School Feeding Toolkit

A RESOURCE FOR ASSESSING NEEDS AND PLANNING SUSTAINABLE SCHOOL FEEDING PROGRAMS

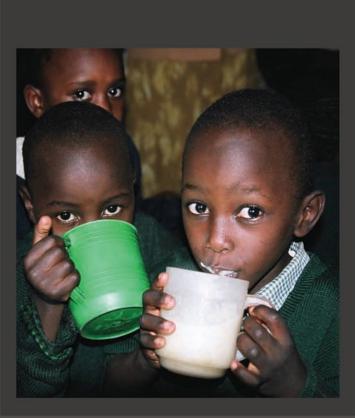### third edition

An instrument developed by the Global Child Nutrition Foundation to assist countries with the establishment and implementation of sustainable school feeding programs.

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Global Child Nutrition Foundation

Photo Credit: Marshall Matz

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THIRD EDITION

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Global Child Nutrition Foundation
www.gcnf.org

The Global Child Nutrition Foundation (GCNF) is a non-profit organization dedicated to helping countries develop and operate sustainable school feeding programs. Based in Alexandria, Virginia, USA, it provides technical assistance and training to support policy development, capacity building, and program operations - all targeted to address the nutritional needs of children while responding to broader country needs, traditions, and values. GCNF is the international arm of the School Nutrition Association, a 55,000 member professional association which offers more than 60 years experience in the operation and management of school feeding programs in the United States. Over the past decade, 200 delegates from over 80 countries have participated in the annual Global Child Nutrition Forum, a week long educational and training program designed to assist country leaders with planning and developing school feeding programs.

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ACKNOWLEDGEMENTS

PREFACE

There is no more important task than ensuring that children are sufficiently nourished and educated to become self-sufficient, contributing citizens in their countries. The global community shares a responsibility to end childhood hunger by providing all children access to adequate food, nutrition, and educational opportunities.

As nations strive to achieve the Millennium Development Goals (MDGs), school feeding becomes a time-tested, successful initiative to reduce hunger, increase school attendance for boys and girls alike, and enhance the child's ability to learn. On a broader scale, school feeding supports the country's poverty reduction goals and contributes to the social and economic development of the country.

The Global Child Nutrition Foundation (GCNF) developed the *School Feeding Toolkit* in collaboration with GCNF Forum participants, GCNF volunteers and staff, and the United Nations World Food Program (WFP). Its purpose is to help country leaders and **stakeholders**[1] establish sustainable school feeding programs that respond to local needs, cultures, and traditions. The Toolkit was first used by country leaders from Honduras, Pakistan, Ethiopia, Mali and Kenya when they participated in the 2007 Global Child Nutrition Forum. It was again used by leaders from 10 additional countries who attended the 2008 Global Child Nutrition Forum. Now in its third edition, the 2009 Toolkit brings updated information from Forum delegates representing 16 countries and additionally many school feeding specialists who also participated in the revision process.

GCNF and WFP acknowledge that there is no single path for establishing sustainable school feeding programs. The *School Feeding Toolkit* is a planning instrument that assists countries through ongoing review and revisions to meet changing country needs. Thus, rather than a prescriptive guide, the Toolkit serves as a flexible instrument to help leaders work together in developing programs that respond to country needs. Furthermore, the Toolkit encourages stakeholders to design community based programs that connect agricultural production with school feeding, including purchasing food from local smallholder farmers and processors.

School feeding has for many years been a global catalyst to improve child health, increase school attendance for boys and girls, and improve academic achievement. Looking to the future, governments are called to provide supportive policies and resources that enable all children to receive the benefits of school feeding.

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[1] Words that are **underlined and bold** throughout the *School Feeding Toolkit* are defined in the glossary

INTRODUCTION

Goal: To serve as a country resource for designing a plan to establish sustainable, community-based school feeding programs.

The toolkit is an instrument designed to:

- Assist countries in conducting a school feeding needs assessment in five areas:
    - Government Commitment and Political Will
    - Institutional Capacity
    - Community Commitment and Resource Utilization
    - Design and Implementation of School Feeding
    - Monitoring and Evaluation of School Feeding
- Provide a framework for country leaders to develop a plan for implementing school feeding programs
- Assist countries in identifying resources needed to establish school feeding programs
- Assist countries in prioritizing actions needed to establish their programs
- Provide information used to train leaders in designing, implementing, and promoting sustainable school feeding programs

The *School Feeding Toolkit* consists of the following components:

1. Country Goals and Objectives
2. Diagnostic Information
3. Needs Assessment
4. Country Plan Worksheets
5. Country Plan Revision and Feedback
6. Glossary and Resources

Directions for use of School Feeding Toolkit

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DIRECTIONS FOR USE OF *SCHOOL FEEDING TOOLKIT*

The Toolkit sections are interrelated and intended to be used together in the sequence shown. However, the Toolkit is intended to be flexible and should be adapted to country needs. For example, in some situations it may be more realistic to start planning with leaders at sub-national levels, such as in provinces or their component regions. In this case, appropriate sections of the Toolkit may be taken from the larger text and adapted to local needs. Additionally, some sections of the Toolkit serve as a guide for not only feeding children in school, but also for supporting agricultural development through school feeding programs and targeting school feeding to improve girls' attendance in schools.

STEP I: COUNTRY GOALS AND OBJECTIVES

The first step in the *School Feeding Toolkit* is for country leaders to define the goals and objectives of their school feeding programs. Goals should be determined by working in collaboration with stakeholders representing various groups, such as representatives from the Ministry of Education, Health, Agriculture, and other relevant government positions, as well as teachers, school food service providers, and parents. The process of defining these goals and objectives as a collaborative effort is of equal or greater importance to answering the questions involved.

STEP II: DIAGNOSTIC ASSESSMENT

The second step in using the *School Feeding Toolkit* is to analyze the current situation of school feeding by collecting diagnostic information, or an examination of the current situation, through a series of questions regarding the current status of nutrition, education, and school feeding. This section, which borrows heavily from the World Health Organization and Food and Agricultural Organization Information Series on School Health, consists of seven categories with a series of **guiding questions** in each category.

For each set of diagnostic questions, discuss the guiding questions with country team leaders. Some guiding questions may apply while others may not; skip questions that are not relevant to local and national realities.

STEP III: NEEDS ASSESSMENT

The third step in using the *School Feeding Toolkit* is to conduct a **needs assessment**. The needs assessment assists country team members to evaluate the capacity of the country to implement school feeding.

The *School Feeding Toolkit* Needs Assessment is broken down into five **target areas**:

1. Government Commitment and Political Will
2. Institutional Capacity
3. Community Commitment and Resource Utilization
4. Design and Implementation of School Feeding

5. Monitoring and Evaluation of School Feeding

Within each target there are **indicators**, or performance standards. The indicators represent conditions required for success in each target area. For many of the indicators, there is a list of **guiding questions** to assist Toolkit users to evaluate the status of that indicator in their country. These guiding questions do not need to be answered individually; rather, they serve to advance the discussion to determine the status of the broader indicator.

STEP IV: COUNTRY PLAN WORKSHEETS

Country Plan Worksheets are designed to assist country leaders to plan the process of designing and implementing school feeding programs. The worksheets help leaders to identify people and groups of **stakeholders** who should be involved in the process and to indicate actions, resources, and potential timelines for developing a school feeding plan that involves a diverse group of stakeholders. The worksheets coincide with the five targets:

Like other sections of the Toolkit, the Country Plan Worksheets are designed to stimulate conversation and help country team members to organize their thoughts. Country team members are encouraged to add, delete, or modify the targets or indicators to fit their country needs.

STEP V: REVISING COUNTRY PLAN AND FEEDBACK

Developing and implementing a school feeding program is an ongoing process. Once a plan is developed, it must continuously be revisited and reevaluated. This section provides the space to revisit a country plan and to reassess the plan in light of new developments. Like the other portions of the Toolkit, this section is developed to organize thoughts and to stimulate a discussion. Thus, it is most useful to answer the questions in a group to discuss issues and successes in implementing the school feeding plan.

