obesity. Cooks and caterers for the Home-Grown School Feeding Program receive training in nutrition, portions/measurements, menu planning, and food safety/hygiene.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

5,447	Cooks and food preparers
180	Transporters
3,499	Off-site processors
N/A	Food packagers and handlers
N/A	Monitoring
N/A	Food service management
N/A	Safety and quality inspectors
NR	Other

Farmers were involved with the school feeding program(s)...

☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

☒ Yes ☐ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☐ Women
- ☐ Youth
- ☐ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

Farmers are involved directly in the Home Grown School Feeding Program and are assisted with subsidies, agricultural extension, and training specific to school feeding programs. Forward contracts are offered to large food suppliers.

Among the food items that are purchased for school feeding programs in Rwanda, 97% are procured locally. Local foods on the school meal menu include beans, maize meal, and milk. Sugar and salt are purchased from elsewhere.

The community is encouraged to participate in school feeding activities in Rwanda through the construction of basic infrastructure (e.g., kitchens and storage areas) and by working in school gardens, and voluntarily contributing (e.g., providing fuel, cooking, or paying for meals for secondary school students from vulnerable families).

SUCCESSES AND CHALLENGES

School feeding programs in Rwanda are characterized by several strengths/achievements, including the improved nutritional status of students from vulnerable families, higher attendance and retention rates of students, and rising agricultural production associated with the Home Grown School Feeding Program. Recent positive developments include the provision of school lunches in the most vulnerable areas and the provision of meals for secondary school students who study from morning to evening.

Challenges associated with school feeding in Rwanda include inadequate infrastructure, a low level of community participation, and the use of firewood for cooking, which has a negative impact on the surrounding environment. There are also concerns related to cooks preparing an insufficient quantity of food for the students.

STUDIES CONDUCTED

None specified

RESEARCH NEEDED

Impact of school feeding on educational achievement

CONTACTS: REPUBLIC OF RWANDA

Agency: Ministry of Education
Email: info@mineduc.gov.rw

HOME GROWN SCHOOL FEEDING PROGRAM IN PRIMARY SCHOOLS

Lead implementer(s): Ministry of Education / World Food Program

OBJECTIVES:

- To meet educational goals
- To provide a social safety net
- To meet nutritional and/or health goals
- To meet agricultural goals

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In-school meals

TARGETING:

Geographic, targeted toward food-insecure areas

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2018 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	NR		
Primary school	81,250	—	—
Secondary school	NR		
Total	81,250	—	—

FOOD ITEMS:

Grains/cereals*	Green, leafy vegetables	Salt
Legumes and nuts	Other vegetables	Sugar
Roots/tubers	Oil*	

* fortified

FOOD SOURCES:

NR Purchased (domestic)	NR In-kind (domestic)
NR Purchased (foreign)	NR In-kind (foreign)

NOTES:

The Home Grown School Feeding Program began operating in primary schools in 2016.

MINEDUC SECONDARY SCHOOL FEEDING PROGRAM

Lead implementer(s): Ministry of Education

OBJECTIVES:

- To meet educational goals
- To provide a social safety net
- To meet nutritional and/or health goals
- To meet agricultural goals

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In-school meals

TARGETING:

Geographic, targeted toward food-insecure areas

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2018 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	NR		
Primary school	0	—	—
Secondary school	490,801	—	—
Total	490,801	—	—

FOOD ITEMS:

Grains/cereals*	Green, leafy vegetables
Legumes and nuts	Other vegetables
Roots/tubers	Oil*

* fortified

FOOD SOURCES:

NR Purchased (domestic)	NR In-kind (domestic)
NR Purchased (foreign)	NR In-kind (foreign)

NOTES:

School feeding programs in Rwanda have been operational in secondary boarding schools for many decades. School feeding was introduced into secondary day schools in 2014.



SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
October 2017 – July 2018 (153 school days)

- Government School Feeding Program
- McGovern-Dole International Food for Education and Child Nutrition Program
- Support to School Feeding

Lead Agency: Ministry of National Education

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☒ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total:

USD 6,656,451

National government:

USD 2,027,690

International donors*:

USD 4,628,761

Private sector: N/A

Other donors: N/A

*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

Most schools had on-site, open kitchens. Additional infrastructure information was not available from the survey.

SPECIAL NOTES

Some data from UNESCO was used to complete this report.

NR = No Response

MEALS/SNACKS/MODALITY

- ☒ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☐ Snacks
- ☐ Take-home rations
- ☐ Conditional cash transfer

- ☒ Grains/cereals
- ☐ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☒ Eggs
- ☐ Meat
- ☒ Poultry
- ☒ Fish
- ☐ Green, leafy vegetables
- ☒ Other vegetables
- ☐ Fruits
- ☒ Oil
- ☒ Salt
- ☐ Sugar

Prohibited food items: genetically modified food

FOOD SOURCES

- ☒ Purchased (domestic)
- ☒ Purchased (foreign)
- ☒ In-kind (domestic)
- ☒ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☐ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☒ Drinking water
- ☐ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- EDUCATION**
- ☒ Nutrition
- ☐ Health
- ☐ Food and agriculture
- ☐ Reproductive health
- ☒ Hygiene
- ☐ HIV prevention
- ☒ = mandatory
- OTHER**
- ☒ School gardens
- ☒ Physical education

The checked and highlighted items are reported as required, though they may not be uniformly implemented.



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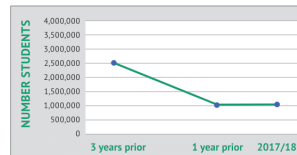
REPUBLIC OF Senegal



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

School level	Total #	# Enrolled	# Receiving Food
Primary school	2,756,792	1,776,073	587,540
Secondary school	2,383,606	830,227	452,333
Total	5,140,398	2,606,300	1,039,873



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 5,140,398

Receiving school food: 1,039,873

Food was also provided to some students in:

- ☒ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☒ Micronutrient supplements
- ☒ Nutritionists involved
- ☒ Special training for cooks/caterers in nutrition
- ☒ Objective to meet nutritional goals
- ☐ Objective to reduce obesity

Food items fortified:

Oil, salt, grains/cereals

Micronutrients added to fortified foods:

Vitamin A, Iodine, Iron, Zinc, Folate, Vitamin B12, Thiamine, Riboflavin, Niacin, Vitamin B6, Vitamin D

ADDITIONAL INFORMATION

Cooks in the programs are trained in nutrition, portions/measurements, menu planning, and food safety/hygiene. Senegal reported that nutritionists are involved in the McGovern-Dole program.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

8,685

- NR Cooks and food preparers
- NR Transporters
- NR Off-site processors
- NR Food packagers and handlers
- NR Monitoring
- NR Food service management
- NR Safety and quality inspectors
- NR Other

Farmers were involved with the school feeding program(s)...

☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

☒ Yes ☐ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ **Women**
- ☐ Youth
- ☒ **Other groups**

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

One of the programs engages small farmers to increase food production and sell surpluses to schools. The programs support women for leadership positions in the parent-school committees. Most (75–100%) of the cooks are women, most of whom are not paid for their work but all who receive relevant training. Communities contribute condiments for the program and some families contribute to school granaries.

CONTACTS: SENEGAL

Agency: Ministry of National Education
Website: <http://www.education.gouv.sn>

SUCCESSES AND CHALLENGES

The government of Senegal is taking the lead in school feeding: The school meal programs in Senegal are implemented in the urban areas by the government (municipal councils) while the other donors feed children in selected schools in the rural areas. The Government of Senegal collaborates with several partners and donors who have invested in the programs by providing technical and financial support for training, support to small farmers, setting up of a website and capacity strengthening. It has also put in place policies and guidelines regarding school feeding and the management of school canteens.

A lack of funds required a reduction in the number of days that students were fed through the government program.

STUDIES CONDUCTED

NR

RESEARCH NEEDED

NR

GOVERNMENT SCHOOL FEEDING PROGRAM

Lead implementer(s): Ministry of National Education

OBJECTIVES:

- To meet educational goals
- To provide a social safety net
- To meet nutritional and/or health goals
- To meet agricultural goals

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In-school meals
- Two times per week for eight months

TARGETING:

Geographic

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2017-18 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	19,313	—	—
Primary school	195,836	—	—
Secondary school	169,238	—	—
Total	384,387	—	—

FOOD ITEMS:

Grains/cereals*
Legumes and nuts
* fortified

Salt*
Oil*

FOOD SOURCES:

Yes - Purchased (domestic)
0 - Purchased (foreign)

Yes - In-kind (domestic)
0 - In-kind (foreign)

NOTES:

A lack of funding caused a reduction in the number of days the children received food through this program. Participating schools cook meals either in open or closed kitchens on school grounds.

MCGOVERN-DOLE INTERNATIONAL FOOD FOR EDUCATION AND CHILD NUTRITION PROGRAM

Lead implementer(s): Counterpart International

OBJECTIVES:

- To meet educational goals
- To meet nutritional and/or health goals

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In-school meals
- Five times per week

TARGETING:

Geographic

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2017-18 SCHOOL YEAR?

School level	# Students	% Girls	% Boys
Pre-school	5,886	56%	44%
Primary school	40,987	60%	40%
Secondary school	N/A	—	—
Total	46,873	—	—

FOOD ITEMS:

Grains/cereals*
* fortified

Legumes and nuts

Oil*

FOOD SOURCES:

0% Purchased (domestic)
0% Purchased (foreign)

20% In-kind (domestic)
80% In-kind (foreign)

NOTES:

Participating schools cook food in open kitchens. Very few of the cooks are paid in cash by the local community. The program requires complimentary activities and education, including school gardens; handwashing with soap and deworming; and nutrition, food and agriculture, hygiene, and health education.



SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
September 2017 – July 2018 (195 school days)

- School Feeding Program
- McGovern-Dole International Food For Education and Child Nutrition (All Pikin for Learn) Program

Lead Agency: Ministry of Basic and Senior Secondary School Education and School Feeding Secretariat

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☐ National school feeding policy
- ☒ Nutrition
- ☐ Food safety
- ☒ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total:
USD 7,365,230

National government:
USD 2,365,230

International donors*:
USD 5,000,000

Private sector: USD 0

Other donors: USD 0



*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

School meals are prepared on-site in open cooking areas with charcoal or wood stoves. Most schools have latrines, some have clean water, very few have electricity, piped water, or flush toilets. None have dedicated eating spaces.

SPECIAL NOTES

A national school feeding policy has been drafted. Funding challenges prevented achievement of scale and consistency in the government's school feeding program.

NR = No Response

MEALS/SNACKS/MODALITY

- | | |
|---|---|
| <input type="checkbox"/> Breakfast | <input type="checkbox"/> Snacks |
| <input checked="" type="checkbox"/> Lunch | <input checked="" type="checkbox"/> Take-home rations |
| <input type="checkbox"/> Dinner | <input type="checkbox"/> Conditional cash transfer |
-
- | | |
|--|---|
| <input checked="" type="checkbox"/> Grains/cereals | <input checked="" type="checkbox"/> Fish |
| <input type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input checked="" type="checkbox"/> Legumes and nuts | <input checked="" type="checkbox"/> Other vegetables |
| <input type="checkbox"/> Dairy products | <input type="checkbox"/> Fruits |
| <input type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input type="checkbox"/> Meat | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Poultry | <input type="checkbox"/> Sugar |

Prohibited food items: none

FOOD SOURCES

- | | |
|--|--|
| <input checked="" type="checkbox"/> Purchased (domestic) | <input checked="" type="checkbox"/> In-kind (domestic) |
| <input type="checkbox"/> Purchased (foreign) | <input type="checkbox"/> In-kind (foreign) |

COMPLEMENTARY ACTIVITIES

- | | |
|---|--|
| <input checked="" type="checkbox"/> Handwashing with soap | <input type="checkbox"/> Hearing testing/treatment |
| <input type="checkbox"/> Height measurement | <input type="checkbox"/> Dental cleaning/testing |
| <input type="checkbox"/> Weight measurement | <input type="checkbox"/> Menstrual hygiene |
| <input checked="" type="checkbox"/> Deworming treatment | <input checked="" type="checkbox"/> Drinking water |
| <input type="checkbox"/> Eye testing/eyeglasses | <input type="checkbox"/> Water purification |

COMPLEMENTARY EDUCATION PROGRAMS

- | | |
|---|---|
| EDUCATION | OTHER |
| <input checked="" type="checkbox"/> Nutrition | <input type="checkbox"/> School gardens |
| <input type="checkbox"/> Health | <input type="checkbox"/> Physical education |
| <input type="checkbox"/> Food and agriculture | |
| <input type="checkbox"/> Reproductive health | |
| <input checked="" type="checkbox"/> Hygiene | |
| <input type="checkbox"/> HIV prevention | |
- The checked and highlighted items are reported as required, though they may not be uniformly implemented.

☒ = mandatory



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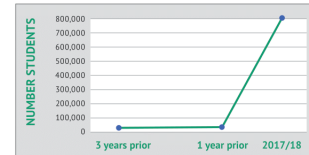
REPUBLIC OF Sierra Leone



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

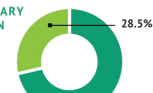
School level	Total #	# Enrolled	# Receiving Food
Primary school	1,108,071	800,000	806,000
Secondary school	1,720,091	1,340,000	0
Total	2,828,162	2,140,000	806,000



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 2,828,162

Receiving school food: 806,000



Food was also provided to some students in

- ☐ pre-schools
- ☐ vocational/trade schools
- ☐ University/higher education
- ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☒ Micronutrient supplements
- ☐ Nutritionists involved
- ☒ Special training for cooks/caterers in nutrition
- ☒ Objective to meet nutritional goals
- ☒ Objective to reduce obesity

Food items fortified:

Oil, grains/cereals

Micronutrients added to fortified foods:

Iron, Vitamins A, B6, and B12, Zinc, and Folic Acid

ADDITIONAL INFORMATION

Handwashing with soap and deworming treatments are required aspects of school feeding programs in Sierra Leone. In addition, nutrition, health, food and agriculture, and hygiene education was provided to some or all students. In one of the two programs described, cooks were trained in nutrition, portion control, food safety, and health screening. Obesity is not considered to be a problem in the country.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

1,100	Cooks and food preparers
15	Transporters
NR	Off-site processors
NR	Food packagers and handlers
60	Monitoring
NR	Food service management
NR	Safety and quality inspectors
2	Other

Farmers were involved with the school feeding program(s)...

☐ Yes ☒ No ☐ NR

Other private sector (for profit) actors were involved...

