

# 2024 Global Survey of School Meal Programs



# 2024 Global Survey of School Meal Programs

## BACKGROUND

---

School meal programs<sup>1</sup> — in which students are provided with snacks, meals, or other foods and beverages in schools—are one of the world’s largest safety nets, benefiting over 400 million children worldwide.

Prior to the first round of the Global Survey of School Meal Programs®, the data on school meal programs around the world were fragmented, incomplete, and inconsistent. This made it difficult to discern trends overtime, compare school meal activities across different settings, or make data-informed decisions.

To fill this gap, the Global Child Nutrition Foundation (GCNF) established the Global Survey of School Meal Programs® in 2019.<sup>2</sup> Technical experts from universities, UN agencies, and governments contributed to the development of the questionnaire, which is updated each cycle to capture the most useful and relevant information.

The Global Survey has been implemented twice thus far, capturing information on the school years that began in 2017 and 2020. This has produced the world’s most comprehensive and standardized data on school feeding.

The Global Survey fills a gap in our knowledge of school meal programs by offering hundreds of data points, a common language, and consistent measurements that allow policy and decision makers to make informed, targeted investments in school feeding while monitoring progress. Academics, researchers, practitioners, governments, and UN agencies access the Global Survey data to inform decisions, publications, projects, and further research.

The first two rounds of the Global Survey captured detailed information from 155 countries. Data collected through the Global Survey of School Meal Programs® are entered into a database and made freely available to all interested users. Survey findings from prior rounds are linked below:

[School Meal Programs Around the World \(global report\)](#)

[Country Reports](#)

### [Infographics:](#)

- School Meal Programs Around the World
- School Meal Programs in Sub-Saharan Africa
- School Meal Programs in the Economic Community of West African States (ECOWAS)
- School Meal Programs in Latin America & the Caribbean
- School Meal Programs in the Caribbean
- Health, Nutrition, and School Meal Programs
- Gender and School Meal Programs
- Income and School Meal Programs
- COVID-19 and School Meal Programs
- School Meal Programs and the Environment

---

<sup>1</sup> While aware of distinctions that may exist between the terms school meal, school feeding, and school nutrition (programs), we use school feeding throughout this survey as we aim to capture core information regarding all such programs.

<sup>2</sup> Funding for the 2019, 2021, and 2024 surveys is provided, in part, by the United States Department of Agriculture.



Dear Government-Appointed Global Survey Focal Points,

Thank you for participating in the Global Survey of School Meal Programs®. This Global Survey, administered by the Global Child Nutrition Foundation (GCNF), collects the most up-to-date information on school feeding programs directly from government sources. The questionnaire is designed to be completed by a government-appointed representative – a Survey Focal Point – who is knowledgeable about school feeding programs in your country and who will collect information and submit the survey.

Every country in the world is invited to participate in the Global Survey. The survey gathers information on the following topics for the school year that began in 2022:

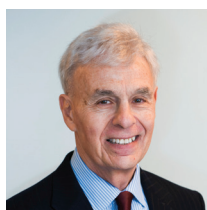
- The scope of school feeding in each country
- Government financing of, and involvement in, school feeding
- Nutrition-, education-, and gender-related aspects of school feeding
- Agricultural and private sector engagement
- Related health and sanitation topics
- Environment and climate aspects of school feeding
- The impact of emergencies and disruptions to school feeding

The Global Survey contains several topics that may require the survey Focal Point to consult with other government offices to collect information. The Survey asks you to report on all large-scale school feeding programs in the country, which may mean connecting with other entities leading programs in your country. If you are unsure of other programs operating in your country, please feel free to reach out to GCNF. If you do have multiple programs in your country (for example, a government-led program and an NGO-implemented program), you will be asked to fill out a separate program section for each different program.

The Global Survey is long and can be completed in stages over time. It is available as a PDF form, a Word form, or an online form.

Your Survey Associate is available to review the survey with you, to answer any questions, and to assist you throughout the survey experience. If you do not know the Survey Associate assigned for your country and would like to contact them, please email [info@gcnf.org](mailto:info@gcnf.org).

We are grateful that you recognize the significance of the Global Survey and are taking time out of your busy schedule to respond. Your input helps document the landscape of school meal programs at both the national and global levels; assess the toll of various emergencies on school feeding; and demonstrate the resilience and creativity of school feeding programs in the face of challenges. We hope the survey data will be useful for understanding and advocating for school meals in your country and that it can support data-driven policy and decisions.



Dr. Ronald Kleinman  
President of the Board



Arlene Mitchell  
Executive Director

## SURVEY OVERVIEW

This survey asks about **national or large-scale school feeding programs** (or school meal or school nutrition programs). This includes programs that are managed or administered by the **national**, **regional**, or **local government**, as well as large-scale school-based feeding programs 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 10 sections. Three sections contain national-level questions, meaning that they only need to be completed once for your country. The remaining seven 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 SECTION
<i>Completed once per country</i>	<i>Completed once for each large-scale school feeding program in the country</i>	<i>Completed once per country</i>
A. National context I	C. Program overview	J. Successes and challenges
B. National context II	D. Design and implementation	
	E. Food sourcing	
	F. Governance and leadership	
	G. Funding and budgeting	
	H. Agriculture, employment, and community participation	
	I. Emergencies and disruptions to school feeding	

Given its global scope, this survey addresses a wide range of topics around school feeding. 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 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: [info@gcnf.org](mailto:info@gcnf.org); Website: [www.gcnf.org](http://www.gcnf.org); Address: P.O. Box 99435 Seattle, WA 98139 USA.