GLOSSARY AND RESOURCES

The resources section includes a glossary, useful websites, and an annotated bibliography of school feeding resources that are available. Words that are **underlined and bold** throughout the *Scho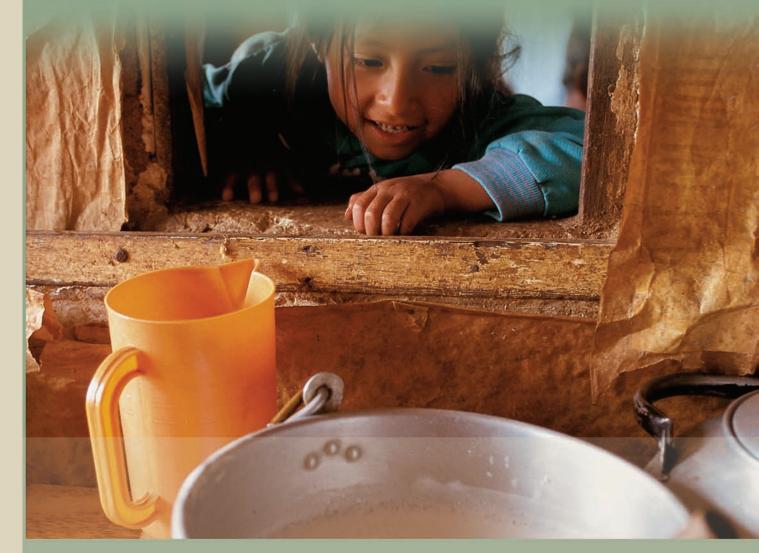ol Feeding Toolkit* are defined in the glossary. In addition to those included in the Toolkit, updated resources including country updates will be available on the Global Child Nutrition Foundation website. For additional resources or to contact GCNF staff, please visit www.gcnf.org.

Country Planning Process
For Developing
Sustainable School Feeding Programs

A five step planning process is used to develop a comprehensive country plan. These steps are interrelated and should be followed in sequence. The country school feeding plan will require ongoing evaluation and revision to meet changing country needs.

STEP 1:
Country Goals and Objectives

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STEP I: COUNTRY GOALS AND OBJECTIVES

The first step in the *School Feeding Toolkit* is for country leaders to define the goals and objectives of their school feeding programs. Goals should be determined by working in collaboration with stakeholders representing various groups, such as representatives from the Ministries of Education, Health, Agriculture, and other relevant government positions, as well as teachers, school food service providers, and parents. The process of defining these goals and objectives as a collaborative effort is of equal or greater importance to answering the questions involved.

1. What are the primary goals of the Ministry of Education or other government institutions related to improving primary and secondary education for the next five years?_____

   _____

   _____

   _____

2. How could school feeding help to achieve these goals?_____

   _____

   _____

   _____

3. What are other purposes of implementing school feeding in your country or region, such as supporting smallholder agricultural development, promoting hygiene, or increasing access to potable water?_____

   _____

   _____

   _____

4. How does school feeding fit into the overall poverty reduction strategy of the country?

   _____

   _____

   _____

5. At what level do you envision school feeding being implemented? Do you envision the program initially being implemented at the national, provincial, or local level?

   _____

6. Will the program target specific regions, schools, or children? If yes, what are your priorities for targeting?_____

_____

_____

7. What age groups will the program serve? Will school meals be available in both primary and secondary schools?_____

_____

_____

8. Who will lead the planning process? Who else will participate?_____

_____

_____

_____

_____

9. What are your timelines for developing and implementing school feeding programs?

_____

_____

_____

10. Who has to approve your plans to ensure they go into effect?_____

_____

_____

STEP II:

Diagnostic Information

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STEP II: DIAGNOSTIC INFORMATION

1. CURRENT STATUS OF SCHOOL FEEDING

a. Is school feeding occurring anywhere in your country?_____
   _____

b. If school feeding is operated by an NGO, what is the government involvement with the programs?_____
   _____

c. If so, where are school feeding sites located? _____
   _____

d. How many schools and students are currently fed in this program?_____
   _____

e. What meals are served in the school feeding programs (breakfast, lunch, snack)?
   _____

f. Who operates the programs?_____
   _____

g. How are they funded? _____
   _____

h. What amounts and types of food are served in school meals? _____
   _____

i. Are schools required to participate in school feeding, or is it an optional program?_____
   _____

j. Are take-home rations provided? If so, what items are provided and in what quantities?_____
   _____

k. Are non-governmental organizations (NGOs) or other public-private partnerships involved in school feeding?_____
   _____

l. If so, where are they working and describe the services being provided?
   _____

m. How many children are fed through these programs?[2]_____
   _____

[2] Diagnostic Information questions adapted from WHO/FAO/Education International. *World Health Organization Information Series on School Health: Document 4: Healthy Nutrition: An Essential Element of a Health-*

2. SCHOOL ATTENDANCE

a. What is the population of **primary school** aged children in the country? What is the population of **secondary school** aged children? _____

_____

b. What percentage of primary school-aged girls is enrolled and regularly attends primary schools?   Boys? _____

_____

c. What percentage of school-aged girls *complete* primary school? What percentage of school-aged boys complete primary school?_____

_____

d. What percentage of secondary school-aged girls is enrolled in and regularly attends secondary schools? Boys? _____

_____

e. What percentage of secondary school-aged boys *complete* secondary school? What percentage of secondary-school aged girls complete secondary school?_____

_____

f. What are the government policies at the nation, provincial, or local levels related to access to primary and secondary education?_____

_____

g. Are there school fees? If so, what are the fees and how are they determined?_____

_____

3. NUTRITIONAL STATUS OF SCHOOL-AGED CHILDREN

a. Is information available on the **nutritional status** of school-aged children, including **malnutrition**, and **hunger**?_____

_____

b. Who collects this information and where is it reported?   How frequently is this information updated?_____

_____

c. What findings are reported related to nutritional status of school-aged children?

_____

_____

d. What are the most frequently observed nutrition related health problems of children (e.g. diarrhea, anemia, stunting, wasting, inability to concentrate, goiters)?

_____

_____

e. In which regions of the country are there high incidences of malnutrition? Moderate incidences of malnutrition? Low incidences of malnutrition?

High:_____

Moderate:_____

Low_____

f. Does the country provide food assistance for children and/or adults in areas of high and moderate malnutrition?_____

_____

g. Are there prevalent food allergies or cultural/religious customs that should be taken into consideration when planning meals? For example, are many students lactose-intolerant, allergic to nuts, or vegetarian?_____

_____

_____

h. What regional variance should be taken into consideration when planning meals?

_____

_____

4. CAPACITY OF THE FOOD SUPPLY FOR SCHOOL FEEDING

a. Is an adequate supply of varied and nutritious foods consistently available throughout the school year?_____

_____

b. What foods are used most frequently in school feeding?_____

_____

_____

c. What are the major sources of food for school feeding? Please check all that apply.

    World Food Program   _____
    Donor governments   _____
    NGOs   _____
    Family donations   _____
    Local farmer production _____
    Purchased local suppliers_____
    Other_____

d. What locally grown foods are available for use in school feeding?_____

_____

_____

e. Does local small farm production have capacity to become a major source of food for school feeding?_____

_____

_____

f. When food is purchased, what is the source of funding and from whom is food purchased?_____

_____

_____

g. Are local food processors available to process food for school feeding? If so, what processing do they provide (e.g. milling grain, producing corn-soya blend, producing high energy biscuits)?_____

_____

_____

h. Is adequate transportation available to deliver food to the school feeding sites?

_____

_____

i. Is secure and clean food storage available at the school feeding sites?_____

_____

_____

5. COMMITMENT TO SCHOOL FEEDING

a. In what way, if any, has the national government made a commitment to operate school   feeding   programs?_____

_____

b. In what way, if any, has the provincial government made a commitment to operate school   feeding   programs?_____

_____

c. In what way, if any, have the communities made a commitment to operate school feeding   programs?_____

_____

d. What   other   organizations   made   a   commitment   to   operate   school   feeding programs_____

_____

e. How are family and community members involved in planning and implementing school feeding? For example, are community groups, parents groups, teacher groups, civic clubs, or religious organizations involved in school feeding?_____
_____

f. Are community groups organized to assist with program planning and operations management?_____
_____

6. INFRASTRUCTURE FOR SCHOOL FEEDING

a. Is the school feeding program managed and operated by trained personnel at the federal, provincial, and community levels? _____
_____

b. Do schools have adequate cooking facilities and equipment for preparing and serving food?_____
_____

c. Are there written food safety standards for cooking, transporting, and serving food?
_____

d. Is there adequate supply of clean water?_____
_____

e. Are complimentary interventions such as deworming, micronutrient supplementation, or malaria prevention an on-going component of the school health program?_____
_____

f. Do the school feeding sites have secure and sanitary storage for food and supplies that protects from theft, spoilage, and infestation of insects or rodents?
_____
_____

g. If school feeding exists, who is currently preparing and serving the food?
_____
_____

h. Are local smallholder farmers and other local resources linked to school feeding? If so, please describe their connection._____
_____
_____

i. What transportation systems exist? How could food be transported to various regions of the country? What barriers exist to transporting goods?_____

_____

_____

_____

7. PROGRAM OVERSIGHT, MONITORING AND EVALUATION

a. Is there a written procedure for assessment, monitoring and evaluation of school feeding?_____

_____

_____

b. Who is responsible for assessment, monitoring and evaluation of school feeding?

