SABER–School Feeding

Manual for SABER-SF Exercise

The World Bank

The World Food Programme

The Partnership for Child Development

May 2016

2016

Contents

Acronyms

CoE	Centre of Excellence
EAC	East African Community
ECOWAS	Economic Community of West African States
FRESH	Focusing Resources on Effective School Health
HGSF	Home-Grown School Feeding
M&E	Monitoring and Evaluation
NSFP	National School Feeding Program
PCD	Partnership for Child Development
PRSP	Poverty Reduction Strategy Paper
SF	School Feeding
SABER	Systems Approach for Better Education Results
WASH	Water supply, sanitation, and hygiene promotion
WFP	World Food Programme

Acknowledgments

1. Introduction

Recent research shows that almost every country is seeking to implement a national school feeding program. This enhanced demand, most likely induced by the social shocks from the global food, fuel, and financial crises, have led the World Bank and the United Nations World Food Programme (WFP) in collaboration with the Partnership for Child Development (PCD) and other partners to undertake a joint analysis titled *Rethinking School Feeding*, which examined global evidence to better understand how to develop and implement effective school feeding programs as both a productive safety net and a fiscally sustainable investment in human capital (Bundy et al. 2009).

The renewed focus of government efforts on school feeding provides an important opportunity to revisit national policies and systems as well as planning for the long-term sustainability of these programs. It requires a more systematic and policy-driven approach, which can be supported by the SABER process. SABER—Systems Approach for Better Education Results—is a large exercise launched by the World Bank's Education Global Practice in 2011 to benchmark various education domains including school health and school feeding. SABER reflects the core of the World Bank Group's Education Strategy: Learning for All. It recognizes that improving education requires much more than just increasing resources; it requires the establishment of robust policies and institutions to help countries achieve education results and learning. Although SABER has 13 domains, this manual focuses on school feeding, which is a component of the School Health and School Feeding SABER domain. School feeding is a joint area of interest between the World Bank, the World Food Programme, and Partnership for Child Development. For more information on SABER, please visit their website: http://saber.worldbank.org.

SABER–School Feeding (SABER-SF) is a useful approach to assessing the school feeding policy situation and systems in any country to identify the gaps and plan appropriate capacity development plans and/or road maps with the government and other stakeholders. It helps countries strengthen their national school feeding programs and/or transition to national school feeding programs with solid policies and systems when applicable, and assess progress of implementing each indicator.

This manual aims to assist users (government institutions, PCD, World Bank, WFP, and other stakeholders) to understand, plan, and implement the SABER-SF exercise at the country level. It builds upon the experiences from national SABER-SF workshops held during 2014. The SABER-SF exercise should be as inclusive as possible to ensure broad ownership and support for its implementation. SABER consists of a structured questionnaire whose responses are determined based on consultation with representatives from relevant stakeholders. Stakeholder engagement and consensus building are integral parts of the SABER process as described in this manual.

The manual contains a brief explanation of SABER-SF in section 2, followed by a discussion in section 3 of the preparation of the SABER-SF exercise and data collection procedures. Section 4 explains the methodology and planning process for a SABER-SF workshop, completion of the questionnaire (and the rationale behind each question or set of questions), and how to use each of the SABER-SF tools including the *Framework Rubrics* and the *Scoring Rubric*s. Section 5 covers the process of publicizing the SABER-SF report, and section 6 talks about planning for next steps after the SABER-SF exercise. Section 7 provides a timeline for implementing the SABER-SF exercise and quality assurance measures. The manual

also includes an annex with the SABER-SF questionnaire and the *Framework Rubrics*. The annex also details ways to contact the SABER team at the World Bank for any questions or comments in addition to a list of additional resources. Other resources such as the SABER-SF Feeding report template will be available online to download from the SABER website under "School Health and School Feeding" (http://saber.worldbank.org/index.cfm).

This manual was prepared by a technical team comprising the World Bank, the United Nations World Food Programme, and the Partnership for Child Development.

2.   SABER–School Feeding

Recognizing the importance of school health and school feeding, the World Bank's Education Global Practice developed a specific SABER domain for School Health and School Feeding to assess the corresponding policies based on two frameworks detailing best practices in these sectors. Although school feeding is an integral part of school health programs, a separate framework rubric is dedicated to school feeding because its costs and scale can be much greater than other school health program components.

Recognizing the importance of policy dialogue and assisting countries in policy development, WFP encourages the use of SABER-SF as outlined in its *2013 Revised School Feeding Policy*. PCD is also using SABER-SF in countries where it supports governments and partners who are implementing home-grown school feeding programs.

SABER-SF is based on five internationally agreed upon standards that form the tool's five core policy goals that guide countries when they use the SABER-SF methodology to comprehensively assess their national school feeding program (fig. 1). It is recognized that effective school feeding programs have a national policy framework, stable and predictable funding, sufficient institutional capacity for implementation and coordination, sound design and implementation, and community participation. These five standards are outlined in *Rethinking School Feeding,* a joint analysis undertaken by the United Nations World Food Programme and the World Bank with support from the Partnership for Child Development, Imperial College, and Harvard University (Bundy et al. 2009). This document can be accessed at http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099080042112/DID_School_Feeding.pdf. These five standards, or policy goals, are also detailed in the document "What Matters in School Health and School Feeding," which can be downloaded from the World Bank website: http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/Background/SHN/Framework_SABER-School_Health.pdf.

Figure 1: The Five Policy Goals of SABER-SF

Policy Goals	Policy Levers	Outcome
Policy Goal 1 Policy Frameworks	• Overarching policies for school feeding in alignment with national-level policy.	Healthy children are able to learn better
Policy Goal 2 Financial Capacity	• Governance of the national school feeding program through stable funding and budgeting.	
Policy Goal 3 Institutional Capacity and Coordination	• School feeding intersectoral coordination and strong partnerships. • Management and accountability structures, strong institutional frameworks, and monitoring and evaluation.	
Policy Goal 4 Design and Implementation	• Quality assurance of programming, targeting, modalities, and a needs-based and cost-effective procurement design.	
Policy Goal 5 Community Roles	• Strong community participation, accountability, and ownership.	

Source: Adapted from "What Matters in School Health and School Feeding."

The foundation for effective implementation is closely linked to a sound policy framework. Therefore, the primary focus of the SABER-SF exercise is to gather systematic and verifiable information about the quality of school feeding policies and systems related to the five policy goals mentioned above rather than gathering data about the implementation of the school feeding program (SFP). SABER-SF is designed to provide a snapshot of the country's policy framework at a point in time that can inform at a later stage a more in-depth analysis of policies and program implementation.

The tools were developed to facilitate data collection and analysis based on the SABER-SF framework. The *Framework Rubrics* were first developed and evaluated with 30 countries in two subregions of Africa: those in the Economic Community of West African States and those in the East African Community. A *questionnaire* was then developed jointly by representatives from the education, health, and agriculture sectors before it was piloted in two countries in Africa, The Gambia and Kenya, in 2011. In 2014 the questionnaire was revised and piloted by the World Bank, WFP, and PCD in Benin, Bolivia, the Republic of Congo, Madagascar, Namibia, Senegal, Sierra Leone, and Tunisia.

Based on this experience, the steps to implement the SABER-SF exercise are summarized in figure 2 and explained in detail in the following sections.

Figure 2: SABER-SF Exercise Process

Preparation & Data Collection

Discussion & Validation

SABER-SF Report Publication

Planning Forward
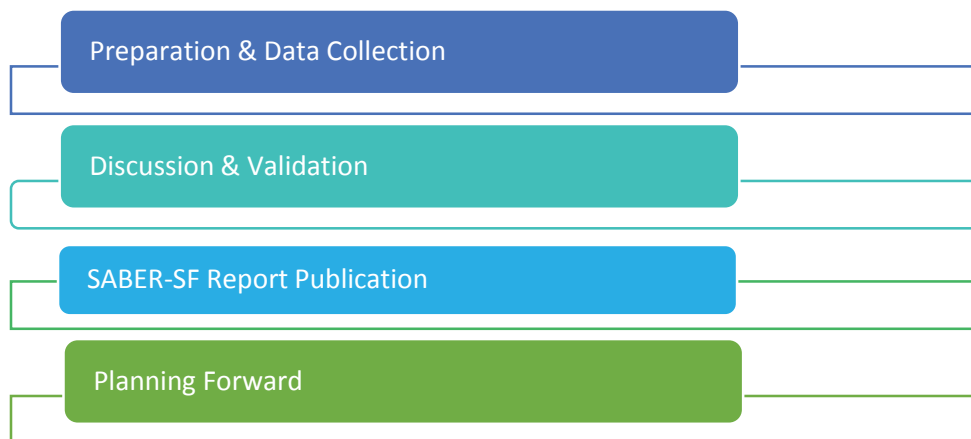
3. Preparation and Data Collection

SABER-SF is an inclusive exercise that should include policy makers in different ministries, educational leaders, relevant nongovernmental organizations (NGOs), donors, and researchers. These stakeholders will also have access to the data collected by this initiative to analyze and identify strengths and gaps. This process will enable decision makers to diagnose the state of school feeding policies in their countries and make informed decisions to improve school feeding policies and systems.

One of the advantages of this participatory approach is to strengthen the collaboration between various stakeholders and develop a sense of ownership over the process. At the beginning of the process, it is recommended to have a dialogue with key stakeholders to explain the methodology and purpose of SABER-SF and agree on how it will be conducted and who should participate.