## INSTRUCTIONS

---

1. **Survey Associates** are available to answer questions and assist throughout the survey experience. If you do not know the **Survey Associate** assigned for your country and would like to contact them, please email [info@gcnf.org](mailto:info@gcnf.org).
2. All questions in this survey refer to the school year that began in 2022 unless otherwise noted. For most countries, the reference school year will be the 2022–2023 school year.
3. Definitions of key terms are provided in a glossary. If a word is **green**, the definition is available.
4. Please try to answer every question. At the close of each survey section, space is available to comment, explain, or clarify any responses or questions you could not answer.
5. Sections A, B, and J collect national-level information. The headers of these sections are **purple**. These sections will be completed once.
6. Sections C, D, E, F, G, H, and I collect information that is specific to a given school feeding program. In the survey, the headers of these sections are **blue**. These sections will be completed for each large-scale school feeding program that was operating in your country in the school year that began in 2022. If your country had one such program in place, these will be completed once. If your country had three programs, sections C–I will be completed three times.
7. In the survey, the main document includes one copy of sections C–I for the first school feeding program. If you have multiple programs, please submit a copy of your survey responses (sections C–I) for each program. This can be found at [www.gcnf.org](http://www.gcnf.org) (See page 13.)
8. You, the survey **Focal Point**, are not expected to know answers to all of the survey questions. To answer some questions, 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.
9. Once a survey is submitted, it will be reviewed by a GCNF **Survey Associate**. The **Survey Associate** may contact you if they need clarification regarding your responses.
10. The **Focal Point** is 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.
11. Your name and contact information will not be public and will not be made available to any data users.
12. You will be signed up to receive the GCNF newsletter. Please indicate if you would prefer to opt out of this newsletter; an option to unsubscribe will also be available.

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. By submitting this survey, the Focal Point indicates approval to make the survey data publicly available.*

Country: \_\_\_\_\_

Name: \_\_\_\_\_

Institution/Department/Office: \_\_\_\_\_

Job title: \_\_\_\_\_

Email: \_\_\_\_\_

Telephone: \_\_\_\_\_

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): \_\_\_\_\_

## SECTION A: NATIONAL CONTEXT I

**A1** During the school year that began in 2022, did your country have a **national or large-scale school feeding program**?

☐ Yes ☐ No

If A1 = no, contact your **Survey Associate** for a shorter version of the survey.

**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: \_\_\_\_\_

*Sections C–I will be repeated for each school feeding program listed in A1.1.*

**A2** What is the school year being referenced in this survey? (This is intended to be the school year that began in 2022.)

Start month		Start year	End month		End year
<input type="checkbox"/> January	<input type="checkbox"/> July	<input type="checkbox"/> 2022	<input type="checkbox"/> January	<input type="checkbox"/> July	<input type="checkbox"/> 2022
<input type="checkbox"/> February	<input type="checkbox"/> August		<input type="checkbox"/> February	<input type="checkbox"/> August	<input type="checkbox"/> 2023
<input type="checkbox"/> March	<input type="checkbox"/> September		<input type="checkbox"/> March	<input type="checkbox"/> September	
<input type="checkbox"/> April	<input type="checkbox"/> October		<input type="checkbox"/> April	<input type="checkbox"/> October	
<input type="checkbox"/> May	<input type="checkbox"/> November		<input type="checkbox"/> May	<input type="checkbox"/> November	
<input type="checkbox"/> June	<input type="checkbox"/> December		<input type="checkbox"/> June	<input type="checkbox"/> December	

**A3 Number of children**

*These questions refer to all school feeding programs. If exact number is not known, please estimate.*

	Pre-school (Early childhood education)	Primary	Secondary
How many children of this age range are there in total in this country? <i>Please report the latest available data. The age range of pre-school students is often considered to be 36-59 months (3-5 years of age).</i>	_____	_____	_____
How many children are enrolled in school?	_____	_____	_____
How many children received food in the school year that began in 2022?	_____	_____	_____
How many children received food <u>one school year prior</u> to the reference school year? <i>If the reference school year is 2022-2023, this refers to 2021-2022.</i>	_____	_____	_____
How many children received food <u>three school years prior</u> to the reference school year? <i>If the reference school year is 2022-2023, this refers to 2019-2020.</i>	_____	_____	_____

**A4 How many school days are in the school year?**

\_\_\_\_\_

**A5 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.**



## SECTION B: NATIONAL CONTEXT II

**B1** When was large-scale school feeding first introduced in this country?

**B2** Are there national laws, policies, or standards related to school feeding?

☐ Yes ☐ No

**B2.1** If B2 = yes, please fill in the table below:

Topic	Name of national law/policy/standard(s)
National school feeding policy	
Nutrition	
Health	
Food safety	
<b>Smallholder farmers</b>	
<b>Agriculture</b> (apart from smallholder farmers)	
Climate/environment policy	
Private sector involvement	
Other (e.g., food marketing, right to food)	

**B3** Did the national government contribute financially to any school feeding program(s) in this country in the school year that began in 2022?

☐ Yes ☐ No

**B3.1** If B3 = yes, what was the total actual government financial contribution to these programs?

**B3.1.1** What is the currency used in question B3.1? *Please spell out.*

**B3.2** If B3 = yes, was there a separate line item in the national budget for school feeding?

☐ Yes ☐ No

**B4** Are any food items prohibited in school feeding programs?

☐ Yes ☐ No

**B4.1** If B4 = yes, what food items are prohibited?

**B4.2** If B4 = yes, for what reason are these food items prohibited? *Select all that apply.*

☐ Cultural reasons ☐ Health-related reasons  
☐ Religious reasons ☐ Other: \_\_\_\_\_

**B5** Apart from foods and beverages provided through school meal programs, are foods and/or beverages available for purchase in the immediate vicinity of (or near) school grounds?

☐ Yes ☐ No

**B6** Are any foods and/or beverages prohibited in the immediate vicinity of (or near) school grounds?

☐ Yes ☐ No

**B7** In this country, are any limitations or prohibitions applied to food and beverage marketing on school grounds?

☐ Yes ☐ No

**B8** In this country, are any limitations or prohibitions applied to food and beverage marketing targeted to school age children?

☐ Yes ☐ No

**B9** What is the lead agency in government that is responsible for school feeding programs in this country?

**B10** Is there an **inter-sectoral coordination body** or committee for school feeding at the national level?

☐ Yes ☐ No

**B10.1** If B10 = yes, please describe.

**B11 Is there a country-wide system for monitoring school feeding programs?**

☐ Yes ☐ No

If B11 = yes, please fill out the following table.