_____

_____

_____

c. Is there a plan for taking corrective action when program deficiencies are found?

_____

_____

d. Is information on program participation, funds expenditures, food and equipment inventory, etc reported regularly? Who is responsible for writing these reports? How are these reports used?_____

_____

_____

_____

e. How is feedback on the school feeding program incorporated? Is there a written plan for effectively incorporating feedback?_____

_____

_____

_____

f. Do operators of school feeding have up-to-date evaluation data on the effectiveness of their program?_____

_____

_____

STEP III:

Needs Assessments

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STEP III: NEEDS ASSESSMENTS

The third step in using the *School Feeding Toolkit* is to conduct a **needs assessment**. The needs assessment assists country team members to evaluate the capacity of the country to implement school feeding.

The *School Feeding Toolkit* Needs Assessment is broken down into five **target areas:**

1. Government Commitment and Political Will
2. Institutional Capacity
3. Community Commitment and Resource Utilization
4. Design and Implementation of School Feeding
5. Monitoring and Evaluation of School Feeding

Within each target there are **indicators,** or performance standards. The indicators represent conditions required for success in each target area. For many of the indicators, there is a list of **guiding questions** to assist Toolkit users to evaluate the status of that indicator in their country. These guiding questions do not need to be answered individually; rather, they serve to advance the discussion to determine the status of the broader indicator.

The following pages contain tables that guide the needs assessment process. To conduct the assessment, country team members discuss each indicator to determine its status - "Exists," "Exists – Needs Improvement," "In Process," or "Does Not Exist." This process is used to identify the gap between actual and desired performance and highlights priority areas. Once deciding the status of the indicator, mark the corresponding box. County team members may wish to write notes explaining why they selected that status. Not all questions will apply to all cases, and country team members may add, delete, or modify the targets or indicators to fit their country needs.

Needs Assessment Target 1

Target 1: Government Commitment and Political Will	Status			
	Exists	**Exists – Needs Improvement**	**In Process**	**Does Not Exist**
Indicator 1.1 **There is a legal framework that mandates or supports school feeding.** *Guiding Questions* a. Is there a school feeding policy? Is there any other document or paper by which school feeding is inserted in the country's legal framework? b. Does the document specify the institution responsible for its implementation? c. Does the document specify the resources for the program? d. Does the document specify nutritional goals for school feeding? e. Who has the mandate to implement school feeding?				
Indicator 1.2 **There are programs being implemented to support access to education.** *Guiding Questions* a. Do all school-aged youth have access to **primary** and **secondary** education? b. Is there a national or sub-national (i.e. provincial) policy to provide access to primary school education? c. Is there a national or sub-national (i.e. provincial) policy to provide access to secondary school education? d. Does the policy include a provision to promote gender equality and encourage girls to attend primary and/or school? e. Does the policy include a provision to promote access to education for students from families with very low incomes? f. Is the policy successful in achieving desired school attendance rates?				
Indicator 1.3 **There are government funds provided for school feeding.** *Guiding Questions* a. Is there a specific budget for school feeding from the central government? b. Is there a specific budget for school feeding at the subnational or provincial levels? c. What can funds be use for (food, transportation, staff)? d. Do in kind donations such as food or cooking equipment supplement government funds? e. Through which Ministries or government agencies do funds flow? f. Is there funding from other sources such as foreign aid organizations, non-governmental organizations, or local funds? g. Does the budget provide funding to procure food? h. Has experience indicated that funding for school feeding is sufficient? i. How does money get to operators of school feeding?				

Needs Assessment Target 2

Target 2: Institutional Capacity	Status			
	Exists	Exists – Needs Improvement	In Process	Does Not Exist
Indicator 2.1 **There is a single point of leadership at a high government level responsible for program oversight, planning, and policy implementation.** *Guiding Questions* a. At what level is the leadership for school feeding? Is it at the national, provincial, or local level? b. At that government level, is there a department with the responsibility of implementing school feeding? c. Does the department have a school feeding policy and/or strategy? d. Do the national policies or strategies include operational plans? Do the plans include the program objectives for budget, procurement, policy development, technical assistance, infrastructure building, monitoring and evaluation plans? e. Have community **stakeholders** such as parents, teachers and community leaders been included in planning the operation of the school feeding program?				
Indicator 2.2 **There is adequate capacity at the national level to operate school feeding.** *Guiding Questions* a. Have staffing needs at the national level for school feeding implementation and oversight been determined? Are current staffing levels meeting these needs? b. Have infrastructure needs (computers, office space, vehicles) been determined? Are these infrastructure needs being met? c. What skills and knowledge are necessary for staff to manage the school feeding program? Are training programs available for staff to ensure they have the necessary skills and knowledge? d. How is program information collected, analyzed and managed? Is there an information management system in place for school feeding at the national level?				

Needs Assessment Target 2

Target 2: Institutional Capacity	Status			
	Exists	Exists – Needs Improvement	In Process	Does Not Exist
Indicator 2.3 **There is adequate capacity at the provincial level to operate school feeding.** *Guiding Questions* a. Have staffing needs at the provincial level for school feeding implementation and oversight been determined? Are current staffing levels meeting these needs? b. At the provincial level, is there a specific unit or department responsible for implementation of school feeding, with the appropriate resources, staff and infrastructure? c. Have infrastructure needs (computers, office space, vehicles) at the provincial level been determined? Are these infrastructure needs being met? d. What skills and knowledge are necessary for staff at the provincial level to manage the school feeding program? Are training programs available for staff to ensure they have the necessary skills and knowledge? e. How is program information collected, analyzed and managed at the provincial level? Is there a proper information management system in place for school feeding at the provincial level?				
Indicator 2.4 **There is adequate capacity at the local level.** *Guiding Questions* a. Have staffing needs at the local level for school feeding implementation and oversight been determined? Are current staffing levels meeting these needs? b. Have infrastructure needs (cooking facilities, cooking and serving equipment, storage facilities, recordkeeping system, transportation systems) at the local level been determined? Are these infrastructure needs being met? c. What skills and knowledge are necessary for staff at the local level to manage the school feeding program? Are training programs available for staff to ensure they have the necessary skills and knowledge? d. Are school feeding sites adequately informed on how to use commodities they receive? e. How is program information collected, analyzed and managed? Is there an information management system in place for school feeding at the local level?				

Needs Assessment Target 2

Target 2: Institutional Capacity	Status			
	Exists	Exists – Needs Improvement	In Process	Does Not Exist
Indicator 2.5 — **As it relates to school feeding, there is effective coordination with Ministries (or government agencies) related to Health, Agriculture, Finance, Education, and Poverty Reduction.** *Guiding Questions* a. Is there a written plan for coordination with other relevant Ministries? Are roles and responsibilities assigned in writing? b. Has the national school feeding operational plan been endorsed by all Ministries involved and other **stakeholders**? c. What is each Ministry's role in the implementation of the program? d. Is there an established mechanism by which information and monitoring among the institutions takes place (working group, task force, etc)? Are they functioning?				
Indicator 2.6 — **There is effective communication among national, provincial, and local levels.** *Guiding Questions* a. How is information about the school feeding program communicated? b. Are systems of communication among national, provincial, and local levels effective? c. Do staff at the provincial and local levels understand the national school feeding policy? d. Are there school feeding manuals or guidelines for provincial and local level staff? e. Is there a training plan for provincial and local staff on school feeding? Is training occurring? f. How are resources managed? Who is responsible for committing and disbursing funds? Do resources flow efficiently and reliably among national, provincial, and local levels?				