The consultation process can generate political will to transition a donor-managed school feeding program to a national one in countries where school feeding is implemented with external funding and operational support and/or to identify policy gaps to improve existing national policies and systems. This dialogue can also lead to increased financial capacity and community participation to improve coordination, management and accountability structures, and monitoring and evaluation.

3.1 Consultation with the government

The consultation process before the SABER-SF workshop can be facilitated by partners (for example, the World Bank, WFP, or PCD introducing SABER to key government officials), but in all cases it is recommended that government officials lead the SABER-SF process. Once key government officials agree to conduct the SABER-SF exercise, the government's existing school feeding Multisectoral steering committee or a special task force should lead the preparation and execution of the exercise with the

involvement of key stakeholders and partners. The steering committee or task force should be responsible for the overall implementation of the SABER-SF exercise, including collecting data, coordinating the workshop, defining roles and responsibilities, securing funding for the exercise, coordinating the invitations to various ministries and stakeholders, etc. Specifically, they should define the workshop's objectives, agenda, and participants. They should also determine the workshop's dates, organize the workshop's program, and coordinate with key speakers and moderators in addition to preparing presentations and key documents.

The following government sectors are likely to take a leading role:

- Leading sector or institution in charge of school feeding in the country
- Education (include an education budget specialist)
- Health
- Agriculture
- Finance
- Social affairs
- Others as relevant

3.2 Consultation with stakeholders

All major stakeholders involved in school feeding should participate in the SABER-SF exercise. They generally include the WFP, World Bank, bilateral donors, international NGOs (such as PSD and Save the Children), and other relevant stakeholders including community organisations that have a national, regional, or local scope. Other relevant stakeholders could include parent associations,[1] small-holder farmers, and others depending on their involvement in the school feeding program at the school level in the country.

Involvement of World Bank, WFP, and PCD teams in the country is particularly important because they have led the process in developing the SABER-SF methodology and can help the government prepare and execute the exercise in addition to revising and publishing the SABER-SF report. Moreover, their involvement is important to planning next steps in improving or developing existing policies and systems in collaboration with the government.

Involving active stakeholders in the policy dialogue can build momentum for the stakeholders' work to reform or support school feeding globally. For example, it is part of WFP's School Feeding Policy (*2013 WFP School Feeding Policy*) to support countries that are transitioning to national school feeding programs and to strengthen the government's capacities, relevant systems, and policies. WFP's Center of Excellence (CoE) in Brazil has also executed a number of consultations and capacity-strengthening projects with many countries to develop supporting policies, to help countries link school feeding to local agriculture, to revise existing school feeding programming, and to draft action plans with the countries. PCD also works closely with governments in many countries in Africa and other regions to support home-grown school feeding

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[1] Students' parents, especially in rural areas, are usually small farmers and provide food, storage, fuel, catering, and labor to run the school feeding program.

activities, an approach that sources foods for school meals from local smallholder farmers. The World Bank collaborates with governments on the policy and funding levels, and the Food and Agriculture Organization (FAO) has several school feeding projects.

Based on recent experiences from countries that conducted the SABER-SF exercise, most bilateral and multilateral organizations working at the country level were interested in taking part in the exercise and/or the workshop to learn about the current state of national policies on school feeding, which may help initiate discussions with the governments on how to address the identified gaps. Another important partner to consider is the private sector, which can play a key role in funding national school feeding programs in many countries.

3.3 SABER-SF tools

SABER-SF includes tools to facilitate the collection and analysis of data in all countries. The tools are user-friendly and self-explanatory (see box). The Framework Rubric and questionnaire can be downloaded from http://saber.worldbank.org/index.cfm?indx=11&tb=9

The SABER-SF tools consist of the following:

The *Framework Rubrics:* This is the main tool of SABER-SF; the *Framework Rubrics* provide explanations for each of the five policy goals and their corresponding indicators. In addition, the rubrics provide definitions for each of the different stages of development for each indicator and policy goal (latent, emerging, established, or advanced; see example at the end of this section and the Annex).

SABER-SF Questionnaire: The questions are designed based on the five policy goals that guide the SABER-SF exercise (see fig. 1). The questions ask for information about each policy goal's indicators in order to gather information about national school feeding policies and systems.

Scoring Rubrics: This is a useful automated Microsoft Excel scoring system to help verify the stages of development. By entering the answers from the questionnaire into the Excel spreadsheet, this tool provides an automated score that describes the stage of development for each indicator and each policy goal (latent, emerging, established, or advanced).

SABER-SF Report Template: This is a template to report the results of the SABER-SF exercise and the stages of development for each indicator and policy goal (latent, emerging, established, or advanced) with brief explanations of the results using both the country's context and the *Framework Rubric*s. It also includes background information about the country's education and health context and policies. Upon receiving clearance by the government, this report is posted on the World Bank's SABER website (see http://saber.worldbank.org/index.cfm).

SABER-SF Manual (This Manual): It details all requirements, steps, and tools to conduct the SABER-SF exercise.

3.4 Data collection on policies and systems in place

One of the initial steps to implementing the SABER-SF exercise is to collect all the government documents and information related to school feeding policies, systems, financing, and other significant information about the school feeding program. It also important to collect any existing action plans, consultation reports, and evaluations that are related to national school feeding that were validated by the government. This will provide the evidence to make substantiated, informed decisions when answering the SABER-SF questionnaire. These documents will also be used to analyze existing policies and institutions that are related to school feeding, align various policies and laws, and identify strengths and weaknesses. *The documents should also be referenced and cited in the SABER-SF questionnaire and SABER-SF report to provide evidence for the questionnaire's answers and results.*

The following is a list of recommended documents to be collected (when available) by the task force, the consultant, or the school health unit as the case might be:

- Poverty Reduction Strategy Papers (PRSPs) or equivalent national development strategy (also available on the website: http://www.imf.org/external/np/prsp/prsp.aspx)
- National school feeding policy
- Legislation related to school feeding and public food procurement
- National school feeding guidelines/manual
- Sectoral policies and strategies (education, health, agriculture, social welfare)
- Existing action plans/road maps for national school feeding in the country
- Existing consultation reports about the national school feeding program and policies in the country that are done by WFP, WFP CoE, FAO, World Bank, PCD, or other entities
- Official document instating a school feeding unit
- Beneficiary figures of school feeding programs (at least three years if possible), for donor-supported SFPs and national SFPs (NSFPs)
- Sectoral budget lines and plans for all levels (national, regional, local)
- National school feeding standards (targeting criteria and methodology, food modalities, and the food basket and menus, food management, procurement, and logistics). *(In some countries, these are issued in the form of manuals or guidelines.)*
- Documents and reports on school feeding program(s) in the country that are supported by donors, the community, and others
- List of external donors and work plans (budgets, activities)
- List of private sector partners
- Multisectoral committee meeting reports and minutes
- Memoranda of Understanding between government sectors and/or partners
- National Monitoring or Information Management System Plans and reports
- National school feeding monitoring and evaluation plan
- Situation analysis report on NSFP and/or any other impact evaluations of the program
- Most recent evaluation reports, reviews, and studies on school feeding from the World Bank and others
- Recent assessments on vulnerability and education (World Bank website, etc.)

4. Discussion and Validation

If a multisectoral steering committee is in charge of school feeding, it should lead the organization of the SABER-SF workshop. If a multisectoral steering committee does not exist, then a task force composed of stakeholders should be created to organize the workshop. Once a national steering committee or a task force is assigned responsibility for the SABER-SF exercise, the next step is to define how to implement this assessment during a national workshop and arrange all the related details. It is also important to fully understand all of the SABER-SF tools before the workshop. Therefore, the steering committee should review all the tools together to ensure that all members share a common understanding of the tools.

4.1   Defining the methodology of the exercise

The steering committee will need to decide how to carry out the SABER-SF exercise. Two options are available to implement the SABER-SF exercise:

Option 1: The questionnaire can be answered and results validated *during a workshop* in the presence of all major stakeholders, or participating government officials and stakeholders involved in the national school feeding program can answer the questions during the workshop and validate the results in the plenary sessions. It is highly recommended that participants review the questionnaire before the workshop.

Option 2: Alternatively, a consultant or government official from the steering committee can gather data on policies, conduct initial interviews, answer the questionnaire, and score each indicator and policy goal using the *Scoring Rubrics before the workshop*.[2] Participating government officials and stakeholders involved in the national school feeding program will validate the answers to the questions during the workshop.

> **The workshop as an added value:**
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> Holding a workshop with key informants from various ministries along with donors and stakeholders working on school feeding is a very good opportunity for all stakeholders to meet face-to-face, discuss their views together, and plan future steps.

Most of the pilot countries that completed the SABER-SF questionnaire in 2014 chose the first option, which is recommended whenever possible because it promotes stakeholders' engagement and ownership. This option has also proven to be a good mechanism to ensure quality results when it is well facilitated.

No matter the method chosen, clear roles should be defined prior to the SABER exercise. The steering committee or task force that will lead the SABER-SF process should be clearly identified. The responsible entity should then identify the workshop's funding needs and sources and define a work plan with clear deadlines. It should develop a checklist that includes all the logistical requirements: venue selection,

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[2] While holding a workshop is highly recommended, in situations where the workshop is not possible, findings can be validated with the government in a meeting or small consultation.

transportation, electronic equipment, and others. *(See section 7.2 on checklist of quality assurance measures.)*

Validation of the results and conclusions is an important step in the SABER-SF exercise. Therefore, data sources should be clearly identified in and attached to the SABER-SF questionnaire regardless of which option is chosen.