B11.1 Does the system include the following components? Select all that apply.	B11.2 How frequently does this monitoring occur?		
<input type="checkbox"/> School visits	<input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly	<input type="checkbox"/> Bi-annually <input type="checkbox"/> Annually	<input type="checkbox"/> Other _____
<input type="checkbox"/> Electronic reporting	<input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly	<input type="checkbox"/> Bi-annually <input type="checkbox"/> Annually	<input type="checkbox"/> Other _____
<input type="checkbox"/> Paper-based reporting	<input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly	<input type="checkbox"/> Bi-annually <input type="checkbox"/> Annually	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly	<input type="checkbox"/> Bi-annually <input type="checkbox"/> Annually	<input type="checkbox"/> Other _____

**B12 Does this country have a way to link the following indicators to an individual student who received school feeding? Check if “yes”.**

☐ Attendance ☐ Academic achievement ☐ Graduation rate

**B13 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"/>
Sports or physical play areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solar panels/solar power	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B14** How many latrines/toilets are **gender-private**?

- ☐ All
- ☐ Most
- ☐ Some
- ☐ Very few
- ☐ None

**B15** Are there community-led, non-governmental **food banks** in this country?

- ☐ Yes    ☐ No

**B15.1** If B15 = yes, do **food banks** receive government support?

- ☐ Yes    ☐ No

**B15.2** If B15 = yes, is there any link between **food banks** and the school feeding programs?

- ☐ Yes    ☐ No

**B15.2.1** If B15.2 = yes, please describe this link.

**B16** Does this country have government **food reserves**?

- ☐ Yes    ☐ No

**B16.1** If B16 = yes, is there any link between government **food reserves** and the school feeding programs?

- ☐ Yes    ☐ No

**B16.1.1** If B16.1 = yes, please describe this link.

**B17** If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

## INSTRUCTIONS FOR SECTIONS C-I

---

Sections C, D, E, F, G, H, and I (C–I) 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–I below. If additional school feeding programs were operating in this country in the school year that began in 2022, please complete sections C–I again for each additional program. If school feeding is decentralized in this country, sections C–I can be completed by a sub-national representative of states, provinces, or territories. An additional PDF (titled “Global Survey - Sections C–I”) is available for download at [www.gcnf.org](http://www.gcnf.org). Please submit completed copies of section C–I for each additional program.

### **Examples:**

Country A has just **one** feeding program. Country A will complete sections C–I **once**. This is found within the main survey document.

2024 Global  
Survey of School  
Meal Programs

**FULL SURVEY**

Country B has **two** distinct school feeding programs. Country B will complete sections C–I **twice**. For the first program, Country B will fill in sections C–I in the main survey document. For the second program, Country B will download and fill in a separate PDF document (“Global Survey - Sections C–I”). Both parts of the survey will be submitted together.

2024 Global  
Survey of School  
Meal Programs

**FULL SURVEY**

**SECTIONS C–I**



## SECTION C: PROGRAM OVERVIEW

---

**C1** List the name of this school feeding program. *(This corresponds to the program listed in A1.1.)*

**C2** In what year did this school feeding program begin operating in this country?

**C3** Who has primary **management** responsibility for this school feeding program?

- ☐ Government agency
- ☐ **Implementing partner**
- ☐ Both a government agency and **implementing partner**

**C3.1** If C3 = government agency, what government agency was responsible for managing this school feeding program?

**C3.2** If C3 = **implementing partner**, what implementing partner was responsible for managing this school feeding program??

**C4** How much money was spent in total by the program **implementer** (for example, the government, NGO, or private entity) on this school feeding program during the school year that began in 2022?  
*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 school year that began in 2022?

**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
Number of students receiving food	<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"/>
Ration size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of <b>food basket</b> variety	<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"/>
Number of school levels receiving food (e.g., primary, secondary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**C7 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? *Select all that apply.*

- ☐ To meet educational goals
- ☐ To provide a social safety net
- ☐ To address gender-specific challenges
- ☐ To reduce hunger
- ☐ To meet nutritional and/or health goals
- ☐ To prevent or mitigate obesity
- ☐ To meet agricultural goals
- ☐ Other: \_\_\_\_\_

**D1.1** Does this school feeding program have an objective to enable **small-scale** (smallholder) farmers to gain access to a predictable and stable market and to maximize the benefits they derive from such access?

- ☐ Yes ☐ No

**D2** Which **feeding modality/modalities** did this school feeding program employ? *Select all that apply.*

- ☐ In-school meals
- ☐ In-school snacks
- ☐ **Take-home rations**
- ☐ Other: \_\_\_\_\_

**D2.1** If D2 = in-school meals, which meals were served?

- ☐ Breakfast ☐ Lunch (mid-day meal) ☐ Evening meal

**D3** Grades/age levels

**D3.1** Did students in this level receive food through this school feeding program? *Check if "yes".*

**D3.2** How many students in this level received food through this school feeding program?

Girls

Boys

Total

- ☐ Pre-schools  
(Early childhood education)

- ☐ Primary schools

- ☐ Secondary schools

- ☐ Vocational/trade schools

- ☐ Other:

**D4 Types of schools**

**D4.1** Did this type of school participate in this school feeding program? *Check if “yes”.*

**D4.2** How many schools participated?

☐ Public schools

☐ Private schools

☐ Other:

**D4.3** Were boarding schools (residential schools) included in this school feeding program?

☐ Yes    ☐ No

## IN-SCHOOL MEALS OR SNACKS

---

If this school feeding program served in-school meals or snacks, answer questions D5–D11. If not, skip to question D12.

**D5** During which portions of the year were in-school meals or snacks provided? *Select all that apply.*

- ☐ When school was in session
- ☐ When school was not in session

**D6** How were students targeted to determine who received in-school meals or snacks? *Select all that apply.*

- ☐ Universal (all school children in the country)
- ☐ **Geographic**
- ☐ **Individual** student characteristics (e.g., family income, gender, ethnicity)
- ☐ Grade levels
- ☐ School types (e.g., public, private)
- ☐ **School characteristics**
- ☐ Other: \_\_\_\_\_

**D6.1** If D6 = grade levels, what grades were targeted?

**D6.2** If D6 is not universal, what criteria were used in targeting? *Please be as detailed as possible.*

**D6.3** What percent of targeted children were reached?

- ☐ 100%
- ☐ 75–99%
- ☐ 50–75%
- ☐ 25–50%
- ☐ 0–25%



**D7 Grades/age levels**

Fill in this table only if the numbers differ from D3. Otherwise, skip to question D8.