Needs Assessment Target 2

	Target 2: Institutional Capacity	Status			
		Exists	Exists – Needs Improvement	In Process	Does Not Exist
Indicator 2.7	**There are written regulations for purchasing food and other resources that ensure accountability, <u>transparency</u>, and ethical procedures for all transactions.** *Guiding Questions* a. Are there procurement rules and regulations in place? What are the procurement procedures at the national, provincial, and local levels? b. Do procurement procedures ensure for the acquisition of nutritious, culturally appropriate and safe food? c. Is there an audit system in place? d. Are there procedures in place to prevent diversion of food, funds, and other resources from the school feeding program? e. Have there been any problems with disbursement of funds or management of funds? f. Are there regulations related to costs of purchasing food and getting food at the best price? g. If the price of food fluctuates dramatically throughout the year, does the school feeding program have a procedure for ensuring being able to afford food throughout the year? h. Are there regulations that ensure food is of high quality?				
Indicator 2.8	**Procurement procedures and regulations promote school feeding as a catalyst for development.** *Guiding Questions* a. Do procurement regulations promote local[3] economic growth through purchasing from local producers and industry? b. Do procurement procedures promote the purchase of food from local smallholder, farmers?				

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[3] "Local" may vary by location. In some areas, local may mean within the same village/town/city or neighboring villages/towns/cities. In other locations, local may mean within the county/district/province or simply food produced within the country. The country planning team may define local taking into consideration the needs and realities of the country situation.

Needs Assessment Target 3

Target 3: Community Commitment and Resource Utilization	Status			
	Exists	Exists – Needs Improvement	In Process	Does Not Exist
Indicator 3.1 — **Community members positively contribute to the success of school feeding.** *Guiding Questions* a. Have the school feeding operational plans been done with the participation of community members, including parents, community leaders, teachers, and school administrators? b. Do community members play an integral role in determining the needs of children in the community? c. Do community members provide funding, material resources, and human labor to support school feeding? d. Who plans or decides the food to be served? Are community members involved in these decisions?				
Indicator 3.2 — **There is a stable source of food to supply school feeding.** *Guiding Questions* a. Is food for purchase available reliably in all regions of the country throughout the entire year? b. What systems exist for food purchasing and delivery? Are there reliable food distributors from whom food in large quantities can be purchased? c. Is the price of food stable? If there are sharp spikes in food prices, does the school feeding program have a method for purchasing at low prices? For example, does the government negotiate contracts that offer a consistent price to farmers or does the government have the capacity to buy large quantities of food when prices are low to store until it is need by schools? d. If school feeding programs currently exist, from whom do they purchase or receive food? Is this source of food reliable? How long will this source provide food? Could this source of food be expanded to provide food for some of the new school feeding program sites?				

Needs Assessment Target 3

Target 3: Community Commitment and Resource Utilization	Status			
	Exists	Exists – Needs Improvement	In Process	Does Not Exist
Indicator 3.3 — **Agriculture sector is involved in providing a sustainable food supply and benefiting the local economy.** *Guiding Questions* a. What food is grown locally? b. What is the capacity of local agriculture to support school feeding programs? c. Do local farmers and school feeding personnel work together in assessing and planning food supply needs? d. Are there mutually acceptable guidelines for the quality and student acceptability of locally grown foods? e. What is needed to increase use of locally produced foods in school menus? f. Are school and community gardens encouraged? When appropriate, do school or community gardens supply some food for school feeding?				
Indicator 3.4 — **The private sector positively contributes to the success of the school feeding program design.** *Guiding Questions* a. Is the private sector involved in making appropriate resources available to school feeding including supplies, materials, equipment, foods, technology and training? b. Is the private sector involved in providing funding and/or human resources to support school feeding? c. Does the private sector donate goods or services to support school feeding?				
Indicator 3.5 — **Educators are involved as advocates for school feeding.** *Guiding Questions* a. Are educators supportive of school feeding? b. Are educators actively involved in local school feeding programs? c. Are educators aware of the connection between school feeding and the ability of students to learn? d. Do educators participate in community meetings to advocate for school feeding? e. Do educators inform parents and students about nutrition and the benefits of school feeding? f. Is it the intent of the school feeding plan to include meals for educators and staff? If so, is adequate food and funding provided? g. Are educators involved as instructors in health or nutrition education that supports students' participation in the program?				

Needs Assessment Target 3

Target 3: Community Commitment and Resource Utilization	Status			
	Exists	**Exists – Needs Improvement**	**In Process**	**Does Not Exist**
Indicator 3.6 **Parents are involved in planning and supporting school feeding.** *Guiding Questions* a. Have parents been involved in the initial planning meetings to determine how the program will be implemented? b. When appropriate, are parents involved in cooking, storing, or distributing food? c. Do parents support school feeding through cash or in-kind contributions? d. Is there a system to record and report parent contributions?				
Indicator 3.7 **Students are involved in planning and supporting school feeding.** *Guiding Questions* a. Are students' preferences taken into account when planning school meals? b. When appropriate, do students assist with the preparation, distribution, or clean up of meals? c. When appropriate, are students involved in maintenance of school gardens? d. Do students participate in nutrition, health, and hygiene education and promote healthy practices to their families?				

Needs Assessment Target 4

Target 4: Design and Implementation of School Feeding	Status			
	Exists	Exists – Needs Improvement	In Process	Does Not Exist
Indicator 4.1 **Baseline data on food security, school attendance, and local agricultural resources has been established in terms of:** • Impact of food insecurity on school attendance, academic performance, and health; • Education including enrollment, attendance, and physical infrastructure; • Health and nutritional status of children; and, • Status of the agriculture sector, especially with regards to local, smallholder farms, and capacity to integrate with school feeding. *Guiding Questions:* a. Does this information exist? b. Is it available in a useful form? c. Is it available to leaders at all levels who are involved in planning sustainable school feeding programs? d. Was the community involved in gathering data? e. Does data include the community's resources to support school feeding including available agricultural land, agricultural knowledge, and cooking knowledge and skill? f. Does baseline data take into account the community's resources to support school feeding including available agricultural land, agricultural knowledge, and cooking knowledge and skills?				
Indicator 4.2 **There is a written country plan that includes a vision, mission, objectives, strategies, responsible persons, and resources required to build and sustain school feeding.** *Guiding questions:* a. Is the plan current and distributed to all provinces and communities involved in school feeding? b. Has the plan been communicated in forms that all stakeholders can understand? For example, if multiple languages are spoken in the country, has the plan been translated? If many people are illiterate in some areas, has the plan been explained orally in those communities? c. Is there a procedure for reviewing and updating the plan with stakeholder involvement? d. Is the plan included in training for people operating the program - teachers, principals, parents, food service workers/cooks?				

Needs Assessment Target 4

Target 4: Design and Implementation of School Feeding	Status			
	Exists	Exists – Needs Improvement	In Process	Does Not Exist
Indicator 4.3 — **Government staff (at national and subnational levels) have access to training and technical assistance including:** program planning and organization; program oversight and evaluation; management of program resources; aligning program needs with agricultural supply chain; budgeting; and nutrition science. *Guiding questions:* a. Is there a system for identifying and selecting personnel for training? b. Is training regularly scheduled and evaluated? c. Are persons to be trained involved in assessing needs and designing training programs? d. Are trainers adequately prepared with information and instructional materials?				
Indicator 4.4 — **There is a system for quality control of the food supply.** *Guiding questions:* a. Is the system well defined with information readily available at feeding sites, such as through instructional manuals? b. Is training provided to ensure quality control? c. Is quality control regularly monitored with a system for correcting deficiencies? d. Who determines quality standards? How are they enforced?				
Indicator 4.5 — **There are appropriate guidelines for meal planning that meet the nutritional needs of students and respond to local and cultural tastes and preferences.** *Guiding Questions* a. Were nutrition experts involved in determining types and amount of food for school meals? b. What are the nutritional needs of students in the region or country? Do ration guidelines meet nutritional needs of students? c. Is the amount of food and number of meals appropriate for the length of school day and distance students travel? d. Do meals respond to local and cultural taste preferences? e. Are sanitation and food handling procedures used at school feeding sites? f. Are on site personnel trained in food safety and sanitation? g. Are any other foods sold at the school? Are there nutritional requirements for such foods?				