☒ Yes ☐ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☐ Women
- ☐ Youth
- ☐ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

Most (75-100%) of the cooks involved in the Sierra Leone school feeding programs were women who were paid in-kind and most received training relevant to their school feeding work. Community members provided condiments and firewood or charcoal. They also provided local materials and/or constructed kitchens, latrines, and storage facilities.

CONTACTS: SIERRA LEONE

Agency: The Ministry of Basic and Senior Secondary Education

Website: <http://www.education.gov.sl/>

Email: info@education.gov.sl

SUCCESSES AND CHALLENGES

Sierra Leone reports that the strengths of school feeding programs in the country include: retention of students, closing gender gaps, and supporting regular attendance. Setbacks reported for the 2017/18 school year include: a change in central government in April 2018, the Ebola epidemic during the academic year, and the lack of human capacity for delivery. The new direction in government has given a face lift to school feeding by empowering the school feeding secretariat with the required staff to implement school feeding five days a week, in comparison to the cash transfer for two days per week of school feeding by the previous government. Sierra Leone reported that:

- Completing this survey was difficult due to the lack of data and poor management by the previous school feeding secretariat.
- There was poor accountability both in delivery and quality of food given to children during the distribution of temporary cash transfer to schools.

STUDIES CONDUCTED

None reported.

RESEARCH NEEDED

Study on the impact of school feeding on the nutritional status of students. Supply chain analysis to identify a suitable implementation model. Also a study on dietary recommendations could be helpful for future meal planning activities.

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
January–November 2018 (200 school days)

- School Feeding Program
- School Milk Program

Lead Agency: School Health and Nutrition Branch,
Ministry of Education

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☐ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total:
USD 48,207,116

■ National government:
USD 48,207,116

■ International donors*:
USD 0

■ Private sector: USD 0

■ Other donors: USD 0

*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

Most schools have electricity, clean water, and latrines. Some schools have piped water, flush toilets, and dedicated eating spaces/cafeeterias. Very few schools have kitchens.

SPECIAL NOTES

The two meal and milk programs were being funded entirely by the Government of Sri Lanka until the school year 2018.

NR = No Response

MEALS/SNACKS/MODALITY

- ☒ In-school meals
- ☐ In-school snacks
- ☐ Other
- ☐ Take-home rations
- ☐ Conditional cash transfer

- ☒ Grains/cereals
- ☒ Roots, tubers
- ☒ Legumes and nuts
- ☒ Dairy products
- ☒ Eggs
- ☐ Meat
- ☐ Poultry
- ☐ Fish
- ☒ Green, leafy vegetables
- ☒ Other vegetables
- ☒ Fruits
- ☒ Oil
- ☒ Salt
- ☐ Sugar

Prohibited food items: Items with high salt, oil, and/or sugar content

FOOD SOURCES

- ☒ Purchased (domestic)
- ☐ Purchased (foreign)
- ☐ In-kind (domestic)
- ☐ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☐ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☐ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☐ Drinking water
- ☐ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- EDUCATION**
- ☐ Nutrition
- ☐ Health
- ☐ Food and agriculture
- ☐ Reproductive health
- ☐ Hygiene
- ☐ HIV prevention

- OTHER**
- ☐ School gardens
- ☐ Physical education

The checked and highlighted items are reported as required, though they may not be uniformly implemented.

☒ = mandatory



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DEMOCRATIC SOCIALIST REPUBLIC OF Sri Lanka



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018

School level	Total #	# Enrolled	# Receiving Food
Primary school	1,863,000	1,806,923	1,467,465
Secondary school	3,800,000	3,685,620	N/A
Total	5,663,000	5,492,543	1,467,465



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 5,663,000

Receiving school food: 1,467,465

Food was also provided to some students in

- ☐ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☐ Fortified foods
- ☐ Bio-fortified foods
- ☒ Micronutrient supplements
- ☒ Nutritionists involved
- ☒ Special training for cooks/caterers in nutrition
- ☒ Objective to meet nutritional goals
- ☒ Objective to reduce obesity

Food items fortified:

No

Micronutrients added to fortified foods:

Iron, Vitamin A and Folic Acid

ADDITIONAL INFORMATION

Nutritional supplements or micronutrient powders containing Iron, Vitamin A, and Folic Acid are provided. The program also provides Nutrition Education, Health Education, Food Education, and Physical Education for the students. There are nutritional requirements for the food basket as a means to prevent or mitigate obesity/overweight problems.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

12,000

Cooks and food preparers

- NR Transporters
- NR Off-site processors
- NR Food packagers and handlers
- NR Monitoring
- NR Food service management
- NR Safety and quality inspectors
- NR Other

Farmers were involved with the school feeding program(s)...

☐ Yes ☒ No ☐ NR

Other private sector (for profit) actors were involved...

☐ Yes ☒ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ Women
- ☐ Youth
- ☒ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☐ Yes ☒ No ☐ NR

ADDITIONAL INFORMATION

The cooks and caterers were paid by the national government and provided with training on nutrition, portions/measurements, food safety/hygiene, business/management and the home-grown system. Two civil society organizations, School Development Society and Members of Food Committee, were involved in the school feeding program.

CONTACTS: SRI LANKA

Agency: Ministry of Education

Website: www.moe.gov.lk

Email: NR

SUCCESSES AND CHALLENGES

Positive developments included separation of the budgets, circulars and guidelines, and improved monitoring and evaluation processes. Strengths of the programs included: the promotion of local food, allocations for feeding, and identifying nutritional states. A major slow-onset emergency decreased the number and frequency of school feeding. A lack of funds to provide food for all students also set the program back.

STUDIES CONDUCTED

2012-Impact Study/Cognitive Assessment, Northern Province; Situational Analysis; SABER study

RESEARCH NEEDED

Impact of school feeding programs on the academic performance of students; cognitive assessment.

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
January 2018 - November 2018 (212 school days)

- School Feeding Program (Programa Merenda Eskolar)

Lead Agency: Ministry of Education, Youth, and Sport–
National Directorate of Social Action for School

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☐ Nutrition
- ☐ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

Line item in the national budget ☒ Yes ☐ No

BUDGET

Total:
USD 13,000,000

■ National government:
USD 13,000,000

■ International donors:
USD 0

■ Private sector: USD 0

■ Other donors: USD 0

*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

Most meals are prepared on site in open cooking areas. Most schools have piped clean water, electricity, and latrines. None have flush toilets, very few have dedicated eating spaces, and only some have kitchens.

NR = No Response

MEALS/SNACKS/MODALITY

- | | |
|---|--|
| <input type="checkbox"/> Breakfast | <input type="checkbox"/> Snacks |
| <input checked="" type="checkbox"/> Lunch | <input type="checkbox"/> Take-home rations |
| <input type="checkbox"/> Dinner | <input type="checkbox"/> Conditional cash transfer |
-
- | | |
|--|---|
| <input checked="" type="checkbox"/> Grains/cereals | <input checked="" type="checkbox"/> Fish |
| <input type="checkbox"/> Roots, tubers | <input checked="" type="checkbox"/> Green, leafy vegetables |
| <input checked="" type="checkbox"/> Legumes and nuts | <input checked="" type="checkbox"/> Other vegetables |
| <input type="checkbox"/> Dairy products | <input type="checkbox"/> Fruits |
| <input checked="" type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Oil |
| <input checked="" type="checkbox"/> Meat | <input checked="" type="checkbox"/> Salt |
| <input checked="" type="checkbox"/> Poultry | <input type="checkbox"/> Sugar |

Prohibited food items: Frozen chicken, Sosis, noodles, and canned foods

FOOD SOURCES

- ☒ Purchased (domestic) ☐ In-kind (domestic)
- ☒ Purchased (foreign) ☐ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- | | |
|---|---|
| <input checked="" type="checkbox"/> Handwashing with soap | <input type="checkbox"/> Hearing testing/treatment |
| <input checked="" type="checkbox"/> Height measurement | <input checked="" type="checkbox"/> Dental cleaning/testing |
| <input checked="" type="checkbox"/> Weight measurement | <input checked="" type="checkbox"/> Menstrual hygiene |
| <input checked="" type="checkbox"/> Deworming treatment | <input checked="" type="checkbox"/> Drinking water |
| <input type="checkbox"/> Eye testing/eyeglasses | <input type="checkbox"/> Water purification |

COMPLEMENTARY EDUCATION PROGRAMS

- | | |
|--|--|
| EDUCATION | OTHER |
| <input checked="" type="checkbox"/> Nutrition | <input checked="" type="checkbox"/> School gardens |
| <input checked="" type="checkbox"/> Health | <input checked="" type="checkbox"/> Physical education |
| <input checked="" type="checkbox"/> Food and agriculture | |
| <input checked="" type="checkbox"/> Reproductive health | |
| <input checked="" type="checkbox"/> Hygiene | |
| <input checked="" type="checkbox"/> HIV prevention | |

☒ = mandatory



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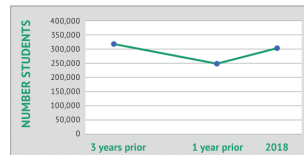
DEMOCRATIC REPUBLIC OF Timor-Leste



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018

School level	Total #	# Enrolled	# Receiving Food
Primary school	462,657	332,617	302,447
Secondary school	136,872	61,933	N/A
Total	599,529	394,550	302,447



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 599,529

Receiving school food: 302,447

Food was also provided to some students in

☒ Pre-schools ☐ Vocational/trade schools

☐ University/higher education ☐ Other



NUTRITION

School feeding program(s) include/involve the following:

- ☐ Fortified foods
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☐ Nutritionists involved
- ☒ Special training for cooks/caterers in nutrition
- ☒ Objective to meet nutritional goals
- ☐ Objective to reduce obesity

Food items fortified:

None

Micronutrients added to fortified foods:

No

ADDITIONAL INFORMATION

A diverse set of food items are used in the school feeding program of Timor-Leste. For health-related reasons, frozen chicken, Sosis, noodles and canned foods are prohibited in the program. Unhealthy drinks and noodles in small packets are also restricted on or near school grounds.

Timor-Leste requires height and weight measurements in the program and deworming treatment, as well as complementary education covering food and agriculture, and nutrition.

Timor-Leste reports that obesity is not considered a problem in the country.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

1,108 Cooks and food preparers

NR Transporters

NR Off-site processors

NR Food packagers and handlers

NR Monitoring

NR Food service management

64 Safety and quality inspectors

NR Other

Farmers were involved with the school feeding program(s)...

☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

☐ Yes ☒ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☐ Women
- ☐ Youth
- ☐ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

Parent and teachers associations (PTAs) have responsibility for activities including the school feeding program; parents are involved in preparation, handling, and/or cleaning up in the program; civil society has a monitoring role.

CONTACTS: TIMOR-LESTE

Agency: National Directorate of Social Action for School, Ministry of Education, Youth and Sport
Website: www.moe.gov.tl

SUCCESSES AND CHALLENGES

Successes reported by Timor-Leste are: Reduction in the number of children abandoning school; use of local food; benefits to parents in support of increased production. Specific strengths reported are the program's School Feeding Manual; some schools have set up bank accounts; and the budget for school feeding is now separately defined in the state budget.

In terms of setbacks, there was a food (fish) poisoning in Timor-Leste in 2015 that affected more than 100 students, and strong winds damaged several schools in 2018, resulting in decreases in the program.

Challenges for the program include the fact that the program budget is not guaranteed, being dependent on the overall state of the national budget; few schools have kitchens and storage facilities; and there is no system in place for regular monitoring. There are concerns regarding reporting, and there is a need to improve the system of oversight/monitoring.

STUDIES CONDUCTED

None reported

RESEARCH NEEDED

- Management of school feeding (control and monitoring) and food preparation
- Evaluation of the school feeding program

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
September 2017-June 2018 (170 days)

- National School Feeding Program of Togo (PNAS)

Lead Agency: National Agency for Grassroots Development
(Agence Nationale d'Appui au Développement à la Base - ANADEB)

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☒ National school feeding policy
- ☒ Nutrition
- ☐ Food safety
- ☒ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total:

USD 4,431,314.50

National government:

USD 1,772,525.80

International donors*:

USD 2,658,788.70

Private sector: USD 0

Other donors: USD 0

*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

All schools have kitchens; some have latrines (nationwide maintenance is required); very few have electricity, piped water, or clean water; none have dedicated eating spaces/cafeterias. 100% of schools had on-site kitchens. Two mechanisms for limiting food waste were employed, including sealed food storage and fumigation/pest control in the storage areas.

SPECIAL NOTES

Some data for the completion of this report is taken from UNESCO.

NR = No Response

MEALS/SNACKS/MODALITY

- ☐ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☐ Snacks
- ☐ Take-home rations
- ☐ Conditional cash transfer

- ☒ Grains/cereals
- ☐ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☐ Eggs
- ☒ Meat
- ☒ Poultry
- ☒ Fish
- ☐ Green, leafy vegetables
- ☒ Other vegetables
- ☒ Fruits
- ☒ Oil
- ☒ Salt
- ☐ Sugar

Prohibited food items: Imported foods not purchased locally and fruit juices

FOOD SOURCES

- ☒ Purchased (domestic)
- ☐ Purchased (foreign)
- ☐ In-kind (domestic)
- ☐ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☐ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☒ Drinking water
- ☒ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- EDUCATION**
 - ☒ Nutrition
 - ☒ Health
 - ☒ Food and agriculture
 - ☐ Reproductive health
 - ☒ Hygiene
 - ☒ HIV prevention
- OTHER**
 - ☐ School gardens
 - ☐ Physical education

The checked and highlighted items are reported as required, though they may not be uniformly implemented.



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TOGOLESE REPUBLIC

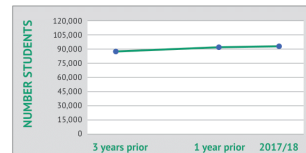
Togo



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

School level	Total #	# Enrolled	# Receiving Food
Primary school	1,627,678	1,704,615	91,666
Secondary school	1,147,786	727,949	N/A
Total	2,775,464	2,252,140	91,666



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 2,775,464

Receiving school food: 91,666

Food was also provided to some students in ☒ pre-schools ☐ vocational/trade schools ☐ University/higher education ☐ Other



NUTRITION

School feeding program(s) include/involve the following:

- ☐ Fortified foods
- ☐ Bio-fortified foods
- ☒ Micronutrient supplements
- ☒ Nutritionists involved
- ☒ Special training for cooks/caterers in nutrition
- ☒ Objective to meet nutritional goals
- ☐ Objective to reduce obesity

Food items fortified:

No

Micronutrients added to fortified foods:

Vitamin A

ADDITIONAL INFORMATION

Togo reports that nutritionists are involved in the program and that cooks/caterers received special training. In addition, preschoolers benefit occasionally from vitamin A treatment.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

-2,000

Cooks and food preparers

NR Transporters

NR Off-site processors

NR Food packagers and handlers

NR Monitoring

NR Food service management

NR Safety and quality inspectors

NR Other

Farmers were involved with the school feeding program(s)...

