

# 2024 Global Survey of School Meal Programs

## Glossary

### Accessibility

*Easily obtained, used, or understood.*

- Accessible food is food that is not only available, but which is easily obtained, affordable, and acceptable. Accessibility encompasses both economic and physical access to food.
- Accessible facilities and infrastructure are easily reached, entered, and used by all, including by people with disabilities.

### 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, 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 cases, there are program-specific guidelines for procurement procedures to be used for school feeding purchases.

### Anaerobic biodigester

*A system (usually a sealed tank, or “reactor”) built to treat organic waste (food, animal or human body waste, wastewater biosolids, crop residue, fats and oils, etc.) in the absence of oxygen.*

- The process of biodigestion involves microbes which turn the waste into gas, liquid, and solid matter that can be productively used. Biogas produced through this process can be used as fuel for cookstoves or to power vehicles or produce electricity, and the liquids and solids produced are nutrient-rich and can be used as fertilizer. Due to the large amount of organic waste produced at schools, biodigesters are sometimes used to turn the school waste into fuel or fertilizer.

## Bio-fortified foods

*Food crops whose micronutrient content is enhanced through conventional breeding techniques, making the nutrients part of the plants themselves (rather than through fortification, wherein nutrients are added after the crops are harvested). Biofortification results in the biofortified plants being more nutritious than other varieties of the same plants.*

- Bio-fortified foods are nutritionally improved through agronomic practices, plant breeding, or modern biotechnology.
- There are currently a limited number of bio-fortified foods available. Those are listed by name in the Survey questionnaire.

## “Bulk serve” containers

*Containers that can hold large amounts of foods or beverages that can be hygienically dispensed or served in individual portions.*

- For example, rather than serving individual packages of water, milk, or juice, a large container with a spigot can serve many students, cup by cup or glass by glass. Use of bulk containers can reduce packaging waste (as well as food/beverage waste) in school meal programs.

## Caterers

*Groups of people—most often businesses—that prepare and/or 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.

### **“Climate-friendly” foods**

*Foods whose production improves or does no harm to the environment, or which substitute for foods that are more harmful to the environment.*

- “Climate-friendly” foods are linked to “climate-smart agriculture”, which aims to produce more and better food to improve nutrition security and boost incomes while increasing crop resilience to climate-related challenges such as pests, diseases, flooding, and drought, and while avoiding deforestation and reducing the greenhouse gas emissions for each kilo or calorie of food produced.
- “Climate-friendly” is contextual. In arid environments, climate-friendly crops might be sorghum, millet, or cassava, as these crops are naturally drought-tolerant. In areas prone to flooding, flood-tolerant varieties of soybeans or rice would be considered climate-friendly.
- The production of legumes can enrich the soil where they are grown, and legumes are highly nutritious. School food program menus that include legumes (beans, lentils, soybeans, peanuts, chickpeas, etc.) can be positive from both the nutrition and agricultural sustainability standpoints.
- In settings with a high amount of meat consumption, climate-friendly foods might include more poultry and/or plant-based products and less consumption of meat from large animals.
- Crops whose production requires few or no insecticides or other chemical treatment and/or which are grown in proximity to where they will be consumed may also be more climate-friendly than those that travel long distances to consumers and/or are produced using environmentally unfriendly inputs.

### **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 World Food Programme, or another program implementer. These purchasers often ask for bids from companies or farmer organizations to provide a significant amount of a commodity that meets a particular quality standard on a regular schedule and over a period of a school year or more. This process requires sophisticated bids, and the winning bidder would be awarded a large and complex contract with significant legal and financial implications.
- To meet one of the goals of Home-Grown School Feeding (i.e., to purchase food from small-scale farmers) and make it possible for small-scale suppliers to bid and successfully compete, the purchaser might choose to purchase smaller amounts or different commodities, simplify the paperwork required, 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 program(s) 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.