Needs Assessment Target 4

Target 4: Design and Implementation of School Feeding	Status			
	Exists	Exists – Needs Improvement	In Process	Does Not Exist
Indicator 4.6 **If the school feeding program targets priority needs (such as students with low incomes or schools in certain regions), there are written criteria to select schools or students.** *Guiding Questions* a. Is the school feeding program targeted? If so, what are the targeting criteria? b. Have targeting criteria been communicated to provincial and local levels? c. Are schools, parents and communities adequately informed about the criteria and selection procedures? d. Is there a system for reassessing needs to ensure new groups who meet target criteria are incorporated? e. What is the methodology for geographic and student selection? f. Do targeting criteria ensure gender equity? g. Do targeting criteria ensure students most in need are given priority?				
Indicator 4.7 **Interventions are planned to strengthen the effectiveness of the school feeding program. These may include: take home rations; deworming; micronutrient supplementation; health and nutrition education; school gardens; fuel efficient equipment; etc.** *Guiding Questions* a. Is there methodology for assessing the adequacy of the resources listed above? b. Was an assessment conducted to determine which complementary interventions are of highest priority? c. Was community input taken into consideration when determining which interventions would be given priority? d. Has criteria been established for take home rations? e. Are these interventions regularly monitored and evaluated with corrective action plans when deficiencies are found? f. Is funding for interventions incorporated into the cost of school feeding or sufficiently funded from another source?				

Needs Assessment Target 5

	Target 5: Monitoring and Evaluation of School Feeding	Status			
		Exists	**Exists - Needs Improvement**	**In Process**	**Does Not Exist**
Indicator 5.1	There is a written procedure for assessment, monitoring and evaluation of school feeding programs that is effective and transparent. *Guiding Questions* a. Who is responsible for assessment, monitoring and evaluation of school feeding? b. Are staff trained to implement the plan? c. Does the plan include a process for data collection, analysis, reporting, feedback, and corrective action? d. Is there a plan for taking corrective action when program deficiencies are found?				
Indicator 5.2	Information on program participation, funds expenditures, food and equipment inventory is regularly reported. *Guiding Questions* a. Who is responsible for writing these reports? b. How are these reports used? c. Do operators of school feeding have up-to-date evaluation data on the effectiveness of their program?				
Indicator 5.3	Feedback on the school feeding program is effectively incorporated *Guiding Questions* a. Is there a written plan for effectively incorporating feedback? b. How is the plan to incorporate feedback being implemented?				

STEP IV:
Country Plan Worksheets

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STEP IV: COUNTRY PLAN WORKSHEETS

The following section, the Country Plan Worksheets, is where country team members plan the process of designing and implementing school feeding programs. Country Plan Worksheets are designed to identify people and groups of stakeholders who should be involved in the process and to indicate actions, resources, and potential timelines for developing a school feeding plan that involves a diverse group of stakeholders. The worksheets coincide with the five targets:

Like other sections of the Toolkit, the Country Plan Worksheets are designed to stimulate conversation and help country team members to organize their thoughts. Country team members are encouraged to add, delete, or modify the targets or indicators to fit their country needs.

Country Name:						
Country Planning Team Members (names and positions):						

Target 1	**Government Commitment and Political Will**					
Indicator 1.1	**There is a legal framework that mandates or supports school feeding.** *Guiding Questions* a. Is there a school feeding policy? Is there any other document or paper by which school feeding is inserted in the country's legal framework? b. Does the document specify the institution responsible for its implementation? c. Does the document specify the resources for the program? d. Does the document specify nutritional goals for school feeding? e. Who has the mandate to implement school feeding?					
In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 1   Government Commitment and Political Will

Indicator 1.2	**There are programs being implemented to support access to education.** *Guiding Questions* a. Do all school-aged youth have access to **primary** and **secondary** education? b. Is there a national or sub-national (i.e. provincial) policy to provide access to primary school education? c. Is there a national or sub-national (i.e. provincial) policy to provide access to secondary school education? d. Does the policy include a provision to promote gender equality and encourage girls to attend primary and/or school? e. Does the policy include a provision to promote access to education for students from families with very low incomes? f. Is the policy successful in achieving desired school attendance rates?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 1	**Government Commitment and Political Will**
Indicator 1.3	**There are government funds provided for school feeding.** *Guiding Questions* a. Is there a specific budget for school feeding from the central government? b. Is there a specific budget for school feeding at the subnational or provincial levels? c. What can funds be use for (food, transportation, staff)? d. Do in kind donations such as food or cooking equipment supplement government funds? e. Through which Ministries or government agencies do funds flow? f. Is there funding from other sources such as foreign aid organizations, non-governmental organizations, or local funds? g. Does the budget provide funding to procure food? h. Has experience indicated that funding for school feeding is sufficient? i. How does money get to operators of school feeding?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 2	**Institutional Capacity**

| Indicator 2.1 | **There is a single point of leadership at a high government level responsible for program oversight, planning, and policy implementation.**
Guiding Questions
  a. At what level is the leadership for school feeding? Is it at the national, provincial, or local level?
  b. At that government level, is there a department with the responsibility of implementing school feeding?
  c. Does the department have a school feeding policy and/or strategy?
  d. Do the national policies or strategies include operational plans? Do the plans include the program objectives for budget, procurement, policy development, technical assistance, infrastructure building, monitoring and evaluation plans?
  e. Have community **stakeholders** such as parents, teachers and community leaders been included in planning the operation of the school feeding program? |

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:

Country Planning Team Members (names and positions):

Target 2	**Institutional Capacity**

Indicator 2.2	**There is adequate capacity at the national level to operate school feeding.** *Guiding Questions* a. Have staffing needs at the national level for school feeding implementation and oversight been determined? Are current staffing levels meeting these needs? b. Have infrastructure needs (computers, office space, vehicles) been determined? Are these infrastructure needs being met? c. What skills and knowledge are necessary for staff to manage the school feeding program? Are training programs available for staff to ensure they have the necessary skills and knowledge? d. How is program information collected, analyzed and managed? Is there an information management system in place for school feeding at the national level?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:	
Country Planning Team Members (names and positions):	

Target 2	**Institutional Capacity**
Indicator 2.3	**There is adequate capacity at the provincial level to operate school feeding.** *Guiding Questions* a. Have staffing needs at the provincial level for school feeding implementation and oversight been determined? Are current staffing levels meeting these needs? b. At the provincial level, is there a specific unit or department responsible for implementation of school feeding, with the appropriate resources, staff and infrastructure? c. Have infrastructure needs (computers, office space, vehicles) at the provincial level been determined? Are these infrastructure needs being met? d. What skills and knowledge are necessary for staff at the provincial level to manage the school feeding program? Are training programs available for staff to ensure they have the necessary skills and knowledge? e. How is program information collected, analyzed and managed at the provincial level? Is there a proper information management system in place for school feeding at the provincial level?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 2	**Institutional Capacity**

Indicator 2.4	**There is adequate capacity at the local level.** *Guiding Questions* a. Have staffing needs at the local level for school feeding implementation and oversight been determined? Are current staffing levels meeting these needs? b. Have infrastructure needs (cooking facilities, cooking and serving equipment, storage facilities, recordkeeping system, transportation systems) at the local level been determined? Are these infrastructure needs being met? c. What skills and knowledge are necessary for staff at the local level to manage the school feeding program? Are training programs available for staff to ensure they have the necessary skills and knowledge? d. Are school feeding sites adequately informed on how to use commodities they receive? e. How is program information collected, analyzed and managed? Is there an information management system in place for school feeding at the local level?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 2	**Institutional Capacity**

Indicator 2.5	**As it relates to school feeding, there is effective coordination with Ministries (or government agencies) related to Health, Agriculture, Finance, Education, and Poverty Reduction.** *Guiding Questions* a. Is there a written plan for coordination with other relevant Ministries? Are roles and responsibilities assigned in writing? b. Has the national school feeding operational plan been endorsed by all Ministries involved and other **stakeholders**? c. What is each Ministry's role in the implementation of the program? d. Is there an established mechanism by which information and monitoring among the institutions takes place (working group, task force, etc)? Are they functioning?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 2	**Institutional Capacity**

| Indicator 2.6 | **There is effective communication among national, provincial, and local levels.**
Guiding Questions
a. How is information about the school feeding program communicated?
b. Are systems of communication among national, provincial, and local levels effective?
c. Do staff at the provincial and local levels understand the national school feeding policy?
d. Are there school feeding manuals or guidelines for provincial and local level staff?
e. Is there a training plan for provincial and local staff on school feeding? Is training occurring?
f. How are resources managed? Who is responsible for committing and disbursing funds? Do resources flow efficiently and reliably among national, provincial, and local levels? |

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 2	**Institutional Capacity**
Indicator 2.7	**There are written regulations for purchasing food and other resources that ensure accountability, transparency, and ethical procedures for all transactions.** *Guiding Questions* a. Are there procurement rules and regulations in place? What are the procurement procedures at the national, provincial, and local levels? b. Do procurement procedures ensure for the acquisition of nutritious, culturally appropriate and safe food? c. Is there an audit system in place? d. Are there procedures in place to prevent diversion of food, funds, and other resources from the school feeding program? e. Have there been any problems with disbursement of funds or management of funds? f. Are there regulations related to costs of purchasing food and getting food at the best price? g. If the price of food fluctuates dramatically throughout the year, does the school feeding program have a procedure for ensuring being able to afford food throughout the year? h. Are there regulations that ensure food is of high quality?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 2	**Institutional Capacity**					
Indicator 2.8	**Procurement procedures and regulations promote school feeding as a catalyst for development.** *Guiding Questions* a. Do procurement regulations promote local[4] economic growth through purchasing from local producers and industry? b. Do procurement procedures promote the purchase of food from local smallholder, farmers?					
In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

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[4] "Local" may vary according to the needs and realities of the country situation. In some areas, local may mean within the same village/town/city or neighboring villages/towns/cities. In other locations, local may mean within the county/district/province or simply food produced within the country.