D7.1 Did students in this level receive in-school meals or snacks through this school feeding program? Check if "yes".	D7.2 How many students in this level received in-school meals or snacks through this school feeding program?		
	Girls	Boys	Total
<input type="checkbox"/> Pre-schools (Early childhood education)			
<input type="checkbox"/> Primary schools			
<input type="checkbox"/> Secondary schools			
<input type="checkbox"/> Vocational/trade schools			
<input type="checkbox"/> Other:			

**D8 How frequently were in-school meals or snacks provided?**

- |   |   |
|---|---|
| <input type="checkbox"/> 7 times per week | <input type="checkbox"/> 2 times per week |
| <input type="checkbox"/> 6 times per week | <input type="checkbox"/> 1 time per week  |
| <input type="checkbox"/> 5 times per week | <input type="checkbox"/> Biweekly         |
| <input type="checkbox"/> 4 times per week | <input type="checkbox"/> Monthly          |
| <input type="checkbox"/> 3 times per week | <input type="checkbox"/> Other: _____     |

**D8.1** How many days in the school year did a typical beneficiary student receive in-school meals or snacks?

D9 What categories of food items were included in in-school meals or snacks? <i>Select all that apply.</i>	D9.1 Approximately how often were foods in this category served?				
	Daily	2–4 times per week	Weekly	Monthly	Rarely
<input type="checkbox"/> Whole grains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Refined/milled grains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Blended grain-based products such as corn- or wheat-soy blend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Legumes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Nuts and seeds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Eggs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Dairy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Poultry and game meat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Red meat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Processed meat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Fish and shellfish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Deep orange vegetables and tubers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> White roots and tubers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Fruits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Dark green leafy vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Cruciferous vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Deep-fried foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Sweets and ice cream	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Liquid oils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Semi-solid and solid fats (e.g., butter)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Salt	<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"/>

**D9.2** If D9 = salt, is the amount of salt restricted?

☐ Yes ☐ No

**D10** What categories of beverages were served with the in-school meals or snacks? *Select all that apply.*

Unsweetened	Sweetened
<input type="checkbox"/> Dairy milk	<input type="checkbox"/> Dairy milk
<input type="checkbox"/> Yogurt drink	<input type="checkbox"/> Yogurt drink
<input type="checkbox"/> 100% fruit juice	<input type="checkbox"/> 100% Fruit juice
<input type="checkbox"/> Other fruit drink	<input type="checkbox"/> Other fruit drink
<input type="checkbox"/> Tea	<input type="checkbox"/> Tea
<input type="checkbox"/> Water	<input type="checkbox"/> Other sugar-sweetened beverages such as sodas, energy drinks, and sports drinks
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

**D10.1** Are beverages with non-nutritive or artificial sweeteners available to students at school?

- ☐ Yes, through this program
- ☐ Yes, from another source
- ☐ No, no beverages with non-nutritive or artificial sweeteners are available

**D11** Please share any example menus and/or nutrition requirements for this school meal program by specifying a website in the space below, or by sharing a copy of a typical (representative) menu as an email attachment.

–End of Module: In-School Meals or Snacks–

## TAKE-HOME RATIONS

---

If this school feeding program distributed **take-home rations**, answer questions D12–D16. If not, skip to question D17.

**D12** During which portions of the year were **take-home rations** provided? *Select all that apply.*

- ☐ When school was in session
- ☐ When school was not in session

**D13** How were students targeted to determine who received take-home rations? *Select all that apply.*

- ☐ Universal (all school children in the country)
- ☐ **Geographic**
- ☐ **Individual** student characteristics (e.g., family income, gender, ethnicity)
- ☐ Grade levels
- ☐ School types (e.g., public)
- ☐ **School characteristics**
- ☐ Other: \_\_\_\_\_

**D13.1** If D13 = grade levels, what grades were targeted?

**D13.2** If D13 is not universal, what criteria were used in targeting? *Please be as detailed as possible.*

**D13.3** What percent of targeted children were reached?

- ☐ 100%
- ☐ 75–99%
- ☐ 50–75%
- ☐ 25–50%
- ☐ 0–25%

**D14 Grades/age levels**

Fill in this table only if the numbers differ from D3. Otherwise, skip to question D15.

D14.1 Did students in this level receive <b>take-home rations</b> through this school feeding program? Check if “yes”.	D14.2 How many students in this level received <b>take-home rations</b> through this school feeding program?		
	Girls	Boys	Total
<input type="checkbox"/> Pre-schools (Early childhood education)			
<input type="checkbox"/> Primary schools			
<input type="checkbox"/> Secondary schools			
<input type="checkbox"/> Vocational/trade schools			
<input type="checkbox"/> Other:			

**D15 How frequently were **take-home rations** provided?**

<input type="checkbox"/> 7 times per week	<input type="checkbox"/> Biweekly
<input type="checkbox"/> 6 times per week	<input type="checkbox"/> Monthly
<input type="checkbox"/> 5 times per week	<input type="checkbox"/> Quarterly
<input type="checkbox"/> 4 times per week	<input type="checkbox"/> Biannually
<input type="checkbox"/> 3 times per week	
<input type="checkbox"/> 2 times per week	
<input type="checkbox"/> 1 time per week	
<input type="checkbox"/> Other: _____	

**D15.1** How many times in the school year did a typical beneficiary student receive **take-home rations**?



**D16** What categories of food items were included in the **take-home rations**? *Select all that apply.*

<input type="checkbox"/> Whole grains	<input type="checkbox"/> Deep orange vegetables and tubers
<input type="checkbox"/> Refined/milled grains	<input type="checkbox"/> White roots and tubers
<input type="checkbox"/> Blended grain-based products such as corn- or wheat-soy blend	<input type="checkbox"/> Fruits
<input type="checkbox"/> Legumes	<input type="checkbox"/> Dark green leafy vegetables
<input type="checkbox"/> Nuts and seeds	<input type="checkbox"/> Cruciferous vegetables
<input type="checkbox"/> Eggs	<input type="checkbox"/> Other vegetables
<input type="checkbox"/> Dairy	<input type="checkbox"/> Deep-fried foods
<input type="checkbox"/> Poultry and game meat	<input type="checkbox"/> Sweets and ice cream
<input type="checkbox"/> Red meat	<input type="checkbox"/> Liquid oils
<input type="checkbox"/> Processed meat	<input type="checkbox"/> Semi-solid and solid fats (e.g., butter)
<input type="checkbox"/> Fish and shellfish	<input type="checkbox"/> Salt
<input type="checkbox"/> Other: _____	

—End of Module: Take-home Rations—

## OTHER ASPECTS OF THE PROGRAM

**D17** Were any food and/or beverage items in this school feeding program **fortified**?

☐ Yes ☐ No

**D17.1** If D17 = yes, what items were **fortified**? Please specify.

**D17.2** If D17 = yes, what additional micronutrients were used in the **fortified** foods and/or beverages? Select all that apply.