4.2 Planning for SABER-SF workshop

The following subsections will cover the details about preparing for the SABER-SF workshop including participants, facilitators, agenda, required documents, etc.

Ideally a two-day workshop is organized with the purpose of validating the answers to the questions in the questionnaire or answering the SABER-SF questionnaire and discussing the findings, determining and agreeing on what the country's stage of development is for each of the five policy goals *(see section 4.4 on how to define the stage for each indicator and policy goal using the Framework Rubrics),* and developing an action plan. Usually the workshop starts with general presentations on the country's education sector with a focus on school feeding and related current policies. Other presentations can introduce the SABER approach, SABER-SF, and the workshop methodology, including objectives and agenda.

Then, the participants are divided into five groups (each group can have between six and ten participants). Each group is assigned one of the five policy goals to discuss and to answer the corresponding section of the questionnaire (see fig. 1). During the group discussions, each group refers to the *Framework Rubrics* and enters the answers into the *Scoring Rubrics* to determine the stage of development for each indicator and the policy goal. Each group presents their findings in plenary for validation. On the second day, the groups break out again to discuss an action plan to revise school feeding policies and systems and present their recommendations in plenary for discussion. The workshop is ideally closed by a presentation summarizing the results of the SABER-SF exercise and final agreement on all the outcomes of the workshop.

4.2.1   Recommended participants and facilitators

For meaningful participation and sound deliberations, it is recommended that the number of workshop participants ranges between 30 and 50 individuals. The list can include the following representatives:

- Government officials should include decision makers, such as
  - School feeding directors
  - Focal points in charge of school feeding, health, and/or nutrition in all sectors involved in designing and implementing the country's school feeding program (education, health, agriculture, finance, social and welfare, and others)
  - Government officials from central, regional, and local levels
- Major stakeholders include:
  - Community members representing the national, regional, and local levels
  - Parent-teacher associations
  - Civil society, NGOs

o   Private sector representatives including suppliers
o   Multi- and bilateral partners and donors

Members of the steering committee can have many roles during the SABER-SF exercise. Thus, it is important to clearly define the roles of the speakers, facilitators, group moderator(s), and note takers before the workshop as follows:

Speakers

The workshop usually starts with general presentations on the education system, the national school feeding program, and policies and systems related to school feeding.

The primary roles of the speakers are to present on the above mentioned topics. Experts from the government should be selected to be speakers at the workshop. A high-level government official could open the workshop.

Facilitators

Different approaches are possible regarding facilitation. In general, a team composed of one lead facilitator supported by four or five people is recommended. Ideally, the facilitators would be members of the multisectoral steering committee (government officials or partners) that is organizing the workshop. Facilitators can have specific knowledge of the SABER process, the FRESH[3] framework, and the five SABER-SF core policy goals. They can present on SABER, SABER-SF, the agenda, and the objectives of the workshop. At the end of the workshop, the lead facilitator should present the outcomes of the workshop.

The lead facilitator can also be assigned the responsibility of leading the whole workshop, monitoring the sessions and presentations where he or she can introduce speakers at the beginning of the workshop, announce the different agenda items to the participants, and ensure that the group discussions are proceeding smoothly.

Group moderators—working groups

When the policy goal working groups break out for group discussions, each group will be assigned a group moderator to lead the discussions and explain the questions from the questionnaire if necessary. They will also help with time keeping and logistics, support note taking, keep the conversations focused, provide additional explanations, etc.

Note takers

Note takers can be selected from the steering committee. They should be responsible for recording the answers to the questionnaire in each of the working groups as well as recording the main discussion points and the actions plan points agreed upon within the group.

Assigning participants into groups

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[3] Focus Resources on Effective School Health (FRESH). Details can be accessed at
http://unesdoc.unesco.org/images/0012/001255/125537e.pdf.

It is useful to preassign participants into the five groups before the workshop. For example, representatives from civil society organizations and NGOs can participate in group 5 (discussing policy goal 5: community roles—reaching beyond the school). The organizer of the workshop (steering committee/task force) should devise a systematic way of dividing the participants into the appropriate groups beforehand.

Based on the experience of conducting SABER-SF in Tunisia in April 2014, the government's school feeding steering committee took the lead in cooperating with WFP to organize the exercise and the workshop. Assigning the participants to the five different groups before commencing the workshop proved to be a successful practice, although remaining flexible to accommodate last-minute changes is also recommended.

4.2.2   Agenda

The team in charge of the workshop preparation will work with stakeholders and facilitators to define the workshop's objectives and agenda. Two days for the workshop is a realistic duration to ensure the appropriate balance between the depth of discussions and length of time. The first day can be dedicated to the opening ceremony and presentations on the current school feeding situation in the country and the SABER-SF process, which is then followed by group work to answer the questionnaire and determine the stages of development in relation to the five policy goals using the *Framework Rubrics*. At the end of day 1, all the participants can discuss and validate each group's findings during a plenary session. The second day can start with a summary of the conclusions from day 1, then once again splitting into the five working groups to plan for a road map or action plan based on the findings before presenting and discussing it in plenary before the closing of the workshop. The generic agenda below provides an example of the type of activities that can be included in the workshop:

Time	Activity
Day 1	Opening ceremony and introduction of participants
	Workshop objectives and expected results
	Presentation of country's school feeding program and other relevant presentations on existing policies and systems
	Introduction of SABER and SABER-SF
	Presentation of the workshop methodology
	Division of task among five working groups according to the five policy goals and participants' expertise
	Working groups: Completing the assigned questionnaire section and deciding on an initial stage of development for indicator(s) and policy goals
	Plenary presentations and validation of results
Day 2	Summary of conclusions based on day 1
	Reminder of day 2 methodology

	Working groups: Designing an initial road map or action plan based on the findings of each policy goal
	Plenary presentation and validation of action plan
	Overall summary of SABER results and workshop
	Closing ceremony

Notes:
- *It is preferable to keep the discussions at the policy level as much as possible.* The workshop is not an appropriate forum to discuss design or implementation issues in detail, so the facilitation team has the responsibility of keeping discussions focused on the policy level.
- The level of detail in the action plan will vary for each country. Some countries may opt to prepare a detailed and thorough action plan, whereas in other countries, the SABER-SF workshop provides an opportunity to identify priorities for action, which will inform an action plan in the future.

4.2.3   Workshop documents

In addition to policy documents listed in 3.4, making available to workshop participants the following documents is recommended:
- "What Matters Most for School Health and School Feeding: A Framework Paper" (World Bank 2012)[4]
- "Rethinking School Feeding" (Bundy et al. 2009)
- "State of School Feeding Worldwide 2013" (WFP 2013)
- *Framework Rubrics (available in the Annex)*
- Template of SABER-SF report *(available on the SABER website)*
- Example of SABER-SF reports from other countries[5]
- This Manual
- Template of action plan

Each participant should have the following:
- The questionnaire divided into the five sections (each participant should have the section related to her or his working group), preferably in the working language of the government
- The *Framework Rubrics*
- The *Scoring Rubrics*

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[4] Available for download from
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/Background/SHN/Framework_SABER-School_Health.pdf.

[5] These can be downloaded from the World Bank SABER website: http://saber.worldbank.org.

4.2.4   SABER-SF Report

It is very important to prepare the SABER-SF report using the template available on the World Bank's SABER website. A government staff member or consultant can be designated to complete the report using the conclusions from the first day's group work including all related references and attachments. This preliminary report can then be expanded upon to become a validated SABER-SF report within a few weeks following the workshop. More details on the SABER-SF report can be found in section 5. Finally, the report once finalized and approved, will be openly available for download from the website.

4.3 SABER-SF Questionnaire

The SABER-SF questionnaire was developed through a worldwide consultative process that started in 2011. The questionnaire was reviewed in 2014 by a technical team composed of staff from the World Bank, WFP, and PCD. The questions are designed around the five policy goals and their indicators from the *Framework Rubrics*. The questionnaire is also informed by experiences from other education subsystems' SABER benchmarking processes as well as advice from an advisory committee of experts.

As explained earlier, it is preferable to complete the questionnaire during a workshop that brings together representatives from the ministries of education, health, and agriculture and other government sectors, partners, and stakeholders involved in school health and school feeding programs.

Each policy goal's set of questions should be answered by the group responsible for the specific policy goal. The questions' answers should be based on a consensus within the group. Discussions within the group can help clarify any outstanding questions or provide additional information on the topics covered in the questionnaire, which should be noted in the general comment and text boxes. The first section of the questionnaire asks for details of the participants, including name, institutional affiliation, job title, and e-mail address.

The SABER-SF questionnaire consists of five sections that correspond to the five policy goals identified in *Rethinking School Feeding* (Bundy et al. 2009) as essential for effective school feeding policies. The core goals are further detailed in "What Matters Most for School Health and School Feeding: A Framework Paper," a 2012 publication in the SABER Working Paper Series.[6] The questionnaire structure is listed in

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[6] Available on World Bank SABER website:
http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/Background/SHN/Framework_SABER-School_Health.pdf.

Table 1, and questions under each policy goal are explained in the following subsections. The complete questionnaire is included in the annex.