☐ Yes ☒ No ☐ NR

Other private sector (for profit) actors were involved...

☒ Yes ☐ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☐ Women
- ☐ Youth
- ☐ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

Within communities, some participation in the feeding program is required. Most or all of the cooks are women and they are paid by the national government. The civil society takes an active part in the program by bringing resources to the schools and providing periodic follow-ups.

CONTACTS: TOGO

Agency: Ministère du Développement à la base, de l'Artisanat et de la Jeunesse

Website: <https://devbase.gouv.tg/>

Email: N/A

SUCCESSES AND CHALLENGES

Attendance and exam pass rates have increased significantly in schools receiving foods. Children in these schools are healthier and the government is more aware of the children's issues. The program is cross sectional and requires the combined efforts of the involved ministries, which provides a social safety net and improves the welfare of the children. The challenge is resources which limit coverage.

STUDIES CONDUCTED

Studies on the sustainability of school feeding, improving the cost benefit of school feeding, and improving community participation. And a study on the advantages and costs of the school meal distribution operation.

RESEARCH NEEDED

Research on the operation and distribution cost of the program.

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
September 2017 – May 2018 (180 days)

- School Meal Program

Lead Agency: Ministry of Education & Training,
Ministry of Health

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☐ National school feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total: NR

- ☐ National government: Yes
- ☐ International donors*: Yes
- ☐ Private sector: Yes
- ☐ Other donors: Yes

*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

All schools have electricity. Piped water, clean water and latrines are available in most of the schools, flush toilets and dedicated eating spaces/cafeterias are available in some schools.

SPECIAL NOTES

Vietnam reported that there is more than one program in the country but data provided focused on the one program listed above; no numbers were provided for the number of children receiving food in the most recently completed school year.

Some 2017 data from the General Statistics Office of Vietnam and from the World Bank was used to complete this report. (https://www.gso.gov.vn/default_en.aspx?tabid=782, and <https://data.worldbank.org/indicator/SE.SEC.ENRR?end=2019&start=2014>)

NR = No Response

MEALS/SNACKS/MODALITY

- ☐ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☐ Snacks
- ☐ Take-home rations
- ☐ Conditional cash transfer

- ☒ Grains/cereals
- ☒ Roots, tubers
- ☒ Legumes and nuts
- ☒ Dairy products
- ☒ Eggs
- ☒ Meat
- ☒ Poultry
- ☒ Fish
- ☒ Green, leafy vegetables
- ☒ Other vegetables
- ☒ Fruits
- ☒ Oil
- ☒ Salt
- ☒ Sugar

Prohibited food items: Foods harmful to health (e.g., foods high in sugar, fat; some processed foods; or school-based snacks, depending on the locality).

FOOD SOURCES

- ☒ Purchased (domestic)
- ☐ Purchased (foreign)
- ☒ In-kind (domestic)
- ☐ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☒ Height measurement
- ☒ Weight measurement
- ☒ Deworming treatment
- ☒ Eye testing/eyeglasses
- ☒ Hearing testing/treatment
- ☒ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☒ Drinking water
- ☒ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- EDUCATION**
- ☒ Nutrition
- ☒ Health
- ☒ Food and agriculture
- ☒ Reproductive health
- ☒ Hygiene
- ☒ HIV prevention
- ☒ = mandatory
- OTHER**
- ☒ School gardens
- ☐ Physical education

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SOCIALIST REPUBLIC OF Vietnam



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2017-18

School level	Total #	# Enrolled	# Receiving Food
Primary school	8,041,842	8,041,842	—
Secondary school	7,881,876	5,942,934	—
Total	15,923,718	13,984,776	—

COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 15,923,718

Receiving school food: NR

Food was also provided to some students in

- ☒ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☐ Fortified foods
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☐ Nutritionists involved
- ☐ Special training for cooks/caterers in nutrition
- ☒ Objective to meet nutritional goals
- ☒ Objective to meet educational goals
- ☒ Objective to provide a social safety net
- ☒ Objective to reduce obesity

Food items fortified:

NR

Micronutrients added to fortified foods:

NR

ADDITIONAL INFORMATION

To prevent or mitigate overweight/obesity this school feeding program used nutritional requirements for food baskets, food restrictions on or near school grounds, nutrition, physical, food and health education. Special training or certification programs required for cooks/caterers included nutrition, portions/measurements, menu planning and food safety and hygiene.

CONTACTS: VIETNAM

Agency: National Institute of Nutrition, Ministry of Education and Training, Ministry of Health
Website: <https://en.moet.gov.vn>

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

40

Cooks and food preparers

NR

Transporters

NR

Off-site processors

NR

Food packagers and handlers

NR

Monitoring

NR

Food service management

NR

Safety and quality inspectors

NR

Other

Farmers were involved with the school feeding program(s)...

☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

☒ Yes ☐ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ Women
- ☒ Youth
- ☒ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

Besides subsidies and extension support given to all farmers, medium- and the large-scale farmers received school feeding-specific training, mobile and electronic payments, and forward contracts. Given preferential treatment, small-scale farmers and/or companies successfully competed to sell food to the program. Most (75–100%) of the cooks/caterers were women and were paid by implementing partners. Families contributed to the program, and companies of all sizes were involved – in food trading, food processing transport, catering, and supply of utensils.

SUCCESSES AND CHALLENGES

The Government of Vietnam supports the cost of school meals for disadvantaged areas around 10,000–12,000/day or 220,000–700,000 Vietnamese Dong per student, per year for public school. Resources are mobilized from the government and family contributions. The program covers pre-primary and primary students of private and public schools.

Vietnam reported that the country was affected by natural disasters, conflict and a health epidemic during the 2017–18 school year, causing a decrease in the number of students fed, frequency of school feeding, level of food basket variety, and the size of rations. Survey responses indicate that the disasters led to changes in the targeting approach, changes in feeding modality, and – in at least one case – school feeding ceased operations.

STUDIES CONDUCTED

NR

RESEARCH NEEDED

NR

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
January–December 2018 (198 school days)

- Home Grown School Meals Program
- Mary's Meals School Feeding Program

Lead Agency: Ministry of General Education

NATIONAL LAWS, POLICIES, AND STANDARDS

- ☐ National school feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total:

USD 5,895,482

■ National government:

USD 3,659,652

■ International donors*:

USD 2,235,830

■ Private sector: N/A

■ Other donors: N/A



*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

All schools in Zambia have latrines and some schools have electricity, clean water and flush toilets, though very few schools have kitchens and dedicated eating spaces/cafeterias. School meals/snacks are prepared on school grounds, with approximately 50% of schools having on-site kitchens. They have open or closed cooking areas with storage, on-site water (not piped), charcoal or wood stoves, and serving utensils.

SPECIAL NOTES

Some data from UNESCO and Zambia's Education Statistical Bulletin (re numbers of children and enrollment) were used to complete this report.

NR = No Response

MEALS/SNACKS/MODALITY

- ☒ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☐ Snacks
- ☐ Take-home rations
- ☐ Conditional cash transfer

- ☒ Grains/cereals
- ☐ Roots, tubers
- ☒ Legumes and nuts
- ☐ Dairy products
- ☐ Eggs
- ☐ Meat
- ☐ Poultry
- ☐ Fish
- ☒ Green, leafy vegetables
- ☐ Other vegetables
- ☐ Fruits
- ☒ Oil
- ☐ Salt
- ☐ Sugar

Prohibited food items: Genetically modified foods

FOOD SOURCES

- ☒ Purchased (domestic)
- ☒ Purchased (foreign)
- ☒ In-kind (domestic)
- ☐ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☒ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☒ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☒ Menstrual hygiene
- ☒ Drinking water
- ☐ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- EDUCATION**
 - ☒ Nutrition
 - ☒ Health
 - ☒ Food and agriculture
 - ☒ Reproductive health
 - ☒ Hygiene
 - ☒ HIV prevention
 - ☒ = mandatory
 - OTHER**
 - ☒ School gardens
 - ☒ Physical education
- The checked and highlighted items are reported as required, though they may not be uniformly implemented.



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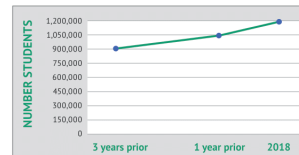
REPUBLIC OF Zambia



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018

School level	Total #	# Enrolled	# Receiving Food
Primary school	4,728,181	3,284,841	1,032,250
Secondary school	1,826,529	915,756	103,902
Total	6,554,710	4,200,597	1,136,152



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 6,554,710

Receiving school food: 1,136,152



Food was also provided to some students in

- ☒ Pre-schools
- ☐ Vocational/trade schools
- ☐ University/higher education
- ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☒ **Fortified foods**
- ☐ Bio-fortified foods
- ☐ Micronutrient supplements
- ☒ **Nutritionists involved**
- ☐ Special training for cooks/caterers in nutrition
- ☒ **Objective to meet nutritional goals**
- ☐ Objective to reduce obesity

Food items fortified:

Grains (Corn soya blend)

Micronutrients added to fortified foods:

Iron, Niacin, Vitamin A, Vitamin B6, Iodine, Vitamin C, Zinc, Calcium, Folate, Vitamin B12, Potassium, Phosphorous, Biotin

ADDITIONAL INFORMATION

At least seven nutritionists were involved in the school meal programs in Zambia in 2018. Health and nutrition education were used to prevent or mitigate overweight/obesity. Mechanisms for limiting food waste include sealed food storage, fumigation/pest control in storage area, the use of nearly-expired food and adherence to feeding rations. The mechanism for limiting packaging waste is re-use of bags/containers.

CONTACTS: ZAMBIA

Agency: Ministry of General Education, Zambia
Website: www.moge.gov.zm
Email: info@MOGE.gov.zm

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

6,354+	Cooks and food preparers
39	Transporters
NR	Off-site processors
156	Food packagers and handlers
28	Monitoring
NR	Food service management
NR	Safety and quality inspectors
NR	Other

Farmers were involved with the school feeding program(s)...

☒ Yes ☐ No ☐ NR

Other private sector (for profit) actors were involved...

☒ Yes ☐ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

☒ Women ☒ Youth ☒ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

There is a focus on creating jobs or income-generating opportunities for women as schools procure food from small-scale women farmer organizations, and through the newly piloted fresh vegetables procurement initiative in two districts. Leadership positions (paid or unpaid) are also provided for women. For example, women farmers are trained in best practices in agriculture, food production management, and financial management. Jobs or income-generating opportunities are also made available for youths. For example, youths are encouraged to form groups and undergo skills trainings in various agricultural value and supply chains prior to being provided with soft loans. Vulnerable groups are supported by the Government through the Farmer Input Support (FISP) Program to engage themselves in different agricultural ventures. In addition, there is community engagement (by parents or others) in the school feeding programs in Zambia. The programs thrive on the support of community members in the provision of water, firewood, serving of food and construction of infrastructure (kitchens and eating spaces) in the schools. Community members also form part of the Food Management Committees.

SUCCESSES AND CHALLENGES

School feeding in Zambia is undertaken through a multi-sectoral approach to program implementation. The school feeding strategy has been developed for effective program management, the procurement strategy is based on a highly decentralized model. The school feeding programs effectively encourage children, particularly from poor communities, to enroll and attend school. Students also benefit from education on food safety and nutrition, and Water, Sanitation and Hygiene (WASH).

Nevertheless, the school feeding programs have also experienced some recent setbacks. For the Home Grown School Feeding program, the World Food Program's support has ceased, and there remains inadequate funding. Rather, the program is funded solely by the government through the budget of the Ministry of General Education. There is limited stakeholder participation in resource mobilization or management of the program. There are also serious concerns regarding mismanagement of food and funds at the sub-regional level. Nationally, there is insufficient appreciation of the program's importance.

STUDIES CONDUCTED

None specified (although studies have been conducted)

RESEARCH NEEDED

- Increasing multi-sectoral involvement
- Making school feeding a profitable business, particularly for private sector actors
- Institutionalization of the program within the Ministry of General Education

SCHOOL MEAL/FEEDING PROGRAM(S)

Most recently completed school year:
January 2018 - December 2018 (193 school days)

- Home Grown School Feeding Programme

Lead Agency: Ministry of Primary and Secondary Education

NATIONAL LAWS, POLICIES, AND STANDARDS

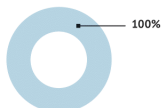
- ☐ National school feeding policy
- ☒ Nutrition
- ☒ Food safety
- ☐ Agriculture
- ☐ Private sector involvement

Line item in the national budget... ☒ Yes ☐ No ☐ NR

BUDGET

Total: USD 14,600,000

- National government: USD 14,600,000
- International donors*: USD 0
- Private sector: USD 0
- Other donors: USD 0



*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE

School meals are prepared on-site in open cooking areas with charcoal, gas or wood stoves. All schools have latrines, most have clean water, electricity, piped water, and flush toilets. Very few have dedicated eating spaces (cafeterias).

SPECIAL NOTES

The program is very young, and is experiencing funding and startup challenges.

Some UNESCO data was used to complete this report.

NR = No Response

MEALS/SNACKS/MODALITY

- ☐ Breakfast
- ☒ Lunch
- ☐ Dinner
- ☐ Snacks
- ☐ Take-home rations
- ☐ Conditional cash transfer

- ☒ Grains/cereals
- ☒ Roots, tubers
- ☒ Legumes and nuts
- ☒ Dairy products
- ☒ Eggs
- ☒ Meat
- ☒ Poultry
- ☒ Other (indigenous, traditional food)
- ☒ Fish
- ☒ Green, leafy vegetables
- ☒ Other vegetables
- ☒ Fruits
- ☒ Oil
- ☒ Salt
- ☐ Sugar

Prohibited food items: food not among the four classes of carbohydrates, protein, fats and vitamins, excess salt and fat.