<input type="checkbox"/> Iron	<input type="checkbox"/> Vitamin B12	<input type="checkbox"/> Vitamin C
<input type="checkbox"/> Vitamin A	<input type="checkbox"/> Thiamine	<input type="checkbox"/> Calcium
<input type="checkbox"/> Iodine	<input type="checkbox"/> Riboflavin	<input type="checkbox"/> Selenium
<input type="checkbox"/> Zinc	<input type="checkbox"/> Niacin	<input type="checkbox"/> Fluoride
<input type="checkbox"/> Folic acid	<input type="checkbox"/> Vitamin B6	<input type="checkbox"/> Vitamin D
<input type="checkbox"/> Other _____		

**D18** Were any food and/or beverages items in this school feeding program **bio-fortified**?

☐ Yes ☐ No

**D18.1** If D18 = yes, what food items were used? Select all that apply.

<input type="checkbox"/> Iron beans	<input type="checkbox"/> Vitamin A banana/ plantain	<input type="checkbox"/> Zinc maize
<input type="checkbox"/> Iron cowpea	<input type="checkbox"/> Vitamin A cassava	<input type="checkbox"/> Zinc rice
<input type="checkbox"/> Iron Irish potato	<input type="checkbox"/> Vitamin A maize	<input type="checkbox"/> Zinc sorghum
<input type="checkbox"/> Iron lentils	<input type="checkbox"/> Vitamin A sweet potato (Orange flesh sweet potatoes—OFSP)	<input type="checkbox"/> Zinc wheat
<input type="checkbox"/> Iron pearl millet		
<input type="checkbox"/> Other _____		

**D19** Were any **nutritional supplements** or **micronutrient powders** included in this school feeding program?

☐ Yes ☐ No

**D19.1** If D19 = yes, what supplements were provided? *Select all that apply.*

<input type="checkbox"/> Iron	<input type="checkbox"/> Folic acid
<input type="checkbox"/> Vitamin A	<input type="checkbox"/> Calcium
<input type="checkbox"/> Iodine	<input type="checkbox"/> Vitamin D
<input type="checkbox"/> Zinc	<input type="checkbox"/> Other _____

**D19.2** If D19 = yes, how was the supplement provided? *Select all that apply.*

- ☐ In the food
- ☐ To the students (e.g., in the form of a pill or drops)

**D20** Were nutritionists and/or dietitians involved with this school feeding program in the school year that began in 2022?

☐ Yes ☐ No

**D20.1** If D20 = yes, how many nutritionists were involved?

**D20.2** If D20 = yes, who paid the nutritionists? *Select all that apply.*

- ☐ National government
- ☐ **Regional** government
- ☐ **Local** government
- ☐ School feeding program **implementing partner**
- ☐ Nutritionists were not paid
- ☐ Other: \_\_\_\_\_

**D21** Where was school food prepared? *Select 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: \_\_\_\_\_

**D21.1** If D21 = on-site or off-site, approximately what percent of schools participating in this school feeding program had on-site kitchens?

\_\_\_\_\_ %

**D21.2** If D21 = on-site or off-site, what amenities were present in typical kitchens?  
*Select all that apply.*

<input type="checkbox"/> Open cooking area	<input type="checkbox"/> <b>Secured storage</b>	<input type="checkbox"/> Charcoal or wood stove
<input type="checkbox"/> <b>Closed cooking area</b>	<input type="checkbox"/> Unsecured storage	<input type="checkbox"/> Gas stove
<input type="checkbox"/> On-site water (not piped)	<input type="checkbox"/> Electricity	<input type="checkbox"/> Electric stove
<input type="checkbox"/> Piped water	<input type="checkbox"/> Refrigeration	<input type="checkbox"/> Serving utensils

**D21.2.1** If D21.2 = charcoal or wood stove, were students expected to provide fuel?

☐ Yes ☐ No

**D21.2.2** If D21.2 = charcoal or wood stove, were any efforts made to reduce the use of firewood/charcoal as fuel?

☐ Yes ☐ No

**D21.2.2.1** If D21.2.2 = yes, what actions were taken?

- ☐ Use of **fuel efficient (energy efficient) stoves**
- ☐ Use of alternative fuel
- ☐ Use of solar energy for cooking
- ☐ Selection of menus that require less cooking
- ☐ Other: \_\_\_\_\_

**D22 Was there a mechanism for limiting food waste?**

☐ Yes ☐ No

**D22.1** If D22 = yes, what steps were taken? *Select all that apply.*

- ☐ Sealed food storage
- ☐ Fumigation/pest control in storage area
- ☐ Use of **hermetic bags** or larger **hermetic storage** system
- ☐ Routine testing/monitoring of dry food storage
- ☐ Use of nearly-expired food
- ☐ Processes for using usable but **“imperfect” commodities or produce**
- ☐ Campaign to reduce how much food students throw away
- ☐ Other: \_\_\_\_\_

**D22.2** If D22 = yes, please describe any efforts to limit food waste.

**D23** Did the program compost uneaten/unusable food?

☐ Yes, on-site    ☐ Yes, off-site    ☐ No

**D24** Did any schools use a school-based **anaerobic biodigester**?

☐ Yes    ☐ No

**D24.1** If D24 = yes, how is the biogas used? *Select all that apply.*

- ☐ Cooking at the school  
☐ Converted to electricity for the school  
☐ Other: \_\_\_\_\_