Country Name:
Country Planning Team Members (names and positions):

Target 3 Community Commitment and Resource Utilization

Indicator 3.1	**Community members positively contribute to the success of school feeding.** *Guiding Questions* a. Have the school feeding operational plans been done with the participation of community members, including parents, community leaders, teachers, and school administrators? b. Do community members play an integral role in determining the needs of children in the community? c. Do community members provide funding, material resources, and human labor to support school feeding? d. Who plans or decides the food to be served? Are community members involved in these decisions?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 3	**Community Commitment and Resource Utilization**

| Indicator 3.2 | **There is a stable source of food to supply school feeding.**

 Guiding Questions
 a. Is food for purchase available reliably in all regions of the country throughout the entire year?
 b. What systems exist for food purchasing and delivery? Are there reliable food distributors from whom food in large quantities can be purchased?
 c. Is the price of food stable? If there are sharp spikes in food prices, does the school feeding program have a method for purchasing at low prices? For example, does the government negotiate contracts that offer a consistent price to farmers or does the government have the capacity to buy large quantities of food when prices are low to store until it is need by schools?
 d. If school feeding programs currently exist, from whom do they purchase or receive food? Is this source of food reliable? How long will this source provide food? Could this source of food be expanded to provide food for some of the new school feeding program sites? |

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 3 — Community Commitment and Resource Utilization

Indicator 3.3	**Agriculture sector is involved in providing a sustainable food supply and benefiting the local economy.**
	Guiding Questions
	a. What food is grown locally?
	b. What is the capacity of local agriculture to support school feeding programs?
	c. Do local farmers and school feeding personnel work together in assessing and planning food supply needs?
	d. Are there mutually acceptable guidelines for the quality and student acceptability of locally grown foods?
	e. What is needed to increase use of locally produced foods in school menus?
	f. Are school and community gardens encouraged? When appropriate, do school or community gardens supply some food for school feeding?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 3   Community Commitment and Resource Utilization

Indicator 3.4	**The private sector positively contributes to the success of the school feeding program design.**
	 Guiding Questions
	   a. Is the private sector involved in making appropriate resources available to school feeding including supplies, materials, equipment, foods, technology and training?
	   b. Is the private sector involved in providing funding and/or human resources to support school feeding?
	   c. Does the private sector donate goods or services to support school feeding?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 3	**Community Commitment and Resource Utilization**
Indicator 3.5	**Educators are involved as advocates for school feeding.** *Guiding Questions* a. Are educators supportive of school feeding? b. Are educators actively involved in local school feeding programs? c. Are educators aware of the connection between school feeding and the ability of students to learn? d. Do educators participate in community meetings to advocate for school feeding? e. Do educators inform parents and students about nutrition and the benefits of school feeding? f. Is it the intent of the school feeding plan to include meals for educators and staff? If so, is adequate food and funding provided? g. Are educators involved as instructors in health or nutrition education that supports students' participation in the program?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 3	**Community Commitment and Resource Utilization**
Indicator 3.6	**Parents are involved in planning and supporting school feeding.** *Guiding Questions* a. Have parents been involved in the initial planning meetings to determine how the program will be implemented? b. When appropriate, are parents involved in cooking, storing, or distributing food? c. Do parents support school feeding through cash or in-kind contributions? d. Is there a system to record and report parent contributions?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Plan Worksheet

Country Name:	
Country Planning Team Members (names and positions):	

Target 3	**Community Commitment and Resource Utilization**

Indicator 3.7	**Students are involved in planning and supporting school feeding.**
	Guiding Questions
	   a. Are students' preferences taken into account when planning school meals?
	   b. When appropriate, do students assist with the preparation, distribution, or clean up of meals?
	   c. When appropriate, are students involved in maintenance of school gardens?
	   d. Do students participate in nutrition, health, and hygiene education and promote healthy practices to their families?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Plan Worksheet	
Country Name:	
Country Planning Team Members (names and positions):	

Target 4	**Design and Implementation of School Feeding**

Indicator 4.1	**Baseline data on food security, school attendance, and local agricultural resources has been established in terms of:**
	
	• Impact of food insecurity on school attendance, academic performance, and health;
	• Education including enrollment, attendance, and physical infrastructure;
	• Health and nutritional status of children; and,
	• Status of the agriculture sector, especially with regards to local, smallholder farms, and capacity to integrate with school feeding.
	Guiding Questions:
	  a. Does this information exist?
	  b. Is it available in a useful form?
	  c. Is it available to leaders at all levels who are involved in planning sustainable school feeding programs?
	  d. Was the community involved in gathering data?
	  e. Does data include the community's resources to support school feeding including available agricultural land, agricultural knowledge, and cooking knowledge and skill?
	  f. Does baseline data take into account the community's resources to support school feeding including available agricultural land, agricultural knowledge, and cooking knowledge and skills?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 4	**Design and Implementation of School Feeding**
Indicator 4.2	**There is a written country plan that includes a vision, mission, objectives, strategies, responsible persons, and resources required to build and sustain school feeding.** *Guiding questions*: a. Is the plan current and distributed to all provinces and communities involved in school feeding? b. Has the plan been communicated in forms that all stakeholders can understand? For example, if multiple languages are spoken in the country, has the plan been translated? If many people are illiterate in some areas, has the plan been explained orally in those communities? c. Is there a procedure for reviewing and updating the plan with stakeholder involvement? d. Is the plan included in training for people operating the program - teachers, principals, parents, food service workers/cooks?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 4	**Design and Implementation of School Feeding**

Indicator 4.3	**Government staff (at national and subnational levels) have access to training and technical assistance including:** program planning and organization; program oversight and evaluation; management of program resources; aligning program needs with agricultural supply chain; budgeting; and nutrition science. *Guiding questions:* a. Is there a system for identifying and selecting personnel for training? b. Is training regularly scheduled and evaluated? c. Are persons to be trained involved in assessing needs and designing training programs? d. Are trainers adequately prepared with information and instructional materials?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

| Country Name: |
| Country Planning Team Members (names and positions): |

| **Target 4** | **Design and Implementation of School Feeding** |

| Indicator 4.4 | **There is a system for quality control of the food supply.**
 Guiding questions:
 a. Is the system well defined with information readily available at feeding sites, such as through instructional manuals?
 b. Is training provided to ensure quality control?
 c. Is quality control regularly monitored with a system for correcting deficiencies?
 d. Who determines quality standards? How are they enforced? |

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 4	**Design and Implementation of School Feeding**					
Indicator 4.5	**There are appropriate guidelines for meal planning that meet the nutritional needs of students and respond to local and cultural tastes and preferences.** *Guiding Questions* a. Were nutrition experts involved in determining types and amount of food for school meals? b. What are the nutritional needs of students in the region or country? Do ration guidelines meet nutritional needs of students? c. Is the amount of food and number of meals appropriate for the length of school day and distance students travel? d. Do meals respond to local and cultural taste preferences? e. Are sanitation and food handling procedures used at school feeding sites? f. Are on site personnel trained in food safety and sanitation? g. Are any other foods sold at the school? Are there nutritional requirements for such foods?					
In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 4	**Design and Implementation of School Feeding**