FOOD SOURCES

- ☒ Purchased (domestic)
- ☒ Purchased (foreign)
- ☒ In-kind (domestic)
- ☐ In-kind (foreign)

COMPLEMENTARY ACTIVITIES

- ☐ Handwashing with soap
- ☐ Height measurement
- ☐ Weight measurement
- ☐ Deworming treatment
- ☐ Eye testing/eyeglasses
- ☐ Hearing testing/treatment
- ☐ Dental cleaning/testing
- ☐ Menstrual hygiene
- ☐ Drinking water
- ☐ Water purification

COMPLEMENTARY EDUCATION PROGRAMS

- EDUCATION**
 - ☒ Nutrition
 - ☒ Health
 - ☒ Food and agriculture
 - ☒ Reproductive health
 - ☒ Hygiene
 - ☒ HIV prevention
- OTHER**
 - ☒ School gardens
 - ☒ Physical education

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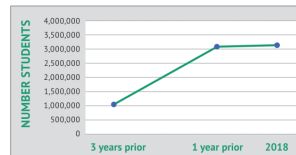
REPUBLIC OF Zimbabwe



SCHOOL MEAL PROGRAMS

CHILDREN RECEIVING FOOD, 2018

School level	Total #	# Enrolled	# Receiving Food
Primary school	—	—	3,218,924
Secondary school	—	—	N/A
Total	5,601,398	—	3,218,924



COVERAGE: PRIMARY AND SECONDARY SCHOOL-AGE CHILDREN

Total number primary and secondary school-age children: 5,601,398

Receiving school food: 3,218,924



Food was also provided to some students in

- ☐ pre-schools
- ☐ vocational/trade schools
- ☐ University/higher education
- ☐ Other

NUTRITION

School feeding program(s) include/involve the following:

- ☒ Fortified foods
- ☐ Bio-fortified foods
- ☒ Micronutrient supplements
- ☒ Nutritionists involved
- ☐ Special training for cooks/caterers in nutrition
- ☒ Objective to meet nutritional goals
- ☐ Objective to reduce obesity

Food items fortified:
Grain or cereals

Micronutrients added to fortified foods:
NR

ADDITIONAL INFORMATION

To mitigate obesity the following strategies were used in the Zimbabwe program: nutritional requirements, nutrition education, health education, and physical education.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

Jobs created by school feeding programs

- NR Cooks and food preparers
- NR Transporters
- NR Off-site processors
- NR Food packagers and handlers
- NR Monitoring
- NR Food service management
- NR Safety and quality inspectors
- NR Other

Farmers were involved with the school feeding program(s)...

☐ Yes ☒ No ☐ NR

Other private sector (for profit) actors were involved...

☐ Yes ☒ No ☐ NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- ☒ Women
- ☒ Youth
- ☒ Other groups

There was community engagement (by parents or others) in the school feeding program(s)

☒ Yes ☐ No ☐ NR

ADDITIONAL INFORMATION

Zimbabwe reported that policy formulation was underway as the survey was being completed to create job opportunities for women, youth, and smallholder farmers in the school meal program. The process used in country is that each school plans its menu and budget, then parents contribute as agreed by the School Parent Assembly. Civil society is also involved in the program, but to a limited extent.

CONTACTS: ZIMBABWE

Agency: Ministry of Primary and Secondary Education
Website: www.mopse.gov.zw
Email: N/A

SUCCESSES AND CHALLENGES

Zimbabwe reports that since the program is still in its infancy, having begun in 2016. Thus there are challenges and gaps related to consistency and availability of some of the food rations, and some of the information provided in the survey is more indicative of policy intent than of program performance. The launch of a National School Health Policy in 2018 established goals for nutrition sensitive programming, growth monitoring and health screening, but implementation is in progress; not complete.

A major challenge has been that the internal management of the school feeding program shifted from one department in the Ministry to another, then back to the original department. Additionally, funding was not adequate to achieve program targets, there was a shortage of non-carbohydrate food items and deficiencies in infrastructure, water, sanitation, and hygiene.

STUDIES CONDUCTED

NR

RESEARCH NEEDED

NR

HOME GROWN SCHOOL FEEDING PROGRAMME

Lead implementer(s): Ministry of Primary and Secondary Education

OBJECTIVES:

- To meet educational goals
- To provide a social safety net
- To meet nutritional and/or health goals
- Other

MODALITIES OF PROVIDING STUDENTS WITH FOOD:

- In-school meals, five times per week for 12 months

TARGETING:

Geographic and individual student characteristics

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2018 SCHOOL YEAR?

School Level	# Students	% Girls	% Boys
Pre-school	N/A		
Primary school	3,218,924	—	—
Secondary school	N/A		
Total	3,218,924	—	—

FOOD ITEMS:

Grains/cereals*	Meat	Fruits
Legumes and nuts	Fish	Salt
Dairy products	Root/tubers	Oil
Eggs	Green, leafy vegetables	
Poultry	Other vegetables	
* Fortified		

FOOD SOURCES:

Yes - Purchased (domestic)	Yes - In-kind (domestic)
Yes - Purchased (foreign)	0 - In-kind (foreign)

NOTES:

The program is designed to reach all primary school learners, aged (on average) from 4 to 13 years of age once fully implemented. It is being phased in, beginning with the earliest school grades, then the rest of primary school grades. The final phase will bring in secondary school learners. Currently, implementation has reached all primary schools, but has not yet extended to secondary schools. In the reported school year, the average cost per student was 48 USD.



Annex B (Questionnaire)

2019 Global Survey of School Meal Programs



2019 Global Survey of School Meal Programs

BACKGROUND AND PURPOSE

School meal programs*—in which students are provided with snacks, meals, or other foods in or through schools—are common throughout the world. However, there has been no global school meal program database that gathers standardized information across all countries and sectors and covers a comprehensive set of school-based feeding activities.

The Global Survey of School Meal Programs, conducted by the Global Child Nutrition Foundation (GCNF)**, will be administered every two to three years, beginning in 2019. The 2019 survey will be used to develop a baseline database on the current state of school feeding programs in all countries of the world (including those with no school feeding activities). The survey is designed to capture information on:

- The scope of school feeding activities in each country in the most recently completed school year
- Government involvement with school feeding
- Nutrition, education, and gender
- Agricultural and private sector engagement
- Related health and sanitation topics

The survey database will enable a participating country to:

- Share information about its school meal programs with stakeholders and researchers around the world
- Identify strengths, weaknesses, and needs within programs
- Recognize and remedy gaps in program data collection
- Learn from the successes and challenges of other countries' school feeding programs
- Invest in school nutrition with deeper knowledge of the sector globally, including trends, gaps, and opportunities
- Direct training, education, research, and funding efforts to the areas of greatest need

GCNF is particularly interested in national government involvement with school feeding, and hosts an annual conference, the Global Child Nutrition Forum, to encourage learning and sharing across countries and between officials responsible for school meal programs. Because of the focus on national government ownership and involvement, this survey is designed to be answered by a government representative—a survey **Focal Point**—who is involved with school feeding in their country. Governments that respond to the survey questionnaire will be invited to send representatives to the 2019 Global Child Nutrition Forum at a discounted rate.

*While aware of distinctions that may exist between the terms school meal, school feeding, and school nutrition (programs), we are using school feeding throughout most of this survey as we aim to capture core information regarding all such programs.

** Funding for this survey and a follow-up survey in 2021 is being provided, in part, by the United States Department of Agriculture under agreement number FX18TA-10960G002.

SURVEY OVERVIEW

This survey asks about **national school feeding programs** and other large-scale school meal or school nutrition programs. This includes programs that are managed or administered by the **national, regional, or local government**. Similar large-scale school-based feeding programs include those that are managed by a non-governmental entity, but in coordination with the national government. It also includes programs that do not involve the government, but reach a substantial proportion of students in the country. Please refer to the survey glossary for additional information.

The survey includes 11 sections. Five sections contain national-level questions, meaning that they only need to be completed once for your country. The remaining six sections contain program-level questions, meaning that they will be completed separately for each large-scale school feeding program in your country.

NATIONAL-LEVEL SECTIONS	PROGRAM-LEVEL SECTIONS	NATIONAL-LEVEL SECTIONS
<i>Complete once per country</i>	<i>Complete once for each large-scale school feeding program in the country</i>	<i>Complete once per country</i>
A. Pre-survey filter questions	C. Program overview	I. School-based emergency feeding
B. National context	D. Design and implementation	J. Education system and infrastructure
	E. Food sourcing	K. Successes and challenges
	F. Governance and leadership	
	G. Funding and budgeting	
	H. Agriculture, employment, and community participation	

Given its global scope, this survey addresses a wide range of topics around school feeding. Some questions will be very relevant for your country, and others will be less so. We are grateful for your patience in answering all relevant questions and contributing your knowledge and expertise to this global database.

The survey can be completed in stages (and in the order that is convenient to you), and we expect many respondents will opt to complete the survey gradually over the course of 1-2 weeks.

If you have questions or comments, please be in touch and we will do our best to respond quickly.
Email: globalsurvey@gcnf.org; Phone: +1 877 517 2546; Website: www.gcnf.org; Address: P.O. Box 99435 Seattle, WA 98139 USA.

INSTRUCTIONS

1. You have the option of completing this survey online or in PDF format (with email submission).
2. **Survey Associates** are available to answer questions and assist throughout the survey experience. If you would like to correspond with a Survey Associate, please email globalsurvey@gcnf.org. We look forward to hearing from you!
3. All questions in this survey refer to the most recently completed school year in your country, unless otherwise noted. For many countries, this will be the 2017-2018 school year.
4. If your country did not have a school feeding program, please complete (and submit) only section A.
5. Definitions of key terms are provided in a glossary. If a word is **green**, the definition is available.
6. Please try to answer every question. At the close of each survey section, space is available to explain or clarify any responses or questions you could not answer.
7. Sections A, B, I, J, and K collect country-level information. In the PDF survey format, the headers of these sections are **purple**. These will be completed once.
8. Sections C, D, E, F, G, and H collect information that is specific to a given school feeding program. In the PDF survey format, the headers of these sections are **blue**. These will be completed for each large-scale school feeding program that was operating in your country in the most recently completed school year. If your country had one such program in place, these will be completed once. If your country had three programs, each of these will be completed three times.
9. In the PDF survey format, the main document includes one copy of Sections C-H for the first school feeding program. If you have multiple programs, please label, save, and send completed copies of your survey responses (sections C-H) for each program. (Refer to page 11)
10. You, the survey **Focal Point**, are not expected to know answers to all of the survey questions. In some places, you will likely need to gather information from other government representatives or school feeding partners who are more familiar with a certain topic. In other cases, you will be asked to indicate that the question does not apply to the program(s) and move on to the next question or section.
11. Whether or not you have consulted with a Survey Associate in the process of completing the survey, once a survey is submitted, it will be reviewed by a GCNF **Survey Associate**. The Survey Associate may contact you if he/she needs clarification regarding your responses.
12. The **Focal Point** will be responsible for gaining any necessary approval for the information to be made available in a public database. Submission of a completed survey is understood to indicate that government approval has been received.
13. Your name and contact information will not be public and will not be made available to any data users.

We are deeply appreciative of the work of the survey **Focal Points**,
who make this initiative successful.

Thank you!

FOCAL POINT CONTACT INFORMATION

The below Focal Point contact information is collected for administrative purposes only and will not be made publicly available.

Country: _____

Date of survey start: _____

Name: _____

Institution/Office: _____

Job title: _____

Email: _____

Telephone: _____

Skype: _____

Other contact option: _____

Information on school feeding activities in this country is available at:

Ministry/Agency: _____

Contact information (e.g., website or general email address): _____

To be completed by GCNF

Was a Survey Associate involved? ☐ Yes ☐ No

Survey Associate: _____

Survey language: _____

Survey submission date: _____

Survey verification date: _____

SECTION A: PRE-SURVEY FILTER QUESTIONS

A1 During the most recently completed school year, did your country have a **national school feeding program or similar program**?

☐ Yes ☐ No

A1.1 If A1 = yes, what were the names of the school feeding programs in this country?
If a program did not have an official name, please apply a name to be used in this survey.

School feeding program 1: _____

School feeding program 2: _____

School feeding program 3: _____

School feeding program 4: _____

School feeding program 5: _____

A1.2 If A1 = no, are there any plans to develop and **implement** a school feeding program in this country?

☐ Yes ☐ No

If A1 = no, you do not need to continue the survey.

*If A1 = yes, sections **C-H** will be repeated for each school feeding program listed in A1.1.*

A2 Number of children

*These questions refer to any and all school feeding programs.
If exact number is not known, please estimate.*

	Primary	Secondary
How many children of this age-range are there in total in this country?	_____	_____
How many children of this age-range are enrolled in school?	_____	_____
How many children received food in the most recently completed school year?	_____	_____
How many children received food <u>one school year</u> prior to the most recently completed school year?	_____	_____
How many children received food <u>three school years</u> prior to the most recently completed school year?	_____	_____

A3 What was the most recently completed school year in this country?

Start month	Start year	End month	End year
<input type="checkbox"/> January	<input type="checkbox"/> 2017	<input type="checkbox"/> January	<input type="checkbox"/> 2017
<input type="checkbox"/> February	<input type="checkbox"/> 2018	<input type="checkbox"/> February	<input type="checkbox"/> 2018
<input type="checkbox"/> March		<input type="checkbox"/> March	<input type="checkbox"/> 2019
<input type="checkbox"/> April		<input type="checkbox"/> April	
<input type="checkbox"/> May		<input type="checkbox"/> May	
<input type="checkbox"/> June		<input type="checkbox"/> June	
<input type="checkbox"/> July		<input type="checkbox"/> July	
<input type="checkbox"/> August		<input type="checkbox"/> August	
<input type="checkbox"/> September		<input type="checkbox"/> September	
<input type="checkbox"/> October		<input type="checkbox"/> October	
<input type="checkbox"/> November		<input type="checkbox"/> November	
<input type="checkbox"/> December		<input type="checkbox"/> December	

A4 How many school days are in the school year?

SECTION B: NATIONAL CONTEXT

B1 Are there national laws, policies, or standards related to school feeding?

☐ Yes ☐ No

B1.1 If B1 = yes, please fill in the table below:

Topic	B1.1.1 Name of national law/ policy/standard(s)	B1.1.2 Description of law/ policy/standard(s)
National school feeding policy		
Nutrition		
Food safety		
Agriculture		
Private sector involvement		

B2 Did the national government contribute financially to any school feeding program(s) in this country in the most recently completed school year?

☐ Yes ☐ No

B2.1 If B2 = yes, what was the total actual government financial contribution to these programs?

B2.1.1 What is the currency used in question B2.1? *Please spell out.*

B2.2 If B2 = yes, was there a separate line item in the national budget for school feeding?