**D25** Was there a mechanism for limiting packaging waste?

☐ Yes    ☐ No

**D25.1** If D25 = yes, what steps were taken? *Select all that apply.*

- ☐ Re-use of bags/containers  
☐ Recycling  
☐ Use of compostable materials  
☐ Use of **“bulk serve”** containers  
☐ Prohibiting specific types of packaging (e.g., plastics or non-recyclables)  
☐ Other: \_\_\_\_\_

**D26** Did your program specifically target **“climate-friendly” foods**?

☐ Yes    ☐ No

**D26.1** If D26 = yes, please describe any efforts to target **“climate-friendly” foods**.

**D27** Were efforts made to reduce the distance between where the school food is produced and the school?

☐ Yes    ☐ No

**D27.1** If D27 = yes, what efforts were made? *Select all that apply.*

- ☐ Increase **local** procurement
- ☐ Increase **local** production
- ☐ Increase **local** processing capacity
- ☐ Menu modification
- ☐ Changes in storage facilities
- ☐ Other: \_\_\_\_\_

**D28** What **complementary** programs were provided to most or all recipients in the school feeding program? *Select all that apply.*

<input type="checkbox"/> Handwashing with soap	<input type="checkbox"/> Dental cleaning/testing
<input type="checkbox"/> Height measurement	<input type="checkbox"/> Menstrual hygiene
<input type="checkbox"/> Weight measurement	<input type="checkbox"/> Drinking water
<input type="checkbox"/> Testing for anemia	<input type="checkbox"/> Water purification
<input type="checkbox"/> Deworming treatment	<input type="checkbox"/> School gardens
<input type="checkbox"/> Eye testing/eyeglasses distribution	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Hearing testing/treatment	<input type="checkbox"/> None

*Note: Please include complementary activities that are available to students who receive school feeding, even if the activities are not part of the school feeding program and/or are provided separately.*

**D28.1** If D28 = school gardens, what was done with the products from school gardens? *Select all that apply.*

- ☐ Consumed by students
- ☐ Sold
- ☐ Other: \_\_\_\_\_

**D29** What **complementary** education topics were integrated into **most or all** participating school curriculums? *Select all that apply.*

<input type="checkbox"/> Food and nutrition education	<input type="checkbox"/> HIV prevention education
<input type="checkbox"/> Agriculture education	<input type="checkbox"/> Physical education
<input type="checkbox"/> <b>Environmental/climate/sustainability education</b>	<input type="checkbox"/> Mental health education
<input type="checkbox"/> Hygiene education	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Health education	<input type="checkbox"/> None
<input type="checkbox"/> Reproductive health education	

**D30** Did this school feeding program use any of the following approaches to prevent or mitigate overweight/obesity? *Select all that apply.*

<input type="checkbox"/> Nutritional requirements for <b>food baskets</b>	<input type="checkbox"/> Physical education
<input type="checkbox"/> <b>Food and/or beverage restrictions</b> on or near school grounds	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Limit food and/or beverage marketing to children	<input type="checkbox"/> None (although obesity is considered a problem)
<input type="checkbox"/> Food and nutrition education	<input type="checkbox"/> None (obesity is not considered a problem)
<input type="checkbox"/> Health education	

**D31** 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 the value of food in this school feeding program was obtained through each method?	In-kind food donations (Domestic)	In-kind food donations (Foreign)	Purchased (Domestic)	Purchased (Foreign)
<i>This row should sum to 100%.</i>	_____ %	_____ %	_____ %	_____ %
<b>E1.2</b> What were the sources of food items obtained through each method? <i>Select all that apply.</i>				
Local	<input type="checkbox"/>		<input type="checkbox"/>	
Regional	<input type="checkbox"/>		<input type="checkbox"/>	
Elsewhere within country	<input type="checkbox"/>		<input type="checkbox"/>	
From nearby countries		<input type="checkbox"/>		<input type="checkbox"/>
From faraway countries		<input type="checkbox"/>		<input type="checkbox"/>
From national food reserves (government food stocks)	<input type="checkbox"/>		<input type="checkbox"/>	
<b>E1.3</b> Who provided the in-kind food donations?				
Parents/Families	<input type="checkbox"/>			
Private businesses	<input type="checkbox"/>			
Bilateral aid (foreign governments)		<input type="checkbox"/>		
Multinational or multilateral aid (for example, WFP, CRS, Mary's Meals)		<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 the value 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. *Select 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 foods

☐ Yes, most foods

☐ Yes, some foods

☐ Yes, very few foods

☐ No

**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**)
- ☐ Both **centralized** and **decentralized** decision-making (**Semi-decentralized**)
- ☐ An international donor agency or other **implementing partner managed** the program
- ☐ The program was managed by a private company or a group of private companies (including private schools)
- ☐ Other: \_\_\_\_\_

### F2 Has the **management** of the program ever shifted to or from the national government?

- ☐ Yes    ☐ No

**F2.1** If F2 = yes, please describe and indicate when changes occurred.

### F3 Who procures most or all food for the program?

- ☐ National government
- ☐ **Regional** government (state, province)
- ☐ **Local** government (city, town, district)
- ☐ Individual schools
- ☐ **Implementing partner**
- ☐ **Caterers**

**F3.1** If F3 = **caterers**, who hired the **caterers**?

- ☐ National government
- ☐ **Regional** government (state, province)
- ☐ **Local** government (city, town, district)
- ☐ Individual schools
- ☐ **Implementing partner**
- ☐ Other: \_\_\_\_\_

- F4** What government **ministries, departments, or agencies** or other entities were involved in this school feeding program as key decision makers or by providing technical support or resources? *Select all that apply.*

<input type="checkbox"/> Education	<input type="checkbox"/> Gender Affairs	<input type="checkbox"/> <b>Regional</b> government
<input type="checkbox"/> Agriculture	<input type="checkbox"/> Youth/Sport	<input type="checkbox"/> <b>Local</b> government
<input type="checkbox"/> Health	<input type="checkbox"/> Trade/Industry	<input type="checkbox"/> <b>Implementing partner</b>
<input type="checkbox"/> Finance	<input type="checkbox"/> Labor	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Social Protection	<input type="checkbox"/> Foreign Affairs	