Indicator 4.6	**If the school feeding program targets priority needs (such as students with low incomes or schools in certain regions), there are written criteria to select schools or students.** *Guiding Questions* a. Is the school feeding program targeted? If so, what are the targeting criteria? b. Have targeting criteria been communicated to provincial and local levels? c. Are schools, parents and communities adequately informed about the criteria and selection procedures? d. Is there a system for reassessing needs to ensure new groups who meet target criteria are incorporated? e. What is the methodology for geographic and student selection? f. Do targeting criteria ensure gender equity? g. Do targeting criteria ensure students most in need are given priority?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 4	**Design and Implementation of School Feeding**

| Indicator 4.7 | **Interventions are planned to strengthen the effectiveness of the school feeding program. These may include: take home rations; deworming; micronutrient supplementation; health and nutrition education; school gardens; fuel efficient equipment; etc.**
 Guiding Questions
 a. Is there methodology for assessing the adequacy of the resources listed above?
 b. Was an assessment conducted to determine which complementary interventions are of highest priority?
 c. Was community input taken into consideration when determining which interventions would be given priority?
 d. Has criteria been established for take home rations?
 e. Are these interventions regularly monitored and evaluated with corrective action plans when deficiencies are found?
 f. Is funding for interventions incorporated into the cost of school feeding or sufficiently funded from another source? |

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 5	**Monitoring and Evaluation of School Feeding**

Indicator 5.1	**There is a written procedure for assessment, monitoring and evaluation of school feeding programs that is effective and transparent.**
	Guiding Questions
	  a. Who is responsible for assessment, monitoring and evaluation of school feeding?
	  b. Are staff trained to implement the plan?
	  c. Does the plan include a process for data collection, analysis, reporting, feedback, and corrective action?
	  d. Is there a plan for taking corrective action when program deficiencies are found?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

Country Name:
Country Planning Team Members (names and positions):

Target 5	**Monitoring and Evaluation of School Feeding**					
Indicator 5.2	**Information on program participation, funds expenditures, food and equipment inventory is regularly reported.** *Guiding Questions* a. Who is responsible for writing these reports? b. How are these reports used? c. Do operators of school feeding have up-to-date evaluation data on the effectiveness of their program?					
In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

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Country Name:
Country Planning Team Members (names and positions):

Target 5	Monitoring and Evaluation of School Feeding

Indicator 5.3	**Feedback on the school feeding program is effectively incorporated**
	Guiding Questions
	   a. Is there a written plan for effectively incorporating feedback?
	   b. How is the plan to incorporate feedback being implemented?

In this indicator, what do you want to achieve?	What major actions are necessary?	Who is responsible for completing this step?	Who are the stakeholders who should be involved in the process?	What resources are necessary?	What is your timeline for completing this step?	Comments on Progress of Activities

STEP V:

Country Plan Revision & Feedback

GCNF

STEP V: COUNTRY PLAN REVISION AND FEEDBACK

Designing and implementing a school feeding program is a long term process that must be continuously revisited and reevaluated. The following pages provide the space for country team leaders to revisit and reassess their plan in light of new developments. To complete the evaluation worksheet, write answers to the questions in the space provided.

Like the other portions of the Toolkit, this section is developed to help country leaders organize their thoughts and to support discussion. Thus, it is most useful to answer the questions in a group by discussing issues and successes in implementing the school feeding plan. Please send completed progress reports to the Global Child Nutrition Foundation (GCNF), who maintain the School Feeding Global Knowledge Center, to keep them informed about your progress so they can share information with other countries trying to start school feeding programs. To send reports electronically, please visit www.gcnf.org.

Toolkit Users' Progress Report and Country Plan Update

Name: _____   Country:_____

Position:_____   Date: _____

Who has been involved in the planning process? What groups do they represent?
• _____
• _____
• _____
• _____
• _____
• _____
Have key contacts and leaders in school feeding changed since your last progress report?   **If so, please provide names and contact information for new school feeding leaders.**
• _____
• _____
• _____
What steps has your country team taken to advance school feeding since your last update?
• _____
• _____
• _____
What action steps have been successful?
• _____
• _____
• _____
What challenges are you facing in implementing your school feeding plan?
• _____
• _____
• _____
• _____
• _____
• _____

What activities do you have planned for the next three (3) months?

- _____

- _____

- _____

Is there any information, materials, or other assistance you need to help you implement your plan?

- _____

- _____

- _____

Other:

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Feedback on *School Feeding Toolkit*

1. Where and when did you receive the *School Feeding Toolkit*?

   _____

   _____

2. Which sections of the Toolkit have you used?

   € Country Goals and Objectives

   € Diagnostic Information

   € Needs Assessment

   € Country Plan Worksheets

   € Country Plan Revision and Toolkit Feedback

   € Resources

3. In what ways have you used the Toolkit?

   _____

   _____

   _____

   _____

4. Did you find the Toolkit to be a useful, coherent instrument to assist planning school feeding?_____

   _____

   _____

5. In what ways could the Toolkit be strengthened to better support you country planning team's needs?_____

   _____

   _____

6. Which sections of the Toolkit are confusing or needed to be clarified?

   _____

   _____

7. What is missing from the Toolkit that you would like to see added?

   _____

   _____

8. What other suggestions do you have that should be taken into consideration when updating and expanding the Toolkit?

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Glossary & Resources

GCNF

GLOSSARY

Action steps – Activities or strategies designed to achieve indicators (objectives).

Capacity – (1) The abilities of individuals, institutions and societies to perform functions, solve problems, and achieve goals in an effective, participatory and sustainable manner, (2) The knowledge of what to do and how to do it, and the capability to transform that knowledge into effective decisions and actions to solve development problems for both the short and long term (Source: World Bank).

Civil society – Non-governmental and private sector organizations with influence over government decisions including ecumenical, industry, academia, media and community organizations.

Conditional Cash Transfers – Money provided directly to poor families who participate or complete agreed upon activities, such as sending children to school regularly or bringing them to health centers.

Country Team Leaders – The group of people designing and implementing school feeding program. Such a team might include representatives from the Ministries of Education, Agriculture, and Health and non-profit or international organizations already operating school feeding programs in the country.

Food and Agriculture Organization (FAO) – A United Nations organization that works to alleviate hunger and poverty by promoting agricultural development, nutrition, and food security.

Food for Education (FFE) – An umbrella term encompassing a number of activities using food aid to promote basic education in food-insecure areas including school feeding, take home rations, or use of food aid as an incentive for teachers.

Food Security – When all people at all times have both physical and economic access to sufficient food to meet their dietary needs for a productive and healthy life (Source: USAID).

Food Processing - Treatment after harvesting to preserve or prepare food.

Global Child Nutrition Foundation (GCNF) – A non-profit organization that provides technical assistance and training to help countries develop and operate school feeding programs. GCNF is the international arm of the United States based School Nutrition Association.

Guiding Questions – Questions that elaborate on indicators and sharpen the focus of broader questions to clarify their meaning.

Hunger – The body's way of signaling that it is running short of food and needs to eat something. Hunger can lead to malnutrition.

Indicators – Conditions considered prerequisite to success in achieving a target area when pursuing sustainable school feeding programs.

In-kind contribution – Non-cash resources such as labor, firewood, or agricultural products.

Macro Policy – Is policy which affects the whole country [or region]. It is concerned with monetary, fiscal, trade and exchange rate conditions as well as with economic growth, inflation and national employment levels. It is distinct from **micro policy** which only affects particular sectors, districts, neighborhoods or groups.

Malnutrition – Insufficiency of proper food to provide essential energy and nutrients for normal body development and health.

National policy – A code formally established through that country's governing body and legal framework.

Needs assessment – A guide to evaluate the capacity of the country to implement school feeding. This process is used to identify the gap between actual and desired performance in target areas.

Network – Individuals or groups that are interconnected as a result of their similar interest.

Nutritional needs – The physical nutrient and dietary requirements necessary to maintain normal body function and development.

Nutritional status – State of the body in relation to the consumption and utilization of nutrients.

Primary School – The first four to eight years of a child's formal education. Also called grade school, grammar school, elementary school.

School Feeding – Food or meals served to students during the school day.

Secondary School – An intermediate school between primary school and university; usually grades 9-12. Also called high school.

Smallholder – A person owning or renting a small piece of land.

Stakeholder – A person or group that has an investment or interest in something, in this case in school feeding programs. Stakeholders of school feeding programs may include students, parents, teachers, school directors, and community leaders.

Stunting – Reflects shortness-for-age; an indicator of chronic malnutrition and calculated by comparing the height-for-age of a child with a reference population of well nourished and healthy children. According to the UN Standing Committee on Nutrition's 5th Report on the World Nutrition Situation (2005) almost one third of all children are stunted.