☐ Yes ☐ No

B3 Are any food items prohibited in school feeding programs?

☐ Yes ☐ No

B3.1 If B3 = yes, what food items are prohibited?

B3.2 If B3 = yes, for what reason are these food items prohibited? *Check all that apply.*

☐ Cultural reasons

☐ Religious reasons

☐ Health-related reasons

☐ Other: _____

B4 Are there any food restrictions in school cafeterias, or on or near school grounds?

☐ Yes ☐ No

B4.1 If B4 = yes, what food items are restricted?

B5 Is there an inter-sectoral coordination body or committee for school feeding at the national level?

☐ Yes ☐ No

B5.1 If B5 = yes, please describe.

B6 Is there a country-wide system for monitoring school feeding programs?

☐ Yes ☐ No

If B6 = yes, please fill out the following table.

B6.1 Does the system include the following components? <i>Check all that apply.</i>	B6.2 How frequently does this monitoring occur?
<input type="checkbox"/> School visits	<input type="checkbox"/> Monthly <input type="checkbox"/> Bi-annually <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> Other: _____
<input type="checkbox"/> Electronic reporting	<input type="checkbox"/> Monthly <input type="checkbox"/> Bi-annually <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> Other: _____
<input type="checkbox"/> Paper-based reporting	<input type="checkbox"/> Monthly <input type="checkbox"/> Bi-annually <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> Other: _____
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Monthly <input type="checkbox"/> Bi-annually <input type="checkbox"/> Quarterly <input type="checkbox"/> Annually <input type="checkbox"/> Other: _____

B7 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

INSTRUCTIONS FOR SECTIONS C-H

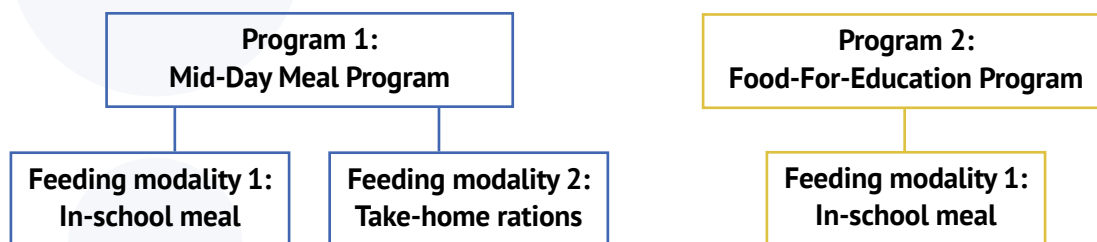
Sections C, D, E, F, G, and H (C-H) contain questions about a specific **school feeding program**. These sections will be completed separately for each program in this country.

For the first program, please complete sections C-H below. If additional school feeding programs were operating in this country in the most recently completed school year, please complete sections C-H again for each additional program. An additional PDF (titled “Global Survey - Sections C-H”) is available for download. Please label, save, and submit completed copies of section C-H for each additional program.

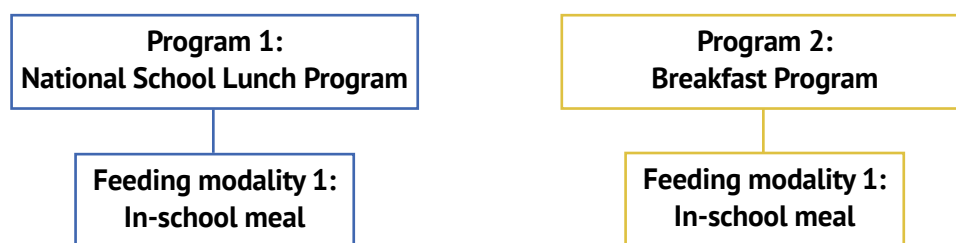
Section D contains some questions that are specific to each **feeding modality** in a school feeding program. If a program has one feeding modality, these questions will be answered once. If a program has additional feeding modalities, these questions will be asked for each feeding modality.

Examples:

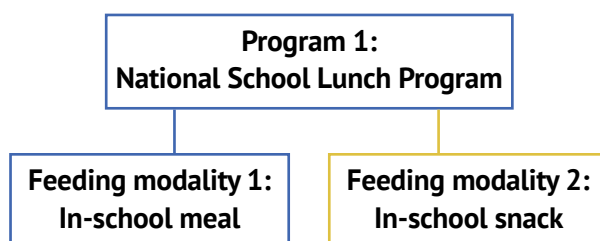
In this example, a country has two school feeding programs. They each have distinct funding sources, distinct implementers or **implementing partners**, distinct means of receiving or procuring food, and distinct menus. Program 1 includes two feeding modalities (meals and **take-home rations**). This country will complete sections C-H twice. For program 1, this country will answer questions on the feeding modalities twice. For program 2, this country will answer questions on the feeding modality once.



In this example, a country has two school feeding programs. They each have distinct funding sources and distinct menus. This country will complete sections C-H twice.



In this example, a country has one feeding program with two feeding modalities. This country will complete sections C-H once. In section D, questions on the feeding modalities will be answered twice.



SECTION C: PROGRAM OVERVIEW

C1 List the name of this school feeding program. *(Name should correspond to what is listed in A1.1)*

C2 In what year did this school feeding program begin operating in this country?

C3 Was there a government agency with primary **management** responsibility for this school feeding program?

☐ Yes ☐ No

C3.1 If C3 = yes, what government agency was responsible for managing this school feeding program?

C3.2 If C3 = no, who was responsible for managing this school feeding program?

C4 How much money was spent (from all sources) on this school feeding program during the most recently completed school year? *If exact number is not known, please estimate.*

C4.1 What is the currency used in question C4? *Please spell out.*

C5 How many total children received food through this program in the most recently completed school year?

C6 To what extent did this school **feeding program** achieve its planned targets in the following categories?

	Targets achieved	Mostly achieved	Slightly achieved	Not achieved
<input type="checkbox"/> Number of students receiving food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Feeding frequency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Ration size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Level of food basket variety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Number of schools receiving food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Number of school levels receiving food (e.g. primary, secondary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C7 How many children received food through this program **ONE SCHOOL YEAR PRIOR** to the most recently completed school year? *If exact number is not known, please estimate.*

C8 How many children received food through this program **THREE SCHOOL YEARS PRIOR** to the most recently completed school year? *If exact number is not known, please estimate.*

C9 How many children does this school feeding program plan to serve during the current (or upcoming) school year? *If exact number is not known, please estimate.*

C10 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

SECTION D: DESIGN AND IMPLEMENTATION

D1 What were the main objective(s) of this school feeding program? *Check all that apply.*

- ☐ To meet educational goals
- ☐ To provide a social safety net
- ☐ To meet nutritional and/or health goals
- ☐ To prevent or mitigate obesity
- ☐ To meet agricultural goals
- ☐ Other: _____

D2 Which **feeding modality**/modalities did this school feeding program employ? *Check all that apply.*

- ☐ In-school meals
- ☐ In-school snacks
- ☐ **Take-home rations**
- ☐ **Conditional cash transfer** for school meals
- ☐ Other: _____

D3 What was the cost per student per year?

Breakfast	_____
Lunch (mid-day meal)	_____
Evening meal	_____
Snack	_____
Take-home rations	_____
Conditional cash transfer	_____
Other:	_____

D3.1 What is the currency used in D3? *Please spell out.*

Please complete the Feeding Modality Worksheet (questions D4 – D10) for each **feeding modality** identified in D2. We have provided space for up to three feeding modalities. If this school feeding program has fewer than three modalities, please skip any unnecessary Feeding Modality Worksheets. If this school feeding program has more than three modalities, **AN ADDITIONAL WORKSHEET IS AVAILABLE AS A SEPARATE DOCUMENT**. This can be completed and saved for each additional modality, and will be included in the survey submission. If you have any questions, please contact a GCNF **Survey Associate** at globalsurvey@gcnf.org.

FEEDING MODALITY WORKSHEET

Feeding Modality 1

- ☐ In-school meals
 ☐ In-school snacks
 ☐ Take-home rations
☐ Conditional cash transfer
 ☐ Other: _____

D4 During which portions of the year was school feeding provided? Check all that apply.

- ☐ During the school year
 ☐ Outside the school year

D5 Was this feeding modality universal?

- ☐ Yes
 ☐ No

D5.1 If D5 = yes, what percent of universal school feeding was achieved?

- ☐ 100% (universal target achieved)
☐ 75-99%
☐ 50-75%
☐ 25-50%
☐ 0-25%

D6 If this feeding modality was NOT universal (or if the universal goal was not met), how were students targeted to determine who received school feeding? Check all that apply.

- ☐ Geographic
☐ Individual student characteristics
☐ Other: _____

D6.1 What criteria were used in targeting?

D7 Types of schools

D7.1 Did this type of school participate in this school feeding program? Check if "yes".	D7.2 How many schools participated?	D7.3 What % were boarding schools?
<input type="checkbox"/> Public schools	_____	_____ %
<input type="checkbox"/> Private schools	_____	_____ %
<input type="checkbox"/> Other: _____	_____	_____ %

D8 Grades/age levels

D8.1 Did students in this level receive food through this modality? <i>Check if "yes".</i>	D8.2 How many students in this level received food through this modality?		
	Girls	Boys	All <small>(If gender-disaggregated numbers are not available)</small>
<input type="checkbox"/> Pre-schools	_____	_____	_____
<input type="checkbox"/> Primary schools	_____	_____	_____
<input type="checkbox"/> Secondary schools	_____	_____	_____
<input type="checkbox"/> Vocational/trade schools	_____	_____	_____
<input type="checkbox"/> University/higher education	_____	_____	_____
<input type="checkbox"/> Other: _____	_____	_____	_____

D9 Frequency and time interval of school feeding

D9.1 How frequently was this modality provided through this school feeding program?	D9.2 For how many months in the year was this modality provided?	
<input type="checkbox"/> 6 times per week	<input type="checkbox"/> 1	<input type="checkbox"/> 7
<input type="checkbox"/> 5 times per week	<input type="checkbox"/> 2	<input type="checkbox"/> 8
<input type="checkbox"/> 4 times per week	<input type="checkbox"/> 3	<input type="checkbox"/> 9
<input type="checkbox"/> 3 times per week	<input type="checkbox"/> 4	<input type="checkbox"/> 10
<input type="checkbox"/> 2 times per week	<input type="checkbox"/> 5	<input type="checkbox"/> 11
<input type="checkbox"/> 1 time per week	<input type="checkbox"/> 6	<input type="checkbox"/> 12
<input type="checkbox"/> Biweekly		
<input type="checkbox"/> Monthly		
<input type="checkbox"/> Other: _____		

D10 What categories of food items were in the food basket? Check all that apply.

<input type="checkbox"/> Grains/cereals	<input type="checkbox"/> Green, leafy vegetables
<input type="checkbox"/> Roots, tubers	<input type="checkbox"/> Other vegetables
<input type="checkbox"/> Legumes and nuts	<input type="checkbox"/> Fruits
<input type="checkbox"/> Dairy products (milk, yogurt, cheese)	<input type="checkbox"/> Oil
<input type="checkbox"/> Eggs	<input type="checkbox"/> Salt
<input type="checkbox"/> Meat	<input type="checkbox"/> Sugar
<input type="checkbox"/> Poultry	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Fish	

FEEDING MODALITY WORKSHEET

Feeding Modality 2

- ☐ In-school meals
 ☐ In-school snacks
 ☐ Take-home rations
- ☐ Conditional cash transfer
 ☐ Other: _____

D4 During which portions of the year was school feeding provided? *Check all that apply.*

- ☐ During the school year
 ☐ Outside the school year

D5 Was this feeding modality universal?

- ☐ Yes
 ☐ No

D5.1 If D5 = yes, what percent of universal school feeding was achieved?

- ☐ 100% (universal target achieved)
- ☐ 75-99%
- ☐ 50-75%
- ☐ 25-50%
- ☐ 0-25%

D6 If this feeding modality was NOT universal (or if the universal goal was not met), how were students targeted to determine who received school feeding? *Check all that apply.*

- ☐ Geographic
- ☐ Individual student characteristics
- ☐ Other: _____

D6.1 What criteria were used in targeting?

D7 Types of schools

D7.1 Did this type of school participate in this school feeding program? <i>Check if "yes".</i>	D7.2 How many schools participated?	D7.3 What % were boarding schools?
<input type="checkbox"/> Public schools	_____	_____ %
<input type="checkbox"/> Private schools	_____	_____ %
<input type="checkbox"/> Other: _____	_____	_____ %

D8 Grades/age levels

D8.1 Did students in this level receive food through this modality? <i>Check if “yes”.</i>	D8.2 How many students in this level received food through this modality? Girls Boys All <small>(If gender-disaggregated numbers are not available)</small>		
<input type="checkbox"/> Pre-schools	_____	_____	_____
<input type="checkbox"/> Primary schools	_____	_____	_____
<input type="checkbox"/> Secondary schools	_____	_____	_____
<input type="checkbox"/> Vocational/trade schools	_____	_____	_____
<input type="checkbox"/> University/higher education	_____	_____	_____
<input type="checkbox"/> Other: _____	_____	_____	_____

D9 Frequency and time interval of school feeding

D9.1 How frequently was this modality provided through this school feeding program?	D9.2 For how many months in the year was this modality provided?	
<input type="checkbox"/> 6 times per week	<input type="checkbox"/> 1	<input type="checkbox"/> 7
<input type="checkbox"/> 5 times per week	<input type="checkbox"/> 2	<input type="checkbox"/> 8
<input type="checkbox"/> 4 times per week	<input type="checkbox"/> 3	<input type="checkbox"/> 9
<input type="checkbox"/> 3 times per week	<input type="checkbox"/> 4	<input type="checkbox"/> 10
<input type="checkbox"/> 2 times per week	<input type="checkbox"/> 5	<input type="checkbox"/> 11
<input type="checkbox"/> 1 time per week	<input type="checkbox"/> 6	<input type="checkbox"/> 12
<input type="checkbox"/> Biweekly		
<input type="checkbox"/> Monthly		
<input type="checkbox"/> Other: _____		

D10 What categories of food items were in the food basket? Check all that apply.