Table 1: Structure of SABER-SF questionnaire

Section	Number of Questions
1. Policy Frameworks	8
2. Financial Capacity	16
3. Institutional Capacity and Coordination	17
4. Design and Implementation	36
5. Community Roles—Reaching beyond the School	6
Subtotal	**83**

4.3.1   *Policy Goal 1: Policy Frameworks*

National planning for school feeding should ensure that the government has identified the most appropriate role for school feeding in its development agenda. The degree to which school feeding is articulated in national policy and budgeting frameworks varies from country to country, but a policy foundation for the program helps strengthen its potential for sustainability and accountability as well as the quality of its implementation. In some developing countries, school feeding is mentioned in the Poverty Reduction Strategy, linked to the education, nutrition, or social protection sectors, and/or mentioned in sectoral policies or plans.

In a majority of countries where school feeding programs are currently dependent on external support, national policies do not include school feeding. A good starting point to begin the transition process to national ownership is to integrate the program into the national policy, budgeting, and institutional frameworks where appropriate.

The first section of the questionnaire focuses on policy goals and indicators on school feeding. The questions, rationale, and examples are listed below.

Policy Goal/Indicator	Rationale
1. Policy Framework	**Overarching Policies for School Feeding—Sound Alignment with the National Policy**
Indicator 1.1 National-level poverty reduction strategy or equivalent national strategy as well as sectoral policies and strategies (education sector plan,	This indicator helps determine if the national-level poverty reduction strategy or equivalent national strategy as well as sectoral policies and strategies identify school feeding as an education and/or social protection intervention with clearly defined objectives, targets, milestones, and sectoral responsibilities. It also examines the alignment of the national poverty reduction strategy/PRSP and sectoral policies when school feeding is mentioned in both. *Questions 1.1. to 1.3.*

Policy Goal/Indicator	Rationale	
nutrition policy, and social protection policy) identify school feeding as an education and/or social protection intervention, clearly defining objectives and sectoral responsibilities.	Question 1.1.a Is school feeding mentioned in the published PRSP or an equivalent national strategy?	A Poverty Reduction Strategy Paper (PRSP) describes a country's macroeconomic, structural and social policies and programs over a certain period. Its main objective is to reduce poverty through broad-based growth, and it outlines the financing needs and major sources of financing. Ministries use the PRSP to guide their activities, so ministries will likely prioritize school feeding if it is mentioned in the document. A participatory process involving domestic stakeholders and development partners can be used in its preparation, and it can be updated with annual progress reports.[7] Please reference the date of the PRSP if it mentions school feeding.

For example, in Côte d'Ivoire's PRSP (2009), under the "Objectives for 2013 and 2015 for the Educational System: Targets and Indicators" section, it states "The Government should put in place an educational retention policy to reduce the level of wastage essentially made up of dropouts and repetition. Furthermore, it should stimulate access to and retention at schools through the pursuit of the Integrated School Feeding Sustainability Program, which should be provided with adequate financing." |
| | Question 1.1.b Is school feeding mentioned in any published sectoral policy, strategy, or law (such as education sector plan, nutrition strategy, social protection policy, etc.)? | With Education for All, almost all countries have published education sector policies (EFA plans). Mainstreaming school feeding into the national education sector plan is critical to its sustainability. It offers the added advantage of aligning support for school feeding with the processes designed to harmonize development partner support for education, such as the Global Partnership for Education. It is also important that other sectors involved in school feeding programs (health, agriculture, social affairs, etc.) define objectives and responsibilities for the policy and program. |
| | Question 1.2. (If NO to 1.1a and 1.1b) Was school feeding discussed during the preparation of the PRSP or the equivalent national strategy, or a sectoral policy, strategy, or law? | This question is to be answered only if school feeding is not included in the PRSP/equivalent strategy or any published sectoral policy, strategy, or law. This question seeks to learn if the national government considers school feeding as a potential area of interest. |

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[7] PRSPs can be checked and downloaded from http://www.imf.org/external/np/prsp/prsp.aspx.

Policy Goal/Indicator	Rationale	
-----------------------------	**Question 1.3.a (If YES to 1.1a or 1.1b)** In the PRSP or the equivalent national strategy, or a sectoral policy, strategy, or laws where school feeding program is mentioned, has the government defined: *Objectives* *Targets* *Milestones* *Sectoral responsibilities*	This question examines more in-depth how school feeding is included in the PRSP or equivalent strategy, or sectoral policy, strategy, or laws. Responders should have a copy of the PRSP and sectoral policies where school feeding is mentioned when answering the question. The government should have defined what it wants to achieve with school feeding and have identified targets and milestones to reach to meet the policy or program's objectives. The government should have also clearly defined the roles of various sectors such as education, health, and agriculture to outline each sector's responsibility for better accountability. If none of the boxes are selected, it is assumed that the PRSP and sectoral policies do not include objectives, targets, milestones, and sectoral responsibilities. **Objective:** A specific result that is to be achieved with available resources over a period of time. **Target:** Well-defined level of achievement for each objective that the government sets out to accomplish in a given period of time. **Milestone:** Well-defined and significant step toward achieving your target. **Sectoral responsibilities:** Duties and major activities that are assigned to each ministry or relevant body.
	Question 1.3.b (If YES to 1.1a and 1.1b) Are published sectoral policies or strategies aligned with the national-level poverty reduction strategy or equivalent national strategy?	It is important that sectoral policies or strategies are aligned with the PRSP or equivalent national strategy with regard to school feeding because sectoral policies are likely based on the PRSP. The sectoral policy can provide more specific details on school feeding than the PRSP. *For example, in Sierra Leone's PRSP 2013–2018, school feeding is mentioned under the initatives to improve social protection and gender equality. In the July 2011 International Monetary Fund Country Report 11/195, there is a recommendation to expand the coverage of the national school feeding program to increase access, improve perfromance, minimize stunting, and provide other benefits. In Sierra Leone's Education Sector Plan 2007–2015, the need to expand school feeding activities is also highlighted.*
Indicator 1.2 An evidence-based technical policy related to	This indicator helps determine if there is an evidence-based, technical, quality policy related to school feeding in place, which addresses the four other school feeding policy goals. *Questions 1.4. to 1.8.*	

Policy Goal/Indicator	Rationale	
school feeding outlines the objectives, rationale, scope, design, and funding and sustainability of the program and comprehensively addresses the other four policy goals (institutional capacity and coordination, financial capacity, design and implementation, and community participation).	Question 1.4. Is there a published national policy on school feeding?	This can be a national school feeding policy or any nationally recognized policy document or law that (1) provides evidence of the government's recognition of school feeding as a strategically important intervention and (2) encapsulates the government's policy on school feeding. Please include the reference for the national school feeding policy.
	Question 1.5. (If YES to 1.4.) Which sectors were involved in developing the policy?	Please check the boxes where it applies and list all other sectors that were involved in developing and drafting the national school feeding policy. Involvement means more than just approving the final drafts. It means these sectors were consulted from the beginning of the process and were represented in the committee or group of consultants drafting the policy. Involvement also means that the sectors were consulted on their roles in school feeding and versions of drafts were shared with them.
	Question 1.6. (If YES to 1.4.) Does the policy include the following: *Objectives* *Rationale* *Scope* *Design, implementation* *Funding mechanism* *Links to local production and sourcing and/or links with agriculture* *Institutional arrangements and coordination* *Community roles*	A good policy clearly identifies problems, defines the objectives and expected outcomes in a manner that corresponds to the country's context, and comprehensively addresses the four other school feeding policy goals (financial capacity, institutional capacity and coordination, design and implementation, and community participation). Successful national school feeding programs in middle-income and high-income countries tend to rely on local procurement of commodities, whereas programs in low-income countries are usually dependent on external sources of food aid. Links with agriculture development can kick-start the transition process by establishing sustainable sources for some commodities and contribute to local economic development. Home-Grown School Feeding is one type of SFP designed to link school feeding to agricultural development where feasible.
	Question 1.7. (If YES to 1.4.) Has a situation analysis of needs been used to inform the policy?	A sound situation analysis is essential to developing effective school feeding policies. A comprehensive situation analysis describes and analyzes the nature and extent of the problems affecting school-aged children and their causes; determines the nutritional needs of school-aged children and challenges to their full development; and describes the current status, resources, and capacity in the country for implementing school feeding programs that correspond to the identified gaps. Stakeholders involved in the SABER-SF exercise could have been part of the policy development

Policy Goal/Indicator	Rationale
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	Question 1.8. (If YES to 1.4.) Is the national school feeding policy aligned with the national poverty reduction strategy and relevant sectoral policies and strategies?	Aligning sectoral policies with national plans ensures internal consistency and clarity of objectives and strategies to guide effective implementation. For example, there is a lack of alignment if the PRSP calls for targeted school feeding and the school feeding policy calls for universal school feeding. It is increasingly important that school feeding is included in sector plans. These plans form the basis for basket funding or sector-wide approaches that determine the allocation of donor resources.

4.3.2   Policy Goal 2: Financial Capacity

Stable funding is a prerequisite for a program's or policy's sustainability. Typically governments plan and budget for their priorities on an annual basis based on a national planning process. The degree to which school feeding is included in this planning and budgeting process will determine whether the program gets resources from the government's budget (central or local) and whether it has specific budget line allocations. In most countries where implementation is supported by external partners, funding for the program comes from food aid and from government in-kind or cash contributions. As the program becomes nationally owned, it needs a stable and independent funding source(s). This may be through government core resources or through development funding. In the long term, a national budget line for school feeding is needed.

The second section of the questionnaire focuses on financial capacity for school feeding. The questions, rationale, and examples are listed below.