- 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 school year that began in 2022? *Select all that apply.*

☐ National government

☐ **Regional** government

☐ **Local** government

☐ Private sector

☐ Non-governmental organization (domestic)

☐ External (International)

☐ Other: \_\_\_\_\_

**G1.2** What was the amount of funding from this source?

**G1.3** What is the currency used in G1.2? *Please spell out.*

*Note: For multi-year funding allocations, please report the per-year amount.*

**G1.4** If G1.1 = external (international), what external sources funded this school feeding program? *Select all that apply.*

☐ USDA McGovern-Dole Food for Education program

☐ Other: \_\_\_\_\_

### G2 In the school year that began in 2022, 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	%
Labor	%
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

**G3.1** If G3 = yes, who decided the amount?

- ☐ Office of the President/Prime Minister  
☐ Parliament/Congress/Legislative body  
☐ Ministry/Department of Finance  
☐ Other: \_\_\_\_\_

**G4 Did student families contribute to this school feeding program?**

☐ Yes ☐ No

**G4.1** If G4 = yes, how did student families contribute? *Select all that apply.*

- ☐ Paid full price  
☐ Paid partial price  
☐ Mandatory **in-kind** contributions  
☐ Voluntary **in-kind** contributions  
☐ Other: \_\_\_\_\_

**G5 In the school year that began in 2022, was the funding adequate to achieve program targets?**

☐ Yes ☐ No

**G5.1** If G5 = no, please describe the shortfall and its impact on this school feeding program.**G6** 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 (or through their farmer organization) to the program or the schools?

- ☐ Yes, **small-scale farmers** only
- ☐ Yes, medium- and large-scale farmers only
- ☐ Yes, both small and medium/large-scale farmers
- ☐ No, no farmers were directly involved

**H1.1** If H1 = yes, what products did farmers supply? *Select all that apply.*

<input type="checkbox"/> Grains, cereals	<input type="checkbox"/> Fish
<input type="checkbox"/> Roots, tubers	<input type="checkbox"/> Green, leafy vegetables
<input type="checkbox"/> <b>Legumes</b> , pulses, nuts	<input type="checkbox"/> Other vegetables
<input type="checkbox"/> Dairy products	<input type="checkbox"/> Fruits
<input type="checkbox"/> Eggs	<input type="checkbox"/> Oil
<input type="checkbox"/> Meat	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Poultry	

**H1.2** If H1 = yes, were any of the following types of support provided to farmers? *Check if “yes”.*

	Small-scale farmers	Medium or large-scale farmers
<b>Agriculture subsidies</b> (including inputs)	<input type="checkbox"/>	<input type="checkbox"/>
Advice or tools to prevent post-harvest losses (e.g., from insects, birds, rats, or spoilage)	<input type="checkbox"/>	<input type="checkbox"/>
Advice, seeds, or tools to promote production of specific crops or foods for the school meal program	<input type="checkbox"/>	<input type="checkbox"/>
Other agriculture extension efforts	<input type="checkbox"/>	<input type="checkbox"/>
Mobile or electronic payments	<input type="checkbox"/>	<input type="checkbox"/>
School feeding-specific training	<input type="checkbox"/>	<input type="checkbox"/>
Purchase agreements set prior to harvest (forward contracts)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other: _____	<input type="checkbox"/>	<input type="checkbox"/>

**H2** How was the private sector involved in school feeding? *Select all that apply.*

- ☐ Not involved at all
- ☐ **Food trading**
- ☐ Food processing
- ☐ Transport
- ☐ Catering
- ☐ Sold or rented supplies to the program (e.g., utensils, equipment)
- ☐ Donated food or supplies
- ☐ Donated funding
- ☐ Provided technical expertise/assistance
- ☐ Other: \_\_\_\_\_

**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?

- |                                 |                                 |
|---------------------------------|---------------------------------|
| <input type="checkbox"/> None   | <input type="checkbox"/> 50–75% |
| <input type="checkbox"/> 1–25%  | <input type="checkbox"/> 75–99% |
| <input type="checkbox"/> 25–50% | <input type="checkbox"/> All    |

**H3.2** In practice, how many **cooks/caterers** were paid?

- |                                 |                                 |
|---------------------------------|---------------------------------|
| <input type="checkbox"/> None   | <input type="checkbox"/> 50–75% |
| <input type="checkbox"/> 1–25%  | <input type="checkbox"/> 75–99% |
| <input type="checkbox"/> 25–50% | <input type="checkbox"/> All    |

**H3.2.1** If H3.2 is not “none”, what was the form of payment? *Select all that apply.*

- ☐ Cash    ☐ **In-kind**

**H3.2.2** If H3.2 is not “none”, who paid the **cooks/caterers**? *Select 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**?

*Select all that apply.*

- |  |  |
|--|--|
| <input type="checkbox"/> Nutrition             | <input type="checkbox"/> Business/management |
| <input type="checkbox"/> Portions/measurements | <input type="checkbox"/> Other: _____        |
| <input type="checkbox"/> Menu planning         | <input type="checkbox"/> None                |
| <input type="checkbox"/> Food safety/hygiene   |  |

**H4** How many paid jobs existed in this school feeding program in the school year that began in 2022?

*If exact number is not known, please estimate.*

**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** Were students' preferences integrated into the school feeding program ?

☐ Yes ☐ No

**H12.1** If H12 = yes, how were students' preferences taken into account?

**H13** If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

## SECTION I: EMERGENCIES AND DISRUPTIONS TO SCHOOL FEEDING

- I1** Did this school feeding program have a plan in place to mitigate the impact of emergencies for the school year that began in 2022?

☐ Yes ☐ No

- I2** Was this school feeding program affected by any of the following emergencies in the school year that began in 2022? *Select all that apply.*

<input type="checkbox"/> <b>Slow-onset emergency</b> (e.g., drought)	<input type="checkbox"/> Supply chain disruptions
<input type="checkbox"/> Natural disaster (e.g., earthquake, hurricane, and floods; excluding slow-onset emergencies)	<input type="checkbox"/> Extreme food price inflation
<input type="checkbox"/> Economic/financial crisis	<input type="checkbox"/> Teachers' strike
<input type="checkbox"/> Conflict	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Health epidemic/pandemic	<input type="checkbox"/> None

*If I2 = None, skip to section J.*

- I3** Were schools in this country closed due to an emergency for one month or more during the school year?