### Corruption/mismanagement

*Waste, fraud, abuse, or extremely poor management that is 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.

### Cruciferous vegetables

*Vegetables from the cabbage family of foods, which as they are grown have four-petal flowers that resemble a cross.*

- Cabbage, kale, cauliflower, broccoli, bok choy, cress, mustard, and similar green leafy vegetables with four-petal shaped flowers are cruciferous.

### 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.

### Deep orange vegetables and tubers

*Vegetables or tubers of deep orange color*

- Examples of deep orange vegetables and tubers include buttercup squash, carrots, orange pumpkin, yellow arracacha, yellow squash, yellow gari, yellow fufu (biofortified cassava), red sweet peppers, orange sweet potato, and tree tomato.
- The deep orange color indicates the presence of beta-carotene, carotenoids, pro-Vitamin A precursors.

## Environmental/climate/sustainability education

*Educational curricula related to natural environments and how humans can interact with ecosystems to protect, conserve, improve, or manage natural resources.*

- Climate education generally refers to curricula focused on addressing climate change and developing effective strategies for reversing or mitigating the effects of climate change.
- Sustainability education programs aim to help people understand and promote positive and productive ways of interacting with natural resources, climate, agriculture, and environment so that natural resources, food production, and human life can be sustained into the future.
- Because the subject matter is similar and overlapping, the Global Survey of School Meals Programs does not distinguish between these three terms.

## 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

*The method, unique set of foods, and timing a school meal program uses for delivering children food (e.g., breakfast, snacks, lunch, or dinner/evening meal snacks and/or take-home rations)*

- More than one modality may apply in the same program.
- In-school modalities are those where the meal or snack is delivered to students to be eaten at school; take-home rations are intended for the food to be consumed at the students' homes.
- More than one modality may apply in the same program. An example is 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.

## Focal Point

*Representative appointed by the national government of a country to gather information and provide responses for the Global Survey of School Meal Programs.*

- The Focal Point is 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 the Survey for their country.

## Food bank

*A place where stocks of food, typically basic provisions and nonperishable items, are supplied free of charge to people in need.*

- For the purposes of the Survey, food banks are community-led, nongovernmental organizations that address local food insecurity needs. The food bank model is based primarily on the recovery and redistribution of food and grocery products provided by supply chain actors from farm to retail.
- On occasion, governments may contribute to food banks, although usually food is donated by non-government sources.

## Food basket

*Food items or commodities included in the school feeding program menus.*

- 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 reserves

*Government stockpiles of food—usually grain—that are maintained to stabilize food prices and respond to future food shortages, among other purposes.*

- Government food reserves are known by a variety of names, including “strategic food reserves” or “strategic grain reserves”. These are government stockpiles of food—usually grain—purchased and stored for the purpose of meeting future domestic or international needs. The food is owned and most often managed by the government, though the government may contract with third parties to manage some or all of the reserves.
- Government food reserves may be established to facilitate responses to food shortages and emergencies, to offset supply shocks or spikes in demand, to stabilize food prices, and/or to compensate for shortfalls in foreign currency which make imports difficult.

## Food restrictions

*Food whose production, sale, 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

*Food that has been enriched or had one or more essential nutrients added after the food has been harvested.*

- A nutrient can be added for the purpose of preventing or correcting a demonstrated deficiency of the nutrient(s) in the population, even if the food already contains some of the nutrient(s).
- Some fortification (enrichment) is to add nutrients that had existed in the food back into food after it has been processed (e.g., flour loses nutritional value when the grain is processed into flour; enriched flour results from replacing those same nutrients). Other forms of fortification add nutrients that either did not exist in the food item itself when it was harvested, or which add more than was available in the food when it was harvested.
- The Survey does not distinguish between these forms of fortification. It just seeks to know which food items used in school menus are normally fortified, and which micronutrients are generally added.