Policy Goal/Indicator	Rationale
2. Financial Capacity	**Governance of the National School Feeding Program: Stable Funding and Budgeting**
Indicator 2.1 National budget line(s) and funding are allocated to school feeding; funds are disbursed to the implementation levels (national, district, and/or school) in a timely and effective manner	This indicator helps determine if the national budget line(s) (central or local) and funding are allocated to school feeding and if funds are disbursed to the implementation levels (national, district, and/or school) in a timely and effective manner. *Questions 2.1. to 2.16.*
	Question 2.1. Is school feeding included in the national planning process	Government funding could be through the central government's or local governments' budgets. Typically, governments plan and budget for their priorities on an annual basis based on a national

Policy Goal/Indicator	Rationale
- - - - - - - - - -	and funded by the government?	planning process and are usually guided by the PRSP.

Government (central or local) could be partially or fully funding school feeding programs. |
| | Question 2.2. (If YES to 2.1) Is there a budget line for school feeding in the central government budget? | As the program becomes nationalized, it needs a stable and independent funding source. This may be through government core resources or through development funding. In the long term, a national budget line for school feeding is needed, which ensures funding for the program and demonstrates the government's commitment to school feeding.

A budget line in this case is a certain line in the budget that is assigned specifically to school feeding. |
| | Questions from 2.3.a to 2.3.d | These questions examine the budget allocated to school feeding from the government and other sources. It also identifies the main funding sources for school feeding in the country. Respondents should have copies of the budget and financial documents on hand when answering these questions. |
| | Questions from 2.3.e to 2.3.g | These questions highlight the engagement of the private sector and examine the type of engagement, whether it is through in-kind contributions, pro-bono services, and/or provision of cash funds.

If the private sector wants to provide cash contribution to the national school feeding program, there should be mechanisms in place for the government to accept cash from the private sector for the school feeding program's budget. |
| | Question 2.4.a (If YES to 2.1) Are funds from the government allocated to operate a national school feeding program (a school feeding operation managed by central, regional, or government or local authorities)? | In some cases, the government allocates funds to school feeding programs that are managed by donors, such as WFP. These programs would not be considered national school feeding programs because they are operated by donors. This question tries to examine if the funds allocated by the government (central/local) are for programs that are run by the central/local authorities or not, in other words, funds are allocated to operate a national school feeding program (NSFP). |

Policy Goal/Indicator	Rationale
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	Question 2.5. a. (If YES to 2.4a): Is the national budget (at the central level) allocated for school feeding enough to cover all the expenses of running the program in line with national policies and needs? b. If NO, please explain.	For a school feeding program to be fully sound and independent, budget allocation should be sufficient to cover all expenses required to run a NSFP. This question examines the budget allocation at the central level as the following questions will cover regional and school levels.
	Question 2.6. a. Does each ministry (other than the Ministry of Education) involved in the program have a budget allocated to school feeding? b. If YES, please list the ministries	In many countries, the ministries of health, agriculture, social affairs, and others are involved in school feeding to a degree. This question aims to determine whether these ministries have a budget allocated for school feeding or if these ministries receive funds indirectly from another ministry or partners. For example, the Ministry of Health can have a budget to conduct visits to school feeding warehouses or to sample schools to check the food safety of school feeding meals.
	Questions from 2.7 to 2.12	This set of questions aims to determine financial capacity at decentralized levels (regional and school levels). In some countries, the Ministry of Education has regional offices and each office is in charge of school feeding in its geographical region, whereas in other countries each school has a budget to plan and implement school feeding activities. Budget lines are different from budget plans. A budget line refers to funds in the budget solely allocated to school feeding, whereas a budget plan

Policy Goal/Indicator	Rationale
	is a planning tool to determine the needs and the corresponding resources required. It is not a commitment.
Question 2.13. (If YES to 2.7 or/and 2.10) Do implementers have the capacity (technical capacity and enabling process) to plan and budget as well as request resources from the central level as needed?	Implementers here represent any entity that is responsible for carrying out one or more of the school feeding functions, such as purchasing food. Depending on the modality in the country, this could be the Ministry of Education, local municipalities, schools, community/cooks, NGOs, and/or others. Implementers should have the capacity to prepare budget plans and understand the administrative processes required to run the program. Discussions about this question may involve how this capacity is developed.
Question 2.14. Are school feeding funds currently being disbursed to the implementers in a timely and effective manner? Question 2.15. (If YES to 2.14.) How are funds disbursed? Please identify any existing mechanisms in place to enable effective disbursement of funds to the implementation level. Question 2.16. (If NO to 2.14.) a. How are funds disbursed? Please identify any perceived obstacles to this process. b. Please identify any ongoing dialogue in process to strengthen mechanisms for funds disbursement.	Generally, mechanisms should be in place to facilitate disbursements of funds from the Ministry of Finance to the line ministries and from the line ministries to their respective regional offices and to the schools. Forecasting can be helpful to avoid funding gaps due to budget calendars. Any delays in fund disbursement negatively affects the national school feeding program and timely provision of school meals to children, which is why obstacles need to be discussed in detail here.

4.3.4   *Policy Goal 3: Institutional Capacity and Coordination*

School feeding programs are complex interventions that require coordination and significant institutional capacity to procure and deliver large quantities of food to targeted schools, to ensure the quality of the food, and to manage resources in an efficient and transparent way.

Capacity requirements can include expertise in procurement and transportation of high quantities of food, management of frequent fund disbursements, food preparation, enforcement of nutritional quality and safety standards of food, monitoring and evaluation, etc.

Effective policies and their implementation depend on the effective coordination of actors across different sectors, from central to school levels. Defining the roles and responsibilities of different actors as well as how they can coordinate their work to deliver school feeding is crucial. Different arrangements have proven to be efficient, provided that the school feeding program's organization corresponds to existing mandates and is matched with adequate capacities, including experienced and trained personnel at different levels with clearly defined responsibilities.

The third section of the questionnaire focuses on institutional capacity and coordination for school feeding. The questions, rationale, and examples are listed below.

Policy Goal/Indicator	Rationale	
Institutional Capacity and Coordination	**School Feeding Coordination—Strong Partnerships and Intersector Coordination**	
Indicator 3.1 Multisectoral steering committee coordinates implementation of a national school feeding policy	This indicator helps determine if a multisectoral steering committee coordinates the implementation of a national school feeding policy. *Questions from 3.1. to 3.5.*	
	Question 3.1.a Is there a national formal steering committee in place?	In many countries, there exists a national school feeding steering committee with a clear mandate.
	Question 3.1.b (If YES to 3.1a) What is the mandate of the steering committee): *Coordinating the implementation of a National School Feeding Policy* *Formulating a National School Feeding Policy*	Establishing formal coordination mechanisms at both the decision-making and technical levels is very important to coordinating the implementation of the national school feeding policy. When a national school feeding policy does not exist, steering committees are sometimes formed to formulate a school feeding policy and/or to coordinate the implementation of school feeding program(s) and ensure its quality.

Policy Goal/Indicator	Rationale
Coordinating the implementation of school feeding program at the national level without a National School Feeding Policy 3.1c & d (If YES to 3.1a)	Please provide details about the steering committee.
Questions 3.2 to 3.3.b (If YES to 3.1.a)	This set of questions covers the involvement of various sectors in the steering committee, including different ministries, partners and members of civil society, the private sector, etc. Involvement of relevant stakeholders in the steering committee is very important because effective intersectoral coordination has proven to be essential to ensuring the close articulation of activities across different sectors. A sound school feeding policy and a well-designed school feeding program not only include the involvement of many sectors (such as education, health, agriculture, and local government) but are also linked with other school health and nutrition or social protection programs. A steering committee established for a program that is mainly managed by a partner organization should not be considered to be a national steering committee. Often nongovernmental actors such as the private sector, international organizations, NGOs and other civil society actors are involved in the program; so it is important to include them in the steering committee.
Question 3.4. a. Has the Ministry of Agriculture been involved in making the connection between school feeding and national agricultural production? b. If yes, please describe.	The active involvement of the Ministry of Agriculture has proven to be important to link school feeding programs to the agriculture sector and to include domestic and local food products in school meals' food baskets/menus. Please describe how the Ministry of Agriculture has connected the school feeding program to national agricultural production.

Policy Goal/Indicator	Rationale	
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Indicator 3.2 National school feeding management unit, accountability structures, and coordinating with school-level structures	This indicator looks at the national school feeding management unit, accountability structures, and coordination mechanisms and their quality. *Questions 3.6. to 3.14.*	
	Question 3.6. a. Is there a specific ministry or institution with the mandate of managing and implementing the school feeding program? b. (If YES to 3.6.a) Please specify which ministry or institution has this mandate.	Best practice is for school feeding programs to have an institution at the central level that is mandated and accountable for the implementation of the program. This institution should have adequate resources, dedicated and well-trained staff, systems and procedures, and technology at central and subnational levels to run school feeding programs. It also requires a strong commitment from the education sector if another agency is designated to lead the school feeding program.
	Questions from 3.7. to3.10.	An effective school feeding unit has to have a clear mandate with staffing based on an assessment of staffing needs. Further questions ask about the number of staff in the unit and how many of them are fully dedicated to school feeding. Please attach a copy of the unit's mandate or provide a description of it.
	Question 3.11. Are there coordination mechanisms in place between government (national,	Good coordination between actors from central, regional, and school levels is key to ensuring effective implementation.