<input type="checkbox"/> Grains/cereals	<input type="checkbox"/> Green, leafy vegetables
<input type="checkbox"/> Roots, tubers	<input type="checkbox"/> Other vegetables
<input type="checkbox"/> Legumes and nuts	<input type="checkbox"/> Fruits
<input type="checkbox"/> Dairy products (milk, yogurt, cheese)	<input type="checkbox"/> Oil
<input type="checkbox"/> Eggs	<input type="checkbox"/> Salt
<input type="checkbox"/> Meat	<input type="checkbox"/> Sugar
<input type="checkbox"/> Poultry	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Fish	

FEEDING MODALITY WORKSHEET

Feeding Modality 3

- ☐ In-school meals
 ☐ In-school snacks
 ☐ Take-home rations
☐ Conditional cash transfer
 ☐ Other: _____

D4 During which portions of the year was school feeding provided? *Check all that apply.*

- ☐ During the school year
 ☐ Outside the school year

D5 Was this feeding modality universal?

- ☐ Yes
 ☐ No

D5.1 If D5 = yes, what percent of universal school feeding was achieved?

- ☐ 100% (universal target achieved)
☐ 75-99%
☐ 50-75%
☐ 25-50%
☐ 0-25%

D6 If this feeding modality was NOT universal (or if the universal goal was not met), how were students targeted to determine who received school feeding? *Check all that apply.*

- ☐ Geographic
☐ Individual student characteristics
☐ Other: _____

D6.1 What criteria were used in targeting?

D7 Types of schools

D7.1 Did this type of school participate in this school feeding program? <i>Check if "yes".</i>	D7.2 How many schools participated?	D7.3 What % were boarding schools?
<input type="checkbox"/> Public schools	_____	_____ %
<input type="checkbox"/> Private schools	_____	_____ %
<input type="checkbox"/> Other: _____	_____	_____ %

D8 Grades/age levels

D8.1 Did students in this level receive food through this modality? <i>Check if “yes”.</i>	D8.2 How many students in this level received food through this modality?		
	Girls	Boys	All <small>(If gender-disaggregated numbers are not available)</small>
<input type="checkbox"/> Pre-schools	_____	_____	_____
<input type="checkbox"/> Primary schools	_____	_____	_____
<input type="checkbox"/> Secondary schools	_____	_____	_____
<input type="checkbox"/> Vocational/trade schools	_____	_____	_____
<input type="checkbox"/> University/higher education	_____	_____	_____
<input type="checkbox"/> Other: _____	_____	_____	_____

D9 Frequency and time interval of school feeding

D9.1 How frequently was this modality provided through this school feeding program?	D9.2 For how many months in the year was this modality provided?	
<input type="checkbox"/> 6 times per week	<input type="checkbox"/> 1	<input type="checkbox"/> 7
<input type="checkbox"/> 5 times per week	<input type="checkbox"/> 2	<input type="checkbox"/> 8
<input type="checkbox"/> 4 times per week	<input type="checkbox"/> 3	<input type="checkbox"/> 9
<input type="checkbox"/> 3 times per week	<input type="checkbox"/> 4	<input type="checkbox"/> 10
<input type="checkbox"/> 2 times per week	<input type="checkbox"/> 5	<input type="checkbox"/> 11
<input type="checkbox"/> 1 time per week	<input type="checkbox"/> 6	<input type="checkbox"/> 12
<input type="checkbox"/> Biweekly		
<input type="checkbox"/> Monthly		
<input type="checkbox"/> Other: _____		

D10 What categories of food items were in the food basket? Check all that apply.

<input type="checkbox"/> Grains/cereals	<input type="checkbox"/> Green, leafy vegetables
<input type="checkbox"/> Roots, tubers	<input type="checkbox"/> Other vegetables
<input type="checkbox"/> Legumes and nuts	<input type="checkbox"/> Fruits
<input type="checkbox"/> Dairy products (milk, yogurt, cheese)	<input type="checkbox"/> Oil
<input type="checkbox"/> Eggs	<input type="checkbox"/> Salt
<input type="checkbox"/> Meat	<input type="checkbox"/> Sugar
<input type="checkbox"/> Poultry	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Fish	

D11 Were any food items in this school feeding program fortified?

☐ Yes ☐ No

D11.1 If D11 = yes, what food items were **fortified**? *Check all that apply.*

<input type="checkbox"/> Grains/cereals	<input type="checkbox"/> Green, leafy vegetables
<input type="checkbox"/> Roots, tubers	<input type="checkbox"/> Other vegetables
<input type="checkbox"/> Legumes and nuts	<input type="checkbox"/> Fruits
<input type="checkbox"/> Dairy products (milk, yogurt, cheese)	<input type="checkbox"/> Oil
<input type="checkbox"/> Eggs	<input type="checkbox"/> Salt
<input type="checkbox"/> Meat	<input type="checkbox"/> Sugar
<input type="checkbox"/> Poultry	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Fish	

D11.2 If D11 = yes, what additional micronutrients were used in the **fortified** foods?
Check all that apply.

<input type="checkbox"/> Iron	<input type="checkbox"/> Niacin
<input type="checkbox"/> Vitamin A	<input type="checkbox"/> Vitamin B6
<input type="checkbox"/> Iodine	<input type="checkbox"/> Vitamin C
<input type="checkbox"/> Zinc	<input type="checkbox"/> Calcium
<input type="checkbox"/> Folate	<input type="checkbox"/> Selenium
<input type="checkbox"/> Vitamin B12	<input type="checkbox"/> Fluoride
<input type="checkbox"/> Thiamine	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Riboflavin	

D12 Were any food items in this school feeding program bio-fortified?

☐ Yes ☐ No

D12.1 If D12 = yes, what food items were **bio-fortified**?
Check all that apply.

<input type="checkbox"/> Sweet potatoes	<input type="checkbox"/> Wheat
<input type="checkbox"/> Beans	<input type="checkbox"/> Cassava
<input type="checkbox"/> Maize	<input type="checkbox"/> Rice
<input type="checkbox"/> Millet	<input type="checkbox"/> Other: _____

D12.2 If D12 = yes, with which micronutrients are the foods **bio-fortified**?

Check all that apply.

<input type="checkbox"/> Iron	<input type="checkbox"/> Niacin
<input type="checkbox"/> Vitamin A	<input type="checkbox"/> Vitamin B6
<input type="checkbox"/> Iodine	<input type="checkbox"/> Vitamin C
<input type="checkbox"/> Zinc	<input type="checkbox"/> Calcium
<input type="checkbox"/> Folate	<input type="checkbox"/> Selenium
<input type="checkbox"/> Vitamin B12	<input type="checkbox"/> Fluoride
<input type="checkbox"/> Thiamine	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Riboflavin	

D13 Were any **nutritional supplements** or **micronutrient powders** included in this school feeding program?

☐ Yes ☐ No

D13.1 If D13 = yes, what supplements were provided? *Check all that apply.*

<input type="checkbox"/> Iron
<input type="checkbox"/> Vitamin A
<input type="checkbox"/> Iodine
<input type="checkbox"/> Zinc
<input type="checkbox"/> Folic Acid
<input type="checkbox"/> Calcium
<input type="checkbox"/> Vitamin D
<input type="checkbox"/> Other: _____

D13.2 If D13 = yes, how was the supplement provided? *Check all that apply.*

<input type="checkbox"/> In the food
<input type="checkbox"/> To the students

D14 Were nutritionists involved with this school feeding program in the most recently completed school year?

☐ Yes ☐ No

D14.1 If D14 = yes, how many nutritionists were involved?

D14.2 If D14 = yes, who paid the nutritionists? *Check all that apply.*

- ☐ National government
- ☐ **Regional** government
- ☐ **Local** government
- ☐ School feeding program **implementing partner**
- ☐ Nutritionists were not paid
- ☐ Other: _____

D15 Where were school meals/snacks prepared? *Check all that apply.*

- ☐ On-site (on school grounds)
- ☐ Off-site in centralized (not private) kitchens
- ☐ Off-site in private facilities (**caterers**)
- ☐ Not applicable (purchased in **processed** form)
- ☐ Not applicable (purchased and distributed in unprocessed form)
- ☐ Other: _____

D15.1 If D15 = on-site or off-site, approximately what percent of schools participating in this school feeding program had on-site kitchens?

_____ %

D15.2 If D15 = on-site or off-site, what amenities were present in typical kitchens in participating schools? *Check all that apply.*

<input type="checkbox"/> Open cooking area	<input type="checkbox"/> Refrigeration
<input type="checkbox"/> Closed cooking area	<input type="checkbox"/> Charcoal or wood stove
<input type="checkbox"/> On-site water (not piped)	<input type="checkbox"/> Gas stove
<input type="checkbox"/> Piped water	<input type="checkbox"/> Electric stove
<input type="checkbox"/> Storage	<input type="checkbox"/> Serving utensils
<input type="checkbox"/> Electricity	

D15.2.1 If D15.2 = charcoal or wood stove, were students expected to provide fuel?

- ☐ Yes ☐ No

D16 Was there a mechanism for limiting food waste?

☐ Yes ☐ No

D16.1 If D16 = yes, what steps were taken? *Check all that apply.*

- ☐ Sealed food storage
- ☐ Fumigation/pest control in storage area
- ☐ Use of nearly-expired food
- ☐ Processes for using usable but “imperfect” commodities or produce
- ☐ Marketing campaign to reduce how much food students throw away
- ☐ Other: _____

D17 Was there a mechanism for limiting packaging waste?

☐ Yes ☐ No

D17.1 If D17 = yes, what steps were taken? *Check all that apply.*

- ☐ Re-use of bags/containers
- ☐ Recycling
- ☐ Use of compostable materials
- ☐ Other: _____

D18 Complementary programs

D18.1 What complementary programs were provided to recipients in the school feeding program? <i>Check all that apply.</i>	Was this complementary program required (mandatory)?	
	D18.2 National requirement <i>Check if “yes”.</i>	D18.3 Program requirement <i>Check if “yes”.</i>
<input type="checkbox"/> Handwashing with soap	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Height measurement	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Weight measurement	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other nutrition monitoring: _____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Deworming treatment	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Eye testing/eyeglasses distribution	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Hearing testing/treatment	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Dental cleaning/testing	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Menstrual hygiene	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Drinking water	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Water purification	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other: _____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> None		

Note: Complementary programs may be available to school feeding recipients, even if the program was not part of this school feeding program package.

D19 Complementary education

D19.1 What complementary education topics were integrated into participating school curriculums? <i>Check all that apply.</i>	Was this complementary education required (mandatory)?	
	D19.2 National requirement <i>Check if “yes”.</i>	D19.3 Program requirement <i>Check if “yes”.</i>
<input type="checkbox"/> Nutrition education	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Food and agriculture education	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> School gardens	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Hygiene education	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Health education	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Reproductive health education	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> HIV prevention education	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Physical education	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other: _____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> None		

If D19.1 does not include school gardens, skip to D20.

D19.4 What was done with the products from school gardens?

☐ Consumed by students

☐ Sold

☐ Other: _____

D20 Did this school feeding program use any of the following approaches to prevent or mitigate overweight/obesity? *Check all that apply.*

☐ Nutritional requirements for **food baskets**

☐ **Food restrictions** on or near school grounds

☐ Nutrition education

☐ Food education

☐ Health education

☐ Physical education

☐ Other: _____

☐ None (although obesity is considered a problem)

☐ None (obesity is not considered a problem)

D21 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

SECTION E: FOOD SOURCING

E1 Food Sourcing

E1.1 What % of food in this school feeding program was obtained through each method?	In-kind food donations (Domestic)	In-kind food donations (Foreign)	Purchased	Other:
Please ensure that this row sums to 100%.	_____ %	_____ %	_____ %	_____ %
E1.2 What were the sources of food items obtained through each method? Check all that apply.				
Local	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Elsewhere within country	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
From nearby countries		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From faraway countries		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From national food reserves (government food stocks)	<input type="checkbox"/>		<input type="checkbox"/>	
E1.3 Who provided the in-kind food donations?				
Parents/Families	<input type="checkbox"/>			
Private businesses	<input type="checkbox"/>			
Foreign government(s)		<input type="checkbox"/>		
World Food Program		<input type="checkbox"/>		
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>		

E2 If food was purchased for this school feeding program (E1.1), and some was purchased from local sources (E1.2), what percent of purchased food was procured from local sources?

_____ %

E3 If food was purchased for this school feeding program (E1.1), were there open-bid (competitive tendering) procedures?

☐ Yes ☐ No

E3.1 If E3 = yes, please select the option(s) that describe the procurement process(es) for this school feeding program. *Check all that apply.*

- ☐ **Competitive**, and **small-scale farmers**/small farmer organizations/small companies **DID NOT** successfully compete
- ☐ **Competitive**, and **small-scale farmers**/small farmer organizations/small companies **DID** successfully compete
- ☐ **Competitive**, with preferential treatment for **small-scale farmers**/small farmer organizations/small companies
- ☐ Other: _____

E4 Did this school feeding program use packaged, processed foods?

- ☐ Yes, all
- ☐ Yes, most
- ☐ Yes, some
- ☐ Yes, very few
- ☐ No

E4.1 If E4 = yes, from where was the packaged, processed food purchased? *Check all that apply.*

- ☐ Within country
- ☐ From **nearby countries**
- ☐ From **faraway countries**

E5 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

SECTION F: GOVERNANCE AND LEADERSHIP

F1 How was this school feeding program managed?

- ☐ The national government managed the program (Centralized decision-making)
- ☐ Regional governments managed the program (Decentralized decision-making)
- ☐ Local governments managed the program (Decentralized decision-making)
- ☐ In transition between centralized and decentralized decision-making (Semi-decentralized)
- ☐ An international donor agency or other implementing partner managed the program
- ☐ Other: _____

F2 Has management of the program ever shifted to or from one level or entity to another?

- ☐ Yes ☐ No

F2.1 If F2 = yes, please describe and indicate when changes occurred.

F3 What government **ministries, departments, or agencies** were involved as key decision makers for this school feeding program in the following functions? *Check all that apply.*

	Education (national)	Agriculture (national)	Health (national)	Finance (national)	Social Protection (national)	Regional government	Local government	Other:
Requested funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Decided which schools/recipients received food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Designed the menu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Managed food sourcing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Managed private sector involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Conducted inspections for compliance with safety and quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Oversaw clean water provision at participating schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Managed bathrooms or latrines at participating schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Monitored the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

F4 Did the **ministries, departments, or agencies** marked above work independently or together?