☐ Yes, all ☐ Yes, some ☐ No, none

- I4** Did the emergencies result in any interruptions to school feeding operations?

- ☐ Yes, school feeding operations ceased temporarily in some schools/regions  
☐ Yes, school feeding operations ceased temporarily in all schools/regions  
☐ Yes, school feeding operations ceased to this day in some schools/regions  
☐ Yes, school feeding operations ceased to this day in all schools/regions  
☐ No, there were no interruptions to school feeding operations

**I4.1** If I4 = yes, for how long were school feeding operations disrupted?

- I5** How did the emergency/ies affect the **accessibility** (availability and affordability) of food for this school feeding program?

- ☐ Significantly decreased accessibility ☐ Increased the accessibility  
☐ Slightly decreased accessibility ☐ Unknown  
☐ No noticeable impact

**16 Were there any adjustments in the menu provided by this school feeding program to accommodate changes in food availability and costs?**

- ☐ Yes, significant adjustments have been made ☐ No, there have been no adjustments  
☐ Yes, slight adjustments have been made ☐ Unknown

**16.1** If 16 = significant or slight adjustments, please describe how the menu changed:

**16.2** If 16 = significant or slight adjustments, how have these changes impacted the nutritional quality of meals provided by this school feeding programs?

- ☐ Decreased nutritional quality ☐ Improved nutritional quality  
☐ No noticeable impact ☐ Unknown

**17 Was there a change in the cost of operating this school feeding program during the emergency/ies?**

- ☐ Significant increase in costs ☐ Decrease in costs  
☐ Slight increase in costs ☐ Unknown  
☐ No noticeable impact

**17.1** If 17 = significant or slight increase in costs, how did it impact the budget for this school meal program?

- ☐ The budget remained the same  
☐ The budget increased from local or national government sources  
☐ The budget increased from donor sources

**17.2** If 17 = significant or slight increase in costs, what component of the budget increased the most?

- ☐ Purchasing food ☐ Labor costs  
☐ Transporting food ☐ Other: \_\_\_\_\_  
☐ Management costs

**18 What strategies were implemented to address the impact of the emergency/ies? Select all that apply.**

- |  |   |
|--|---|
| <input type="checkbox"/> Seeking alternative food sources or suppliers                       | <input type="checkbox"/> Changes in numbers of students fed   |
| <input type="checkbox"/> Negotiating better prices with existing suppliers                   | <input type="checkbox"/> Establishing alternative supply routes or transportation methods                             |
| <input type="checkbox"/> Sourcing different or alternative food                              | <input type="checkbox"/> Release of <b>food reserves</b> to maintain continuance of supply or stabilize prices        |
| <input type="checkbox"/> Increasing funding or budget allocation for school feeding programs | <input type="checkbox"/> Collaborating with local producers or suppliers to reduce dependence on global supply chains |
| <input type="checkbox"/> Changes in delivery method  | <input type="checkbox"/> Other: _____   |
| <input type="checkbox"/> Changes in <b>feeding modality</b>                                  |   |
| <input type="checkbox"/> Changes in feeding frequency  | <input type="checkbox"/> No particular strategy was used  |

SECTION I: EMERGENCIES AND DISRUPTIONS  
TO SCHOOL FEEDING

**I9 Did this school feeding program introduce alternative foods to replace imported staple foods?**

- ☐ Yes, we introduced a different alternative food (domestic)
- ☐ Yes, we introduced a different alternative food (imported)
- ☐ No, we explored, but have not yet introduced alternative foods
- ☐ No, we did not explore or introduce alternative foods

**I10 Were there any other mitigation strategies related to the impact of high cost of food or supply chain disruptions on school feeding programs that you would like to highlight?**

**I11 In what ways, if any, did the emergencies generate positive developments for this school feeding program?**

**I12 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.**

**I13 Did your country have another school feeding program for which you have not already provided information?**

- ☐ Yes    ☐ No

If I13 = yes, please repeat sections **C–I** for the next school feeding program. These are available (at [www.gcnf.org](http://www.gcnf.org)) 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 [info@gcnf.org](mailto:info@gcnf.org).

## SECTION J: SUCCESSES AND CHALLENGES

---

**J1** Please describe at least three strengths or positive developments related to school feeding in this country in the past five years.

**J2** Please describe any challenges or major setbacks related to school feeding in the past five years.

**J3** Please describe any concerns related to corruption/mismanagement in school feeding programs.

**J4** Have any major studies of the school feeding program(s) been conducted?

☐ Yes ☐ No

**J4.1** If J4 = yes, please describe any evidence of impacts of school feeding on students.

**J4.2** If J4 = yes, please describe any evidence of impacts of school feeding on families/communities.

**J4.3** Please use this space to provide reference information for these studies (for example, titles, authors, and years). Provide links if possible.

- J5** Has the process called “**Systems Approach for Better Education Results (SABER) – School Feeding**” been completed for your country to assess the policy status against best practice?

☐ Yes ☐ No

**J5.1** If J5 = yes, in what year(s)?

- J6** What research/studies related to school feeding would be helpful for this country?

- J7** If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

**Thank you!**

Your responses are much appreciated.

## ABOUT GCNF

Global Child Nutrition Foundation (GCNF) is a non-profit organization that works to ensure governments and their partners have the knowledge, tools, and connections they need to increase coverage of high-quality school meal programs. GCNF does this through learning exchanges, consultancies, the Global Survey of School Meal Programs®, and the Global Child Nutrition Forum.

## THANK YOU

GCNF wishes to thank all the many government Focal Points, experts, and partner organizations that contributed to the first two rounds of the Global Survey of School Meal Programs® as well as all of those who have contributed, are contributing, and/or will contribute to this third survey round.

It truly takes a global village to design, implement, analyze, document, and disseminate the results of such a survey, and we are sincerely grateful to all involved.



P.O. Box 99435  
Seattle, WA 98139  
[info@gcnf.org](mailto:info@gcnf.org)