Policy Goal/Indicator	Rationale
--------------------	regional, or school level) stakeholders? Question 3.12. (If formal coordination mechanisms are in place on 3.11) Please give a brief description of how these coordination mechanisms function, and more specifically, a description of the national unit's mandate of ensuring this coordination process.	Coordination can take many forms. For this exercise, coordination refers to areas of communication, reporting, and problem solving.
	Question 3.13. Is there any pre- or in-service training program in place to train staff on school feeding program management and implementation? *Yes, trainings provided to staff at the national level* *Yes, trainings provided to staff at the regional/district level* *No*	Regular training for staff at the national and regional levels is vital to ensuring the achievement of the NSFP's objectives and to addressing any challenges. Such trainings are also a good opportunity to introduce staff to the latest innovation and new techniques in school feeding.
	Questions 3.14. Do regional/district offices have: *Sufficient staff to fulfill assigned responsibilities* *Sufficient resources to fulfill assigned responsibilities* *None*	The regional and/or district level is the intermediate level between national and school levels. Thus, they can have a major role to play. It is of great importance that this level has sufficient staff and sufficient resources to carry out their responsibilities.
Indicator 3.3	This indicator looks into school-level management and accountability structures. ***Question 3.15. to 3.17.***

Policy Goal/Indicator	Rationale	
School-level management and accountability structures are in place	Question 3.15. Do schools have a mechanism to manage school feeding, based on national guidance (such as national implementation guidelines, a manual, or a school feeding decree)?	Detailed program guidelines and procedures, which regulate the functioning of the program at all levels, especially at the school level, help ensure that staff have clear guidance and standards to carry out an effective school feeding program that meet the desired objectives. The presence of such documents at the school level is very important so that school-level actors learn about the details of the NSFP and how to implement it effectively. It is important to ensure accessibility and availability of such a manual to all schools nationwide. *For example, the School Feeding Reference Manual of Namibia is a school feeding manual that is available at the school level with all the details related to managing and implementing school feeding activities at the school level, such as cooking instructions, food service, post–food service routines, etc. The manual also outlines suggested ideas for recycling empty food bags.*
	Question 3.16. (If YES to 3.15) Are these mechanisms in place in: *Some schools (1% to 50%)* *Most schools (51% to 90%)* *All schools (91% to 100%)* *None (0%)*	This question examines the extent of applicability and/or presence of these mechanisms in schools.
	Question 3.17. Is there any pre- or in-service training program in place to train relevant staff at the school level on School Feeding Program management and implementation?	Regular training for staff at the school level is vital to ensuring the achievement of the NSFP's objectives and to address any challenges.

4.3.4   Policy Goal 4: Design and Implementation

An evidence-based school feeding program design is fundamental to the program's success. Important elements of that include targeting the right beneficiaries and selecting the right modalities of food delivery and a food basket of the right quality. Additionally, local procurement is an important factor to developing and implementing sustainable school feeding programs while simultaneously using the purchasing power of the program as a stimulus for the local agricultural economy.

This policy goal has four indicators. The introductory section of the questionnaire is intended to gather data to better understand the characteristics of school feeding program(s) in the country. Questions under indicator 4.1 need to be answered whether or not there is a school feeding operation managed by the government (central, regional, or local). Questions under indicators 4.2, 4.3, and 4.4 are answered *only* if there is a school feeding program managed by the government (central, regional, or local) since the importance of the whole exercise is to assess and revise design elements of the *national school feeding program*. It is particularly important to assess the country's capacity to run or take over effective school feeding programs and to determine areas that need to be strengthened. If the school feeding program is not operated by the government (central, regional, or local), the indicators will be scored latent, which means that the government is in early stages with regard to the design and implementation of national school feeding programs.

The forth section of the questionnaire focuses on design and implementation for school feeding. The questions, rationale, and examples are listed below.

Policy Goal/Indicator	Rationale	
4. Design and Implementation	**Quality Assurance of Programming and Targeting, Modalities, and Procurement Design, Ensuring a Design That Is Both Needs-Based and Cost-Effective.**	
National school feeding program	*Questions 4.1. to 4.4.*	This set of questions helps stakeholders discuss and determine whether the school feeding program is nationally owned or delegated to development partners. For the purpose of this questionnaire, national school feeding programs are school feeding programs that are operated and managed by the government (central, regional, or local), while funding can be from the government/nongovernment. A country can have mixed programs where part of the school feeding program is operated and managed by the government (central, regional, or local) and other part(s) is/are operated and managed by international/national NGOs and organizations. In this case, please provide answers based on the national school feeding programs that are operated only by the government (central, regional, or local).

Policy Goal/Indicator	Rationale	
		The questions also gather statistics on the number of beneficiaries and program coverage.
Indicator 4.1 A functional monitoring and evaluation (M&E) system is in place as part of the structure of the lead institution and used for implementation and feedback	This indicator helps determine if a functional monitoring and evaluation (M&E) system is in place as part of the lead institution's structure, and if the information from the monitoring system is used to improve implementation. It also takes into account the existence of baseline studies or impact evaluation studies.	
	Question 4.5. Is there a government monitoring and evaluation (M&E) plan or strategy for school feeding?	It is important to have a national monitoring and evaluation system in place to monitor the quality of the school feeding program. Please attach and reference the M&E plan.
	Question 4.6. (If YES to 4.5) a. Please identify which of the following components are included in the M&E plan or strategy: *Data collection tools* *Data collection process* *Data analysis* *Systematic reporting of data analysis* *Program indicators are developed* *M&E guidelines* *Systematic impact evaluation* *Program baseline report* *Budget for M&E* b. Please briefly describe any information regarding the quality of the M&E	If the government has an M&E plan or strategy it should include data collection tools, a data collection process, data analysis, systematic reporting of the data analysis, developed program indicators, M&E guidelines, a systematic impact evaluation, a program baseline, and a budget for an M&E report. These standards can serve as a quality check for the national M&E plan/strategy where it exists. There is a space to add more details about the M&E plan or strategy under the narrative part of the question.

Policy Goal/Indicator	Rationale
	plan or strategy components listed above.
Question 4.7. (If YES to 4.5) Is this M&E system integrated into a national monitoring or education management information system?	When the M&E system for school feeding is integrated into a national monitoring or education management information system, it helps collect and produce comparative data on the effect of school feeding on education indicators such as enrolment, retention, attentiveness, and child nutrition. Additionally, it can provide information and produce comparative data on complementary activities, such as FRESH and WASH indicators. This information is useful for the education sector and thus links school health and school feeding under the education umbrella. For example, information on the prevalence of intestinal parasitic infections and deworming activities can be utilized to ensure that (1) children are healthy and attentive at school and (2) children's bodies are absorbing the nutrients from the school meals.
4.8. (If YES to 4.5) Are data collected and progress reports on school feeding produced by the government: a. At national level *Intermittently* *Regularly (fixed times)* b. At regional level *Intermittently* *Regularly* c. At school level *Intermittently* *Regularly*	This question examines the frequency in which data are collected and reports are produced by the government at various levels. Discussing this question helps identify gaps in the data collection and/or reporting process where they exist and pinpoints the level(s) where there are significant gaps.
Question 4.9. (If YES to 4.8) a. Are the M&E data used to refine and	Proper M&E systems produce valuable information and data. One of the main functions of M&E systems is to provide feedback on progress made toward achieving objectives, and thus this enables stakeholders to make

Policy Goal/Indicator	Rationale	
	update programs or components of programs? b. (If YES to 4.9.a), Please indicate which program components have been reviewed based on M&E data: *Targeting or beneficiary selection* *Food modalities (such as breakfast, lunch, snack, take home rations), food basket, or menu design* *Procurement and logistics arrangements* *Other* *Describe an example*	informed decisions, corrective measures, and revisions regarding various aspects of the program. This question checks if the M&E system is being used to review some of the main elements of the school feeding program. It also encouarges participants to mention an example where M&E helped them review those elements.
	Question 4.10. Have there been any baseline and impact evaluations carried out, or are any planned?	Carrying out a baseline evaluation is important for measuring progress over time against a "reference point" and for setting realistic objectives and targets. Carrying out impact evaluations provides in-depth analysis of various elements of the program, measures success toward achieving intended objectives, and analyzes the effectiveness of the school feeding program. It requires more resources and skills than monitoring activities and therefore is usually conducted every couple of years or when needed.
Indicator 4.2 Program design identifies appropriate target groups and targeting criteria corresponding to the national school feeding policy and the situation analysis.	This indicator helps determine if the national school feeding program's design identifies appropriate target schemes and targeting criteria that correspond to the national school feeding policy and the situation analysis. This indicator is to be assessed only if the answer to question 4.1. was YES. *Questions 4.11. to 4.18.*	
	Question 4.11. Has a situation analysis* assessing the needs for school feeding and	A good situation analysis is important to understanding the school feeding program's needs, strengths, and challenges. It is very important to determining the targeting criteria and methodology,

Policy Goal/Indicator	Rationale
	context of implementation been conducted?	local habits and tastes, availability of local food, and procurement and logistics arrangements, among other factors.

*Here we are referring to the same situation analysis under question 1.7 of Policy Goal 1. |
| | Question 4.12. Is the national school feeding program universal or targeted? *Universal* *Targeted* | In some contexts, countries chose universal coverage of school feeding for all primary school students and may add other education levels as well.

This means universal coverage to all primary education; every student in every public primary school in the country is entitled to be covered by the school feeding program.