## Fuel efficient (energy efficient) stoves

*Stoves specifically designed to reduce the amount of fuel (wood, coal, charcoal, dung, gas, electricity, etc.) required and to replace traditional cooking or heating systems that require more fuel or energy.*

- In most cases, stoves labeled fuel- or energy-efficient are designed to reduce smoke and/or harmful gases produced by the stoves and/or to reduce the cooking cycle (the time it takes to cook the same amounts and types of food) or heating cycle (the time required for the stove to heat the home, school, or other space).
- Fuel efficiency is not determined by the type of fuel; rather, it is defined by the reduction of the biomass required for each cooking or heating cycle.
- The Survey is only concerned with cookstoves used in the preparation of school meals.

## Game meat

*Meat from undomesticated or hunted animals, bush meat, and amphibians.*

- Examples of game meat include agouti (cutia), antelope, wild buffalo, and frog.

## 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 criteria, 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.

## Hermetic storage or bags

*Post-harvest storage and handling containers that are designed to prevent loss of commodities to mold and other fungi, insects, and other pests by locking out air and moisture.*

- Air- and moisture-tight, hermetic bags and systems deprive the contents of oxygen and create a carbon dioxide enriched atmosphere inside, effectively inhibiting or suffocating any mold/fungi growth and insects.
- Commodities are properly dried before being placed and sealed in hermetic storage.
- Hermetic storage can be used for a wide range of commodities, from maize, wheat, rice, and cereals to all types of flour, pulses, lentils, nuts, coffee, cocoa, spices, and herbs.

## Home-Grown School Feeding (HGSF)

*School feeding program designed to provide a predictable market for small-scale farmers and stimulate local production.*

- HGSF programs intentionally stimulate local production and develop local skills by creating a stable demand for quality and safe foods from local small-scale farmers and processors.
- HGSF programs or partners provide initial assistance to local farmers to develop their capacity to provide a reliable food supply and to gain access to other markets. This assistance can be in a variety of forms, such as agricultural extension/technical support, provision of seeds or supplies, forward contracts or other contracting mechanisms that allow small-scale farmers to successfully compete, specific subsidies, and/or special payment arrangements.
- 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 structured to support local food markets, and this is factored into program implementation and 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, a United Nations agency, or a non-profit organization) that implements some or all 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 not-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 childcare, 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 individuals or their circumstances.*

- Examples include take-home rations targeted specifically to girl students and their families 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.

## Legumes

*Beans and peas not eaten with the pod, and foods derived from legumes.*

- Examples of legumes include adzuki bean, beans, peas, and soybeans – all eaten without the pods in which they grow. Examples also include chickpeas and lentils.
- Examples of foods made from legumes include tofu, soy flour, and chickpea flour.

## 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 food may be purchased or received in kind, as a donation or payment.

## 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.

## 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.

## National or large-scale school feeding program

*School feeding program of a scale that is large enough to be reported in the Survey.*

- This may take the form of:
  - A school feeding program that is managed and/or administered by the national government, using national resources.
  - A large school feeding program that is managed and/or administered by regional or local governments, using government resources.
  - 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 rough 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

## Nearby countries

*Neighboring countries, or those considered to be easily accessible, in the same “neighborhood” or economic community.*

## Nutritional supplements

*Manufactured pills, powders, or liquid 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 (other than meat)

*For the Survey, processed food refers to food prepared for consumption on a large scale, usually done in a large facility (separate from schools) with the intention of making ready-to-eat products and/or easing the need to prepare food on site.*

- Processed food, in a strict sense, is food to which something (such as chopping, cooking, drying, salting, smoking, or pickling) has been done prior to its consumption.
- In the context of the Survey and school feeding programs, examples of processed foods include those produced in a factory, bakery, or large-scale catering company, such as biscuits and breads or processed and packaged ready-to-eat foods/meals.