- ☐ Mostly independently
- ☐ Sometimes independently, sometimes together
- ☐ Mostly together
- ☐ Other: _____

F5 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

SECTION G: FUNDING AND BUDGETING

G1 Sources of funding for this school feeding program

G1.1 Which of the following were sources of funding in the most recently completed school year? <i>Check all that apply.</i>	G1.2 What was the amount of funding from this source?	G1.3 What is the currency used in G1.2? <i>Please spell out.</i>
<input type="checkbox"/> External (International)	_____	_____
<input type="checkbox"/> Private sector	_____	_____
<input type="checkbox"/> National government	_____	_____
<input type="checkbox"/> Regional government	_____	_____
<input type="checkbox"/> Local government	_____	_____
<input type="checkbox"/> Other: _____	_____	_____

Note: For multi-year funding allocations, please report the per-year amount.

G1.4 If G1.1 = external, what external sources funded this school feeding program?

G2 In the most recently completed school year, what portion of the total cost of school feeding (from all sources) was used for the following categories? *These values should sum to 100%.*

Food costs	_____ %
Handling, storage, and transportation	_____ %
One-time fixed costs (e.g., kitchen construction and equipping)	_____ %
All other costs	_____ %

G3 Was funding for this school feeding program part of the national budget?

☐ Yes ☐ No

G4 Who decided if funding was part of the national budget/who decided the amount?

☐ Office of the President/Prime Minister

☐ Parliament/Congress/Legislative body

☐ Ministry/Department of Finance

☐ Other: _____

G5 Did student families contribute to this school feeding program?

☐ Yes ☐ No

G5.1 If G5 = yes, how did student families contribute? *Check all that apply.*

☐ Paid full price

☐ Paid partial price

☐ Mandatory **in-kind** contributions

☐ Other: _____

G6 In the most recently completed school year, was the funding adequate to achieve program targets?

☐ Yes ☐ No

G6.1 If G6 = no, please describe the shortfall and its impact on this school feeding program.

G7 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

SECTION H: AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

H1 Were farmers involved with this school feeding program by selling directly to the program or interacting with program schools?

☐ Yes ☐ No

If H1 = yes, please fill out the following table.

H1.1 Were any of the following types of support provided to farmers? Check if “yes”.	Small-scale farmers	Medium- or large-scale farmers	H1.2 If yes, who provided the support? Check all that apply.	National government	Other: _____
Agriculture subsidies (including inputs)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Agriculture extension efforts	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Mobile or electronic payments	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
School feeding-specific training	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Purchase agreements set prior to harvest (forward contracts)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

H2 Other private sector (for profit) actors

H2.1 Were any of the following private sector actors involved in this school feeding program? Check if “yes”.	H2.2 If yes, in what stage of school feeding were these actors involved?	Food trading	Food processing	Transport	Catering	Supplies (utensils)
<input type="checkbox"/> Sub-national companies		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> National-scale companies		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Multi-country companies		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Multinational/ Global-scale companies		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other: _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H3 How many **cooks/caterers** were involved with this school feeding program?

If H3 = 0, skip to question H4.

H3.1 Approximately what percentage of **cooks/caterers** were women?

- ☐ 0-25% ☐ 25-50% ☐ 50-75% ☐ 75-100%

H3.2 In practice, how many **cooks/caterers** were paid?

- ☐ All ☐ Most ☐ Some ☐ Very few ☐ None

H3.2.1 If H3.2 is not “none”, what was the form of payment? *Check all that apply.*

- ☐ Cash ☐ **In-kind**

H3.2.2 If H3.2 is not “none”, who paid the **cooks/caterers**? *Check all that apply.*

- ☐ National government
☐ **Regional** government
☐ **Local** government
☐ School feeding program **implementing partner**
☐ **Local** community
☐ Other: _____

H3.3 Were there any special training or certification programs required for **cooks/caterers**?

Check all that apply.

- ☐ Nutrition
☐ Portions/measurements
☐ Menu planning
☐ Food safety/hygiene
☐ Business/management
☐ Other: _____
☐ None

H4 How many paid jobs existed in this school feeding program in the most recently completed school year?

Cooks and food preparers _____

Transporters _____

Off-site processors _____

Food packagers and handlers _____

Monitoring _____

Food service management _____

Safety and quality inspectors _____

Other: _____

H5 Has there been a purposeful focus on creating jobs or income-generating opportunities for women?

☐ Yes ☐ No

H5.1 If H5 = yes, please describe.

H6 Has there been a purposeful focus on creating **leadership positions (paid or unpaid) for women?**

☐ Yes ☐ No

H6.1 If H6 = yes, please describe.

H7 Has there been a purposeful focus on creating jobs or income-generating opportunities for youth?

☐ Yes ☐ No

H7.1 If H7 = yes, please describe.

H8 Has there been a purposeful focus on creating jobs or income-generating opportunities for any other group?

☐ Yes ☐ No

H8.1 If H8 = yes, please describe.

H9 Was there any community engagement (by parents or others) in this school feeding program?

☐ Yes ☐ No

H9.1 If H9 = yes, was community engagement required?

☐ Yes ☐ No

H9.2 If H9 = yes, was community engagement voluntary but encouraged?

☐ Yes ☐ No

H9.3 If H9 = yes, please describe.

H10 In practice, did the students participate in the preparation, serving, and/or cleaning-up in this school feeding program?

☐ Yes ☐ No

H11 Was civil society involved in this school feeding program?

☐ Yes ☐ No

H11.1 If H11 = yes, please describe.

H12 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

H13 Did your country have another school feeding program for which you have not already provided information?

☐ Yes ☐ No

H13.1 If H13 = yes, please repeat sections C-H for the next school feeding program. These are available in a separate document that can be completed for each school feeding program, saved separately, and included in the survey submission. If you have any questions, please contact a **Survey Associate** at globalsurvey@gcnf.org

SECTION I: SCHOOL-BASED EMERGENCY FEEDING

I1 Was your country affected by any of the following emergencies in the most recently completed school year? *Check all that apply.*

- ☐ **Slow-onset emergency** (e.g., drought)
- ☐ Natural disaster (excluding slow-onset emergencies)
- ☐ Economic/financial crisis
- ☐ Conflict
- ☐ Health epidemic
- ☐ Other: _____
- ☐ None

I1.1 If I1 is not “none”, please describe:

If I1 is not “none”, please fill out the following table.

I2 How did the above emergency/emergencies impact school feeding? <i>Check all that apply.</i>	Increased	Decreased
Number of students fed	<input type="checkbox"/>	<input type="checkbox"/>
Frequency of school feeding	<input type="checkbox"/>	<input type="checkbox"/>
Size of rations	<input type="checkbox"/>	<input type="checkbox"/>
Level of food basket variety	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Change in targeting approach		
<input type="checkbox"/> Change in feeding modality		
<input type="checkbox"/> School feeding ceased operations		
<input type="checkbox"/> No change to school feeding		

I3 Are there preparation measures in place related to school feeding for future emergencies?

- ☐ Yes ☐ No

I3.1 If I3 = yes, please describe.

I4 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

SECTION J: EDUCATION SYSTEM AND INFRASTRUCTURE

J1 Is student enrollment recorded in this country's education system?

☐ Yes ☐ No

J1.1 If J1 = yes, is enrollment disaggregated by gender?

☐ Yes ☐ No

J2 Is student attendance recorded?

☐ Yes ☐ No

J2.1 If J2 = yes, is attendance disaggregated by gender?

☐ Yes ☐ No

J3 Do schools/does government track student achievement over time?

☐ Yes ☐ No

J3.1 If J3 = yes, are records of achievement disaggregated by gender?

☐ Yes ☐ No

J3.2 If J3 = yes, using what metrics? *Check all that apply.*

☐ Achievement tests

☐ Progression from one grade to the next

☐ Graduation rates

☐ Other: _____

J3.3 Does this country have a way to link the following indicators to an individual student who received school feeding? *Check if "yes".*

☐ Achievement tests

☐ Progression from one grade to the next

☐ Graduation rates

J4 Does this country's school system include pre-school?

☐ Yes ☐ No

J5 Infrastructure in schools

J5.1 How many schools in this country have the following features?	All	Most	Some	Very few	None
Electricity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Piped water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clean water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latrines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flush toilets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated eating spaces/cafeterias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kitchens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J6 How many latrines/toilets are **gender-private**?

- ☐ All
☐ Most
☐ Some
☐ Very few
☐ None

J7 Are there nationwide maintenance requirements in place for latrines/toilets?

- ☐ Yes ☐ No

J8 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

SECTION K: SUCCESSES AND CHALLENGES

K1 Please describe at least three positive developments related to school feeding in this country in the past five years.

K2 Please describe at least three strengths of school feeding programs in this country.

K3 Please describe any major setbacks related to school feeding in the past five years.

K4 Please describe any challenges or problems related to school feeding.

K5 Please describe any concerns related to corruption/mismanagement in school feeding programs.

K6 Have any major studies of school feeding program(s) been conducted?

☐ Yes ☐ No

K6.1 If K6 = yes, please describe any evidence of impacts of school feeding on students.

K6.2 If K6 = yes, please describe any evidence of impacts of school feeding on families/communities.

K6.3 If K6 = yes, please use this space to provide reference information for these studies (for example, titles, authors, and years). *Provide links if possible.*

K7 What research/studies related to school feeding would be helpful for this country?

K8 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

This concludes the survey. Thank you!

ABOUT GCNF

The Global Child Nutrition Foundation is a global network of governments, businesses, and civil society organizations working together to support school meal programs that help children and communities thrive. GCNF provides training, technical assistance, and networking opportunities to help governments build national school meal programs that are nutritious, locally-sourced, and ultimately independent from international aid.

GCNF wishes to thank all the many experts and partner organizations that have contributed to the content and design of this survey. In particular, we thank the Evans School of Public Policy and Governance at the University of Washington, the United Nations World Food Program, and the United States Department of Agriculture.



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2019 Global Survey of School Meal Programs

Glossary

Agriculture subsidy

Government-provided monetary assistance to farmers or agri-businesses.

- A subsidy is granted—usually by the government or a public body—to an economic sector, business or industry (such as agriculture or the arts), generally to keep the price of a service or commodity low and/or to promote an economic or social policy. In most cases, the subsidy is provided because the commodity or service is deemed important to the public interest. Farm and food subsidies, for example, are generally intended to ensure citizens are able to afford key commodities.
- Agriculture subsidies related to school feeding programs involve monetary assistance provided to farmers or agri-businesses to produce food for the program.
- Agriculture subsidies may also include in-kind support and discounted or free inputs provided to farmers, such as seeds, tools, and land.

Agriculture-related laws, policies, or standards for school feeding programs

Official mandates or guidelines that link domestic agriculture and school feeding in any way.

- These may take the form of a mandate or support for production or procurement from local farms, small-scale farmers or cooperatives, etc., specifically linked to the school feeding program.
- For example, in some countries, the government provides inputs or other support for farmers specifically producing commodities for use in the school feeding program; in other countries, a specified percentage of food purchased for the school feeding program must come from small-scale or family farms; in other cases, there are program-specific guidelines for procurement procedures to be used for school feeding purchases.

Bio-fortified foods

Food crops that have been fortified through plant growth rather than after harvest.

- Bio-fortified foods are nutritionally improved through agronomic practices, plant breeding, or modern biotechnology.

Caterers

Groups of people—most often businesses—that prepare and distribute food.

- Caterers generally prepare and distribute food just prior to its consumption. Caterers may employ cooks and other workers to assist in the food preparation and distribution.
- School feeding program caterers usually do not prepare the food on school grounds. Instead, they prepare the food in a privately-run facility and deliver and distribute the food to multiple schools.
- The caterers' management personnel report to a higher level of school feeding program management on behalf of the entire caterer workforce; the workers do not report individually to the higher level of school feeding program management except through the caterers' management.

Centralized management/decision-making

Decisions for structuring and running the program are made at the national government level.

- In school feeding programs with centralized management/decision-making, decisions are generally “top down” and uniform throughout the country.

Civil society

Non-governmental and non-profit entities (including families) representing the interests of citizens.

- In the specific context of school feeding, civil society is a community of citizens linked by common interest and/or collective activity related to one or more school feeding programs.
- For example, parents may join together to ask the government to introduce a school feeding program, or to support or make changes to an existing program.

Closed cooking area

A space for food preparation with walls and a roof (not in the open air).

Cooks

Individuals who prepare school food, usually on-site at the school and just prior to consumption.

- School feeding program cooks may be paid or may work on a volunteer basis, but they generally work directly for the school feeding program in their individual capacity or—if working in a team of cooks—report individually to a higher level of program management.

Competitive tendering procedure

A process in which suppliers are invited to submit proposals (tenders or bids) to the buyer, who decides which bid best meets the buyer's terms and conditions (including price).

- In the context of school feeding programs, the entity acquiring food and services for schools is often a government, the United Nations, or another program implementer. For example, the government may request bids from companies or farmer organizations to provide a specific amount of a commodity of a specific quality standard over a specific period of time for use in the program; the winning bidder would be awarded a large (and perhaps lengthy) contract.
- Because the competitive tendering procedure for school feeding programs is generally used for large-scale food purchases, it can be a very complex process with significant legal and financial implications. It therefore involves a lot of paperwork, sophisticated standards and measurements, and demanding delivery schedules, making it challenging for small-scale suppliers to compete. To make it possible for small-scale suppliers to compete (and to meet one of the goals of Home-Grown School Feeding), the government or other purchaser might choose to simplify or otherwise modify the purchasing process.

Complementary activity or program; complementary education or lessons

An activity or program implemented in the school context that can complement the objectives of a school feeding program, or vice versa.

- While one or more complementary programs may be part of the school feeding program, they may also be entirely separate, but still offered to students in the program (among other students).
- A complementary program or education component may or may not be mandatory.
- Common examples of activities/programs that might complement school feeding programs are: food and nutrition education; deworming treatment; handwashing with soap (just before and/or after the students eat); various types of health and wellness exams; prevention programs such as malaria and HIV/AIDS; and school gardens.

Conditional cash transfer for school meals

Payments made (e.g., via vouchers or debit cards) to families for specified actions such as their children attending school a required number of days per month.

- Conditional cash transfers are intended to reduce poverty by making payments that are conditional upon the recipients' actions. The funding entity only transfers money to recipients who take certain qualifying actions, such as getting vaccinations or regular medical check-ups.
- In the case of school feeding programs, conditional cash transfers may be used to offset the cost to families of school meals. There may be additional conditions, such as in the case of families who enroll their children in school for the first time, or whose children attend school a required number of days per month.

Corruption/mismanagement

Waste, fraud, abuse, or extremely poor management, in conflict with the welfare of the program.