For example, in Bolivia's School Feeding Law, Law No. 622 for December 29, 2014, Article 3 ensures all public school students are beneficiaries of the school feeding program, which uses food from local production programs.

The Supreme Court in India passed a number of orders to support the universal coverage of school feeding in all state governorates. One of these is interim order dated November 28, 2001, in which the Supreme Court ordered that cooked meals had to be given to children and instructed all states to implement the Mid-Day Meal Scheme program.

For example, the School Feeding Reference Manual of Namibia: Although the ultimate long-term goal of the Ministry of Education in Namibia is to implement a universal school feeding program that ensures a nutritious meal to all Namibian children, the school feeding program currently is target-based on geographical areas: "Targeting will be conducted at the level of geographical areas with no selection of individual learners within schools. Geographical targeting will be based upon analysis of the country's situation and the problems which school feeding is addressing. This analysis will be informed by national vulnerability assessments, food and nutrition assessments and poverty studies, such as the Namibian Household Income and Expenditure Surveys (NHIES)." |

Policy Goal/Indicator	Rationale
------------------	**Question 4.13.** a. If it is targeted, does the national program have established targeting criteria and methodology? b. (If YES to 4.13a) Please explain the targeting criteria and methodology	If the school feeding program is targeted, there is usually a logic—identified criteria and methodology on how to implement the targeting. It is usually done through food security surveys, national vulnerability assessments, and other national surveys. If the school feeding program is targeted, please explain the targeting criteria and methodology.
	Question 4.14. (If YES to 4.11 and 4.13a) Do the targeting criteria and methodology correspond to the: *Objectives of the school feeding policy* *Needs identified in the situation analysis*	The alignment of the targeting criteria with the objectives of the school feeding program, as outlined in the policy (where it exists) and/or needs that were identified in the situation analysis (where it exists), is key to determining the effectiveness of the targeting, and whether is it based on an analysis of needs or based on budget, logistical, or other constraints. For example, a situation analysis may highlight food insecure areas that should be targeted. Targeting criteria will be in alignment with the situation analysis if they target those identified areas.
	Question 4.15. (If YES to 4.13a) When deciding the targeting criteria, has cost been taken into consideration?	This question is asking whether or not the cost of the school feeding program was a factor when deciding on the targeting criteria. The question seeks to determine whether taking the cost into consideration was done in a realistic way that matches the objectives of NSFP as established in the policy and/or needs identified in the situation analysis. For example, if one of the targeting criteria is to target the most remote areas in a country, transport costs to these remote areas (which are usually higher than other areas) should be taken into consideration.
	Question 4.16. Has the program secured the resources to respond to the criteria and methodology of a targeted or universal school feeding program? *No or only partially* *Yes, in most instances*	This question asks about the availability of resources for a targeted or universal school feeding program and how the availability of resources affected the decision to have a targeted or universal school feeding program.

Policy Goal/Indicator	Rationale	
	Yes, nationwide	
	Question 4.17. a. Has the program's actual cost per child per year been calculated? c. (If YES to 4.17a) d. What is the program's actual cost per child per year (please indicate the currency used and provide information for the past two years)?	This question asks if the government has calculated the school feeding program's cost using the child as the unit. Please specify the cost per child per year and the currency.
	Question 4.18. (If YES to 4.13a) Is M&E information used to refine and update targeting and coverage on a periodic basis?	As mentioned under question 4.9, M&E is important in revising many elements of the program's design. This question explores whether or not the data produced from M&E are used to revise or update the targeting and coverage criteria over time.
Indicator 4.3 Food modalities and the food basket and/or menus correspond to the objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements	This indicator explores national standards on food modalities and the food basket and/or menus in place and the quality of those standards if they exist (for example, do they correspond to the objectives, local habits and tastes, availability of local food, food safety, nutrition content requirements, etc.). In addition, the questions ask whether or not these standards are known and implemented at the school level. *Questions 4.19. to 4.23.*	
	Question 4.19. Are there national standards on food modalities and the food basket and/or menus for school feeding? *No* *Yes* *In process of being developed*	It is recommended that a national school feeding program is based on national standards for food modalities and that the food basket and/or menus are decided upon, studies, needs, and available resources. Food modalities include deciding on what is appropriate for the national school feeding program. Choosing which school feeding modality to follow can be based on their effects and benefits. Some food modalities are meals, snacks or high-energy biscuits, take-home rations, cash or vouchers, etc., or various modalities can be mixed together. Linking school feeding programs to local agriculture, economy, and/or supply chain is one mechanism that can be used to introduce fresh

Policy Goal/Indicator	Rationale
	vegetables and fruits to the food basket while benefiting the local economy. It is important to mention in this context that complementary actions such as food fortification and deworming should be considered when designing the national school feeding program depending on needs and as appropriate.
Question 4.20. (If YES to 4.19.) Do these standards correspond to: *The objectives of the program/policy* *Nutritional content requirements (for example, recommended daily intakes) and the duration of the school day* *Local habits and tastes* *The availability of local food* *Food safety (according to WHO guidelines)*	The national standards of food modality and the food basket and/or menu should be aligned with: *The objectives of the national school feeding program/policy:* If the program and/or policy promotes links with local agriculture, the modalities and food basket should be in line with this and support its implementation. *The nutritional content requirements (such as recommended daily intakes) and the duration of the school day:* These should be based on international and national standards and provide students with at least the minimum daily intake that can support them for the rest of the day. The requirements should take into consideration the socioeconomic conditions of households in certain areas, vulnerability assessments, food and nutrition assessments, and poverty studies. Example: In specific countries or areas, when there is a high prevalence of micronutrient deficiencies, the nutritional content requirements could be very specific to address this issue, and school feeding can play a beneficial role by providing children with school meals fortified with the appropriate micronutrients. *The local habits and tastes:* It is very important to provide food that takes local tastes and cultural or religious eating habits into consideration. Food provided to schoolchildren should be nutritious and at the same time acceptable to students and community. *The availability of local food:* Food should be purchased as locally as possible. When deciding on modalities and food basket menus, the availability of local food, production time, and food supply chain

Policy Goal/Indicator	Rationale

should be taken into consideration to avoid any breaks in the pipeline.

Food safety (according to WHO guidelines):

The Codex Alimentarius developed by WHO and FAO specifies "international food standards, guidelines, and codes of practice that contribute to the safety, quality, and fairness of international food trade." When formulating national policies and plans regarding food, it is advisable to adopt standards from the Codex Alimentarius or, in their absence, adopt other generally accepted international food standards.

Understanding the Codex in various languages:

http://www.codexalimentarius.org/about-codex/understanding-codex/en/

E-learning course about the Codex:

http://www.fao.org/food/food-safety-quality/capacity-development/participation-codex/codex-course/en/

Among others: Many guidelines and standards could be reviewed and assessed when deciding the food modality and food basket and/or menu, among which are the WHO's five keys to safer food:

- Keep clean
- Separate raw and cooked
- Cook thoroughly
- Keep food at safe temperatures
- Use safe water and raw materials

More information can be found at the following links:

http://www.who.int/foodsafety/areas_work/food-hygiene/5keys/en/

http://www.who.int/mediacentre/factsheets/fs399/en/

Question 4.21.
a. Are these standards generally *known* at school level?
No

This question explores whether or not the standards for food modalities and food basket and/or menus are known at the school level and to what extent.

Policy Goal/Indicator	Rationale
	Yes, partially
	Yes, fully
	b. Are these standards generally *implemented* at school level?
	No
	Yes, partially
	Yes, fully
	Question 4.22. Is the M&E information used to update food modalities and the food basket or menus on a periodic basis?
	Question 4.23. a. Is nutrition education part of the national school feeding program?
	b. (If YES to 4.23a) Please explain briefly the population targeted by the nutrition education and what it covers.
Indicator 4.4 Procurement and logistics arrangements are based on procuring as locally as possible, taking into account the costs, capacities of implementing parties, production capacity in the country, quality of the food, and stability of the pipeline.	This indicator explores national standards or established processes for food management in addition to determining whether or not procurement arrangements and logistics are in place, and if they are based on procuring as locally as possible. It also determines if these standards take into account the costs, capacities of implementing parties, production capacity in the country, quality of the food, and stability of the pipeline. Please note that this policy goal also covers some additional questions about linking school feeding programs to local agriculture. *Questions 4.24. to 4.32.*
	Question 4.24.

Column 2 rationale texts (right side):

This question explores whether or not the standards for food modalities and food basket and/or menus are implemented at the school level, and to what extent.

As mentioned under Question 4.9, M&E is important when revising many elements of the program's design. This question explores if the data produced from M&E are used to revise or update national food modalities and the food basket and/or menus over time.

It is also important to ensure that nutrition education is integrated into national school feeding programs, and that it is targeting the right audience (cooks, teachers, students, etc.) to maximize the benefits of school feeding programs. Please describe who benefits from the nutrition education.