Supply chain – The steps and organizations involved in getting product from its original state to an end user. For example, the food supply chain includes seed producers and marketers, farmers, packers, distributors, and transporters.

Sustainable – of a lasting or enduring nature.

Sustainable food supply – The ability of a country, through its economic and social systems, to consistently provide nutritionally adequate food supplies for present and future generations.

Target Areas – Categories of essential components to developing and sustaining school feeding programs.

United Nations Children's Fund (UNICEF) – A United Nations organizations dedicated to improving the lives of children worldwide by helping people get health care, education, clean water, and emergency food.

Undernourishment – Describes the status of people whose food intake does not include enough calories (energy) to meet minimum physiological needs.

Underweight – Insufficient weight for age, measured by comparing the weight-for-age of a child with a reference population of well nourished and healthy children.

Wasting – Substantial weight loss, usually associated with starvation and/or disease. Calculated by comparing weight-for-height of a child with a reference population of well nourished and healthy children.

World Food Program (WFP) – A United Nations organization that provides food and technical assistance to countries with severe food shortages.

RESOURCES

Food for Education Global Resource on School Feeding
http://ffe.schoolsandhealth.org/

Eight of the world's leading organizations in school feeding have united to create an online Food for Education Global Resource on School Feeding. The Food for Education Global Resource on School Feeding includes the following resources:
1. Database of school feeding resources: This section of the website includes a place for school feeding practitioners to post updates on their work. As part of this dynamic, ever changing section, organizations may post information on their work or country programs.
2. Key Information: The Key Information section includes a list of papers on school feeding available for download.
3. Food For Education Best Practices: This section includes brief descriptions of success stories in various countries.
4. Discussion Forum: Stakeholders may submit a question or start a discussion to which other stakeholders may respond.

The partnering organizations operating the Food for Education Global Resource on School Feeding are: (1) The Partnership for Child Development, (2) the World Food Program, (3) Joint Aid Management, (4) United Nations Educational, Cultural and Scientific Organization, (5) United National Children's Fund, (6) United States Agency for International Development, (7) The World Bank; and (8) The World Health Organization.

Food and Agricultural Organization of the United Nations Right to Food
http://www.fao.org/righttofood/training_en.htm

FAO operates an excellent website dedicated to the Right to Food. While the site does not focus on school feeding, school feeding is an integral component of the right to food and some countries have included school feeding as part of the national right to food compliance. The FAO Right to Food website includes the following components:
1. Documents related to the right to food;
2. Blog to foster discussion related to the right to food;
3. Right to Food newsletter;
4. News from around the world section that is updated daily;
5. Educational Resources including "Right to Food in Practice" on-line courses. The curriculum is being developed by FAO to support the progressive realization of the Human Right to Food under the Project "Creating capacity and instruments to implement the Right to Adequate Food."

Solution Exchange (India)
http://www.solutionexchange-un.net.in/en/

Solution Exchange is an innovative and interactive website where development practitioners exchange ideas related to development work. The program is an initiative of the United Nations

Agencies in India. The website provides mechanisms to harness the knowledge of communities and development practitioners towards the common objective of achieving India's Millennium Development Goals. Through the website, a person or group of people may submit a query related to development. Other development practitioners may read and respond to the inquiry. Those who submit queries then receive responses from dozens of practitioners with practical suggestions.

While Solution Exchange is focused on development in India, much of the information on the site is applicable more broadly.

World Food Program
www.wfp.org/food_aid/school_feeding

The World Food Program maintains an online library of school feeding publication including an annual Global School Feeding Report, fact sheets, and reports analyzing the efficacy of school feeding programs.

> *WFP School Feeding Handbook. WFP, UNESCO and WHO. Rome: 2000.*
> http://portal.unesco.org/education/fr/files/37432/11030373633SF_Handbook.pdf/SF%2BHandbook.pdf Accessed on September 12, 2008.
>
> This comprehensive document is a manual for the logistics of planning a school feeding site. While it is geared toward World Food Program sites, its information can be extrapolated. It contains a robust section on monitoring and evaluation as well as information about nutrition and meal planning with sample meals. It also includes a section on food safety and on deworming and has an excellent checklist for examination of health and nutrition issues during school visits.

Catholic Relief Services
http://crs.org

Catholic Relief Services has published a wealth of resources on school feeding, some of which are available on their website, crs.org, including:

> Carneal, Christine Capacci and Michael Pozniak. *Creating Partnerships, Educating Children: Case Studies from Catholic Relief Services.* Catholic Relief Services: 2004. Accessed at http://crs.org/publications/showpdf.cfm?pdf_id=16 on November 13, 2008.
>
> In this document, CRS presents eight case studies from field programs that address three important issues for overcoming current educational development challenges: how communities can be involved in education; how civil society is strengthened through education; and how these groups can contribute to shaping education policies that support basic education.
>
> Janke, Cornelia. *Food and Education: Background Considerations for Policy and Programming.* Catholic Relief Services: 2001. http://crs.org/publications/showpdf.cfm?pdf_id=17. Accessed on November 13, 2008.

This document is intended for policy makers, designers and managers of programs that use food assistance to accomplish education aims. It explores questions of program definition, design, rationale, sustainability, scope, targeting, monitoring and evaluation in an effort to provide general program and policy development guidance for food-assisted education initiatives. In particular, this document explores the role of food assistance in supporting education objectives. It is based on the premise that in the context of education, food assistance is often best utilized as one of a number of education support resources, as opposed to being the one and only element of an education support program.

World Health Organization

The World Health Organization has published excellent resources on school feeding as part of school health and on food safety.

Extensive resources on the World Health Organization's Nutrition-Friendly Schools Initiative (NFSI) are available at http://www.who.int/nutrition/topics/nut_school_aged/en/index.html. Resources on this website include: Publications on nutrition of school aged children; WHO Global Database on Child Growth and Malnutrition; WHO Global Database on Body Mass Index; Vitamin and Mineral Nutrition Information System; and National Nutrition Policies and Programs.

WHO/FAO/Education International. *World Health Organization Information Series on School Health: Document 4: Healthy Nutrition: An Essential Element of a Health-Promoting School.* Geneva: WHO. 1998. http://www.who.int/school_youth_health/media/en/428.pdf. Accessed on November 13, 2008.

The World Health Organization, Food and Agriculture Organization, and Education International have published to create an information series on school health.

A comprehensive list of World Health Organization publications on food safety is available at http://www.who.int/foodsafety/publications/fs_management/en/.

HACCP Training Course. Industry Council for Development. http://www.icd-online.org/an/html/courseshaccp.html. Accessed on November 13, 2008.

The World Health Organization and the Industry Council for Development have developed a course on Hazard Analysis and Critical Control Point (HACCP). This online course covers the need for the HACCP system, the role of HACCP in food hygiene, food hazards, good hygienic practices, HACCP system and its application, implementation of HACCP, the role of governments, and case studies of HACCP in practice.

United States Department of Agriculture

The United States Department of Agriculture has a wealth of information on nutritional content of food, menu planning, the economics of food and farming, and the school meal program in the United States.

Center for Nutrition Policy and Promotion
http://www.cnpp.usda.gov/

The USDA Center for Nutrition Policy and Promotion (CNPP) works to improve the health and well-being of Americans by developing and promoting dietary guidance that links scientific research to the nutrition needs of consumers. CNPP is an agency of USDA's Food, Nutrition, and Consumer Services. Its website includes extensive information on the nutrition content of foods and menu planning.

Food and Nutrition Service

http://www.fns.usda.gov/fns/

The Food and Nutrition Service (FNS) administers the nutrition assistance programs of the U.S. Department of Agriculture. The mission of FNS is to provide children and needy families better access to food and a more healthful diet through its food assistance programs and comprehensive nutrition education efforts. FNS operates the National School Breakfast and Lunch Programs, the Food Stamp Program and other food assistance programs in the United States.

Economic Research Service: The Economics of Food, Farming, Natural Resources, and Rural America
http://www.ers.usda.gov/

The Economic Research Service is a primary source of economic information and research in the U.S. Department of Agriculture. ERS conducts research to inform public and private decision-making on economic and policy issues involving food, farming, natural resources, and rural development. ERS's highly trained economists and social scientists conduct research, analyze food and commodity markets, produce policy studies, and develop economic and statistical indicators. The agency's website contains research reports, market analysis and outlook reports, economic briefs, and data products related to food economics, information services, market and trade economics, and resource and rural economics.