## Processed meat

*Red meat, poultry, or game, including organs (but excluding fish or seafood) that is processed by salting, curing, fermentation, smoking or other processes to enhance flavor or improve preservation.*

- Examples of processed meat include bacon, canned meat, corned beef, ham, salami, sausage, and smoked meat.

## Red meat

*Unprocessed meat from domesticated animals (i.e., not game animal meat). Red meat is a red color when the meat is raw.*

- Examples of red meat include beef/cow, calf, camel, dog, donkey, goat, lamb, pork, and mutton/ram.
- In the Survey, red meat does not include meat that is processed, cured, preserved, or smoked.

## Refined/milled grains

*Grains are that have been milled, removing the germ and the bran from the grain, leaving the starch.*

- This process gives the grain a longer shelf life and a finer texture but reduces the amount of iron and Vitamin B in the grain and removes its dietary fiber. White flour or bread, white rice, and de-germed cornmeal are examples of refined/milled grains.

## Regional

*At the level of the state, province, or region (between the national and local levels).*

## School characteristics

*Unique aspects of schools that can be the basis of targeting school meal programs.*

- Examples of characteristics of schools targeted to receive school meals might be that they are uniquely located (such as urban or rural schools, or those that are logistically remote, or in a zone that is experiencing or has experienced a recent emergency or is particularly impoverished); that they focus on a specific population (e.g., refugees, disabled, indigenous or underserved groups, are girls-only or boys-only); that they meet a certain threshold in terms of the share of students in poverty; that they focus on a specific curriculum (skills training or specializations such as local-language, nursing, carpentry, masonry, music, mathematics, science); or that they are of a particular size that qualifies them as target schools.

## 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).*

- 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.

## Secured storage

*Storage areas for food, equipment, and/or school feeding program-related supplies that can only be accessed by authorized individuals and that are protected by locks, guards, or similar systems to prevent unauthorized entry, theft, and/or loss.*

## 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 the Global Survey of School Meal Programs.*

- The main role for Survey 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, WhatsApp, Zoom, Telegram (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.

### Sweets and ice cream

*Sugar-sweetened foods that are not beverages, including sugar and other caloric sweeteners added to other foods and drinks.*

- Examples of foods in this category include cakes, candy, chocolate, cookies, date puree, honey, ice cream, sugar, sweet biscuits, sweet breakfast cereals, and sweet fried dough.

### Systems Approach for Better Education Results (SABER) – School Feeding

*A World Bank, World Food Programme (WFP), and Partnership for Child Development (PCD) initiative that uses a comprehensive process for comparing and benchmarking education and school feeding systems in developing countries against global best practices.*

- The World Bank’s initial SABER process was launched in 2011. It involves using diagnostic tools, examining relevant policies, collecting and analyzing data in a given country, and comparing the results for that country’s education system to the global best practice indices for education. The goal of SABER is to highlight and encourage policies, practices, and institutions that best address learning for all children and youth.
- A separate-but-related SABER-School Feeding process was launched by the World Bank, WFP, and PCD in 2016 to assess the policy and systems aspects of school feeding programs to identify gaps and develop capacity development plans for addressing those gaps.

## Take-home rations

*Food items provided to students or their families to take home for use in the household.*

- 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 schoolchildren 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.
- Take-home rations are also used to provide food to students when schools are closed and/or children cannot be fed in group settings at school to avoid contagion (as was the case during the COVID-19 pandemic) or other dangers.

## Whole grains

*Grains that have not been milled. In other words, these are seeds of cereal grasses and pseudocereals that contain all three elements of the kernel: the bran (outer coating), the germ (the part that sprouts and grows), and the endosperm (the starchy part).*

- Whole grains are more nutritious than refined or milled grains.
- Grains commonly eaten whole include (whole) wheat, bulghur, oats, rye, barley, millets, farro,TT and black, brown, red, and wild rice.
- Pseudocereals that can be eaten whole include acacia seed (wattleseed), acorn, amaranth, buckwheat, chia, quinoa, and soko (cockscorb).