- Corruption is a covert activity undertaken for personal gain, in conflict with the procedures and welfare of an entity or program, such as a school feeding program. In the context of school feeding programs, examples include diversion of food items, theft/embezzlement of funds, and intentionally misreporting student enrollment to obtain additional benefits.
- Mismanagement is the practice of managing a program in such a way that the success of the program is undermined. In the context of school feeding programs, examples include delayed disbursement of food or funding, poor record-keeping, and inadequate planning for contingencies.

Decentralized management/decision-making

The decisions and core actions regarding the program are made at levels below the national government (e.g., at a province/state or local/district level).

- These decisions are not uniform throughout the country, even if they fit within national guidelines, because they are independently determined at the decentralized level.

Faraway countries

Countries that are not readily accessible and/or do not share a border with this country, and/or are not considered to be in the same economic community or "neighborhood".

Feeding modality

In-school meals including breakfast, lunch, or dinner (evening meal); in-school snacks; take-home rations; and/or conditional cash transfers.

- The unique set of foods or a unique feeding schedule for a targeted student population within a school feeding program. More than one modality may apply in the same program.
- Examples of school feeding program feeding modalities are school-based meals, school-based snacks, take-home rations, and conditional cash transfers. A school feeding program that provides a daily hot meal for students in school and also provides monthly take-home rations for some or all students has two feeding modalities.

Focal Point

Representative appointed by the national government of a country to gather information and provide responses for this survey.

- The Focal Point is also expected to gain any official approvals and “sign off” necessary, indicating that the survey is complete and may be entered in the public survey database.
- The Focal Point should be the first point of contact in this survey. In cases where the Focal Point is not/cannot be responsive, a Survey Associate must gain GCNF approval before approaching another contact.

Food basket

Food items or commodities included in the school feeding program.

- A very simple food basket, for example, might include a flour made with corn meal and soy blend, along with some sugar and oil (for serving as a hot breakfast porridge). A more complex food basket would be comprised of a mixture of protein(s), cereal(s), fruit(s) or vegetable(s), condiments, one or more drinks, etc.

Food restrictions

Food whose production, sale, marketing, and/or consumption is limited (but not prohibited) by the national government for some reason (such as not fitting with national health or nutrition guidelines).

- Restricted food items in the case of school feeding programs are primarily those foods that are not allowed (by decision of the national government) to be marketed or made available on or near school grounds. An example is the banning of soft drinks or candy on school grounds.
- Foods which (by government mandate) may only be used in very limited, stringently-monitored, quantity are also restricted food items. An example is strict regulation regarding the amount of salt, fats, or sugar that can be used in a school feeding program within specific time periods (per day, per week).
- Restricted food items are NOT totally banned, therefore are not considered to be prohibited items.

Food trading

Buying and subsequently selling or trading aggregated amounts of food.

- Food aggregation and trading is most often conducted within a large-scale market requiring an intermediary between multiple farmers and a large buyer.
- Food traders include food aggregators and storage operations of various types, farmers' organizations, and other types of entrepreneurs involved in buying and selling food.

Fortified

The addition of one or more essential nutrients to a food.

- A nutrient can be added whether or not it is normally contained in the food, for the purpose of preventing or correcting a demonstrated deficiency of the nutrient(s) in the population.

Gender-private space

Indicates gender-segregated bathrooms or latrines, or unisex bathrooms used in private by one person at a time.

- A place where an individual has private space for personal matters such as toilet use or other personal hygiene activities. The space, if not totally private, is at least designated by gender, and/or used by one person at a time, thus affording privacy.

Geographic targeting

Targeting of specific geographic regions/districts/catchment areas to receive school feeding.

- These areas may be selected based on perceptions of need, school attendance rates, nutritional deficiencies, or other reasons, but generally include all students within the targeted age range in that geographic area.
- Specifying rural or urban populations to receive program benefits is also a form of geographic targeting.

Home-Grown School Feeding (HGSF)

School feeding program designed to involve small-scale farmers and stimulate local production.

- By purchasing the food required for the program from local small-scale farmers and processors, Home-Grown School Feeding can stimulate local production, create a stable demand for quality and safe food, and support the development of local skills. By providing initial assistance to local farmers to develop their capacity to provide a reliable food supply, Home-Grown School Feeding can also expand opportunities for small-scale farmers to gain access to other markets.
- Even if only a small percentage of food is purchased locally from small-scale farmers, a program can be considered Home-Grown School Feeding if it is designed to support local food markets, and this is included in program implementation and in related policies and regulations.

“Imperfect” commodities or produce

Food items that are not visually or otherwise “perfect” but are still edible/usable.

- These foods are often sold at a discounted rate, below the market price for “perfect” food items. When prepared and served in a meal, the “imperfection” becomes irrelevant and invisible.
- Judicious use of “imperfect” and/or surplus commodities can both reduce costs for school meals and reduce post-harvest food losses.

Implementation

The activities related to putting a planned (school feeding) program into practice.

Implementing partner

A partner (such as a catering company or a non-profit organization) that implements some or all of the program in cooperation with the entity in charge of the program.

- In cases where the entity in charge of program management is not implementing all aspects of the school feeding program, an implementing partner implements some or all of the program.
- In most cases, the implementing partners for large-scale/national programs will be United Nations agencies such as the World Food Program, or non-governmental (charitable or for-profit) organizations such as Catholic Relief Services, Counterpart International, Mary's Meals, Nascent Solutions, Save the Children, or large-scale catering firms/companies that provide some or all food and services for the programs.

In-kind contribution/donation

Contribution of food, goods, or services (rather than, or in addition to, a financial/cash contribution).

- In the case of school feeding programs, local, national, or international entities ranging from parents and community members, to local farmers, to large-scale donors—particularly the United States' McGovern-Dole Food for Education program—may contribute in-kind to the program.

In-kind payment

Non-financial payment made to individuals or groups in exchange for services or goods.

- The most common example in school feeding programs appears in low-income countries, where local women serve as unsalaried cooks. They may serve as volunteers with no payment of any kind, or may receive in-kind payments in the form of food and/or services. There are many instances of in-kind payment with food; there are also examples of community members providing child care, or farm or household work as offsetting compensation for the time and efforts of their schools' cooks.

Individual targeting (based on individual student characteristics)

Determining eligibility of a student to receive a school feeding program's benefits depending on distinguishing characteristics (e.g., household income level, ethnicity, or gender) of the individual or their circumstances.

- Examples include take-home rations targeted specifically to encourage girls' attendance, or providing free meals to children of a particularly poor or marginalized group.

Inter-sectoral coordination body

A group that incorporates the voices and perspectives of multiple sectors that are involved in, or affected by, the school feeding program(s) in a country.

- Group members may all serve in government positions, or the group may be comprised of a mixture of public and private sector players and/or representatives of non-profit and civil society groups. Members of the group are expected to contribute to and/or implement actions recommended by the group.
- For school feeding programs, the inter-sectoral coordination group may include members with backgrounds in health, nutrition, education, agriculture, women's affairs, youth development, and/or economic development.

Leadership position

A position of some authority and responsibility within an organization, a program, a geographical area, or another defined arena.

- In the context of school feeding programs, a leadership position at the national level might be the head of a school feeding unit in the government bureaucracy; a leadership position at the school level might be the person (e.g., a cook or school staff member or a parent) who manages the school cafeteria or is in charge of the school's daily food preparation activities.

Local

At an administrative level more narrowly focused and localized than regional (state/province), hence at the district, county, municipality/town, or community level.

- Note that local government can also refer to school districts.
- Local food sourcing refers to food originating from the district, county, municipality/town, or community level. This may be purchased or received.

Management of the school feeding program

Making key decisions related to the school feeding program (e.g., who is targeted and how) and overseeing how it is implemented.

- Management and implementation may be done by the same entity or by separate entities; they may also be shared responsibilities, ideally with negotiated agreements clarifying which entity is responsible for which aspects of the school feeding program.

Mandatory program or intervention

Any program or intervention that is required by the government of the country, or by a managing entity.

- In the case of school feeding programs, a mandatory program is generally an additional program (such as deworming treatment, eyesight testing, handwashing with soap, or water treatment) that requires participation of all schools or students that receive food through the program. The mandate may apply only to schools/students receiving school feeding, or school feeding recipients may be exposed to the program because it is mandated broadly or universally applied throughout the country.

Micronutrient powders (or “sprinkles”)

A powder (usually pre-packaged and) containing vitamins and minerals that can be sprinkled onto any food in a dosage specific to the quantity and type of food being treated.

- The powder often contains multiple micronutrients mixed together.
- Micronutrient powders are used in school feeding programs to increase the micronutrient content of students' diets without changing their normal dietary habits.

Ministry, department, or agency

For this survey, the government entity (such as a ministry, department, agency, secretariat, or council) meant to manage, oversee, and ensure adherence to policy for one or more aspects of the school feeding program.

- School feeding programs may be managed by any type of government entity or group of entities, as decided by each country.

Monitoring

Ongoing review of the school feeding program or programs to guide management decisions during program implementation.

- This is not the same as “evaluation” of a program.

Multi-country (not global) company

A company that operates at a larger than national, but less than global scale (e.g., in several countries in and near to where the company is headquartered).

- Examples are companies based in South Africa and operating in several southern Africa countries; Mexico-based companies operating throughout Central America; and European companies operating only within the European Economic Community/Union.

Multi-national/Global-scale company

A very large company that operates worldwide (in many countries and on multiple continents).

National school feeding program or similar program

- This may take the form of:
 - A school feeding program that is managed and/or administered by the national government
 - A large school feeding program that is managed and/or administered by regional or local governments
 - A large school feeding program that is managed by a non-governmental entity, but in coordination with the national government
 - Any large school feeding program that does not involve the government but reaches a substantial proportion of students in the country, or covers a substantial geography
- Please refer to the beginning of section C for further guidance on what distinguishes one program from another.
- The table below provides guidance regarding what program size could meet the criteria for being a “large” school feeding program, based on the size of the primary and secondary student population in a given country. These thresholds are intended to provide a loose estimate for which programs should be captured in this survey.

Primary + secondary student population	School feeding program size threshold
20,000	100 students
50,000	250
100,000	500
500,000	2,500
1 million	5,000
5 million	25,000
10 million	50,000
25 million	125,000
50 million	250,000
300 million	1.5 million

National-scale company

A company that operates primarily nationwide and within a country.

- Operations may extend beyond the country's borders, but minimally; the total scale of the company operations is roughly what would be required to cover one country.

Nearby countries

Neighboring countries, or those considered to be easily accessible, in the same “neighborhood” or economic community.

Nutritional supplements

Manufactured pills, powders, or liquids intended to provide vitamins and/or minerals that may otherwise not be consumed in sufficient quantities.

- Nutritional supplements are used in school feeding programs to increase the micronutrient content of students' diets without changing their normal dietary habits.

Processed food

For this survey, processed food refers to food prepared for consumption on a large scale, usually done in a large facility with the intention of easing on-site preparation or making ready-to-eat products.

- Processed food, in a strict sense, is anything that has been done to food prior to its consumption, such as chopping, cooking, drying, salting, smoking, and pickling.
- In the context of school feeding programs, examples include factory-made biscuits and breads or processed and packaged ready-to-eat foods/meals, and the processing usually occurs in a factory, bakery, or large-scale catering company.

Regional

At the level of the state, province, or region (between the national and local levels).

Semi-decentralized management/decision-making

Situations where the management and decision-making are shared between the main manager (generally at a higher administrative or authority level, such as the national government) and another entity at a more limited administrative or authority level (such as a district government).

- As an example in school feeding programs, the national government may manage some or all of the funding and/or some commodities provided for the program (from food reserves, surpluses, or other sources) and certain monitoring activities, while the remaining management and decision-making resides with a regional or local entity.
- Semi-decentralized management may be long-lasting, or short term, and may happen during transitions in either direction. For example, a program may be in the process of being centralized (if it had been managed exclusively at the regional or local level) or decentralized (if program management had been exclusively at the national level). In transitions, most or all functions related to program management and decision-making may be staged for gradual hand-over.

Setback

A discrete occurrence that causes a problem, pause, or reversal in progress.

- In the case of school feeding programs, a setback is a specific and significant challenge that occurred to the program, which resulted, for example, in fewer children receiving food, less food for the program, fewer feeding days, or the short-term or permanent cessation of the program for some or all targeted students.
- Examples of setbacks include: loss of (a significant amount of) funding for the program, a disease outbreak, a natural disaster, a food safety issue involving the school feeding program, a political change or crisis, or a conflict that affects a significant number of schools and students.

Slow-onset emergency

An emergency that arrives slowly, most often from a confluence of different events.

- An example of a slow-onset emergency is desertification or deforestation combined with drought and pest infestation, or with an epidemic or civil strife.
- A slow-onset emergency generally allows some time for planning to prevent disaster or at least address the worst effects of the emergency.

Small-scale farmer

A farmer with limited resources that operates at a small scale (as determined with reference to the local setting).

- Other terms may be used to describe small-scale farmers, such as “smallholder farmer”, “family farmer”, and “subsistence farmer”.
- Home-Grown School Feeding (HGSF) is intended to particularly engage and benefit small-scale farmers who are low-income and/or subsistence-oriented.

Sub-national company

A company that operates within a country at the local or regional level.

- A sub-national company involved in school feeding programs, for example, might be a local bakery that provides products just for schools within a municipality or district, a catering company that provides food just for schools within a 80-km or 50-mile radius, or a processing company/mill that supplies its products only within a given region, state, or province.

Survey Associate

An individual working with the Global Child Nutrition Foundation (GCNF) on this survey.

- The main role for Associates is to communicate with survey respondents (Focal Points) to ensure their understanding of the survey and specific survey questions and to gain the most complete and accurate responses possible.
- Survey Associates are available to communicate by email, phone, or Skype (and possibly through other modes of communicating over distances). They are ready to provide clarification or to work closely with respondents for as long as the survey process takes. They can also assist with technical issues.
- The Survey Associate will review each survey for completeness and gain Focal Points' final approval for entering the survey into the global database.

Take-home rations

Food items provided to students to take back to their families/homes.

- Take-home rations may be conditional, serving as an economic incentive for families to send their children to school and achieve a particular attendance level in a given time frame (e.g., a month or a quarter).
- Take-home rations may also be intended for children's consumption, in order to give school children food during weekends or school vacations if the children are deemed vulnerable (based on their individual characteristics, such as gender, the family's economic status, and/or being a member of a specific minority group) during those periods when food is not available at school and/or children are not expected to be in school.

Universal targeting

All students (within the targeted age range or school level) in the whole country are intended to receive school feeding.