It is recommended that a national school feeding program is based on national standards or

Policy Goal/Indicator	Rationale
Are there national standards for procurement and logistics? *No* *Yes* *In process of being developed*	established processes for procurement and logistics. Please attach and include the reference for the national standards for procurement and logistics.
Question 4.25. (If YES to 4.24) Are the national standards based on procuring food as locally as possible?	The new trend regarding school feeding programs, according to evidence-based analysis, is to procure food as locally as possible to develop local agriculture. This should happen while taking into account the cost, production capacity in the country, measures to ensure the stability of the food supply, and other measures.
Question 4.26. (If YES to 4.24) Do the national standards take into account the costs?	This question explores whether or not the cost of procuring food as locally as possible was a factor that is taken into consideration. Procuring local food can have a significant impact on cost, particularly for developing countries and countries with arid areas.
Question 4.27. (If YES to 4.24) Do the national standards take into account the capacities of implementing parties?	It is advisable when developing standards for food management, procurement and logistics to have full knowledge about the capacities of the implementing parties that are part of school feeding and their limitations to avoid any breaks in the pipeline and/or any other potential problems. For example, if a national procurement standard allows food procurement for school feeding from farmers' associations, then the stakeholders should have surveyed the market and know how many farmer associations exist around the target areas and their capabilities to deliver and transport quantities to schools in timely manner.
Question 4.28. (If YES to 4.24) Do the national standards take into account the production capacity in the country?	It is advisable when developing standards for procurement and logistics to have full knowledge about the production capacity in the country, that is, school feeding food menu items that are produced locally, their quantities, surplus that can used for school feeding, time of production, seasonal effects on production, shortfalls, factors that can cause shortage in supply, etc.

Policy Goal/Indicator	Rationale	
	Question 4.29. (If YES to 4.24) a. Do the national standards include measures to ensure the stability of food supply? b. Is an analysis of food requirements and supply options for school feeding programs done regularly? (For example, has the percentage of food demanded by the program that can be sourced locally been established, and is it monitored?)	When standards are promoting the procurement of food as locally as possible, it is important to ensure that the food supply and production of the required food commodities are stable throughout the period of assistance (school feeding program) to avoid breaks in the pipeline. When a school feeding program is dependent on local procurement, it is important to monitor the demand-supply equations, to notice and record any shortage or surplus in the supply side, and to understand the reasons for the shortage or surplus to better plan for the program.
	c. (If YES to 4.29a and 4.29b) Please explain the mechanisms for monitoring food requirements and supply and ensuring stability of food supply.	If there is a monitoring mechanism in place, please provide details about it and how it is implemented.
	Question 4.30. (If YES to 4.24), a. Do the national standards take into account food quality norms and food quality control mechanisms? b. Is there a national body in charge of controlling and certifying food quality? c. (If YES to 4.30b) What is the name of that body?	This set of questions helps determine if the national school feeding program has established food quality norms and food quality control mechanisms, and the presence of national bodies in charge of this. This means, what are the documented procedures to check on food safety and food quality. Please also reference the Codex for internationally accepted food safety standards.
	Question 4.31. (If YES to 4.24)	Availability of the guidelines governing the procurement process to the public is an added value

Policy Goal/Indicator	Rationale	
---------------------	Are the guidelines governing the procurement process available to the public (transparent)?	to the transparency of the procurement process and allows for systemic revisions and updates of these guidelines. Ideally, these guidelines should be available through government websites or online national information resource platforms. Otherwise, the information could be broadcasted or published annually in public newspapers, via radio or TV, or by other means.
	Question 4.32. (If YES to 4.24) Is the M&E information used to refine and update procurement and logistics arrangements?	As mentioned under Question 4.9, M&E is important to revising many elements of the program design. This question explores whether or not the data produced from M&E are used to revise or update the procurement and logistics arrangement over time.
Questions 4.33. to 4.36.	This set of questions helps determine the extent that school feeding is linked to local agriculture and the economy in the country and community involvement. In addition to establishing a safety net, school feeding can alleviate poverty among small-holder farmers, create jobs locally, and enhance profit-making opportunities for community members (for example, in processing, cooking, etc.). This in turn can improve program ownership by parents who are members of the community.	
	Question 4.33. a. Have there been discussions on procurement modalities for school feeding that can be more locally adopted, including the possibility of linking procurement with agriculture-related activities (that is, local-level support to small-scale farmers)? b. Please describe	These questions deal with the linkages between school feeding and support to local farmers to alleviate food insecurity and reduce poverty. Local farmers' involvement can generally supplement community involvement in school feeding programs. Local procurement can reduce costs and promote in the long-term nutritional habits that correspond to local production. The discussions can take place in the steering committee or at the national level as part of the government's poverty reduction strategy.
	Question 4.34. a. Are there service provision models that could potentially create jobs and profit-making opportunities for community members (such as in processing, cooking, etc.)?	These questions are follow-ups to the previous question linking school feeding to community involvement and poverty reduction. When community members provide services, there tends to be more quality control and ownership of the objectives of the programs. Service provision models can promote job creation, incentives to help reduce poverty, and development of the local

Policy Goal/Indicator	Rationale	
	b. Please describe	economy with potential investment in school maintenance.
	Question 4.35. a. What percentage of the total food requirements of the school feeding program is currently being produced locally or imported from foreign source (outside of national borders)?	These questions will gather more information on local production and small-holder farmers. In some countries food cannot be procured locally but procured from large-scale producers that are not necessarily within the school's community.
	b. From the locally produced food, what is the percentage sourced from small-scale farmer associations, community groups, or local businesses? c. Please explain	
	Question 4.36. Are there complementary programs with budgets that provide capacity building for small-holder farmers and the community for the following? *Production* *Storage* *Food processing* *Preparation* *Marketing*	This question will provide more information on the training and capacity building for complementary programs. Training small-holder farmers on innovative production techniques can increase yield, limit crop deterioration by pests, and provide more resources to famers to improve their livelihoods. Storage techniques are important to limit spoilage, and processing and preparation techniques can improve food acceptability and food safety. Resources are needed for training and capacity building and therefore should be included in the overall budget.

4.3.5   *Policy Goal 5: Community Roles—Reaching beyond the School*

School feeding programs that respond to community needs tend to be the strongest programs and the ones most likely to make a successful transition from donor assistance. These programs are often locally owned and incorporate parental or community contributions. Parents and local stakeholders can be empowered to hold the programs accountable and to ensure that their children are receiving nutritional school meals. It is important to have the various roles of community participation clearly identified in formal documents, such

as a school feeding policy, relevant decree, manual, guidelines, etc. The community can participate in designing, implementing, managing, evaluating, and/or contributing resources to the school feeding program. However, communities have to be well prepared to play various roles in the school feeding program.

The fifth section of the questionnaire focuses on community roles with school feeding. The questions, rationale, and examples are listed below.

Policy Goal/Indicator	Rationale
5. Community Roles— Reaching beyond the School	**Community Participation and Accountability over School Feeding Program Create a Sense of Ownership of the Programs.**
Indicator 5.1 A school committee of parents, teachers, and community members implements or oversees the local school feeding program	This indicator determines the degree of community involvement in the school feeding program, ranging from designing the program to holding the program accountable. The indicator also provides information on whether the community's role is institutionalized or informal and elicits discussion on the factors that hinder community participation in school feeding activities. *Questions 5.1 to 5.5*
	Question 5.1. a. Are the roles and responsibilities of the community through school feeding management committees clearly defined in a policy (such as in the national school feeding policy or other policy document, law, or guidelines)? c. (If YES to 5.1a) Please indicate in which documents below (please mention the name and the date of release of this document)	The first question asks about the presence of a formal framework that regulates the roles and responsibilities of the community in the school feeding program. Many of the countries that have developed school feeding policies have included a section on roles and responsibilities of all stakeholders including the roles of the community. The roles and responsibilities of the community can be related to the systems and accountability mechanisms that are in place to monitor the local school feeding program. The roles and responsibilities of the community in the school feeding program can be documented in the national school feeding policy, laws, decrees, guidelines, etc. In is important to mention the title, date, and other details about the document where roles and responsibilities of community in school feeding are mentioned.
	Questions 5.2. a. Are there school feeding management committees?	Whether the role of the community through school feeding committees is highlighted in formal documents or not, it is important to understand if there are actually school feeding management

Policy Goal/Indicator	Rationale	
--------------------	b. Please check who is involved in the school feeding management committee: *Teachers* *Parents* *Community members* *Others*	committees or not, and the composition of such committees. In some cases, there are committees in schools, but they are not specific to school feeding. School feeding may or may not be in their scope of work. If none of the options (teachers, parents, community members, others) are selected, it will be assumed that they are not part of the school committee.

	Questions 5.3. (If YES to 5.1a)
	What are the main roles assigned to the community, through school feeding management committees or associations:
	• *Designing or sharing in designing of the school feeding program*
	• *Implementing the school feeding program (cooking, distributing, purchasing, etc.)*
	• *Managing the school feeding program*
	• *Providing feedback about the school feeding program*
	• *Monitoring the school feeding program*
	• *Holding school feeding programs accountable at*
	   o *Local level or school level*
	   o *Regional level*
	   o *National level*
	• *Other roles*
		This question explores the main roles and responsibilities of the community as outlined in formal documents. Participants should check all that apply. If none of these options are selected, it is assumed that the committee does not have any of these roles.
		
		The community in the form of school committees and associations can have various ways of participating in school feeding activities. This ranges from designing or sharing in the design of the school feeding program (including determining the appropriate modality, food menu, etc.), actual implementation of school feeding program by providing all or part of the food menu (in-kind), providing cash, cooking meals, distributing meals, etc. Their contribution could also be in the form of managing the school feeding program (by managing either the programmatic side that includes contracting suppliers, transporters, preparing reports, etc., or the financial side that includes keeping book ledgers and managing a treasury or both). Communities also have a major role to play in providing feedback about the program and monitoring the program (quality of the food provided to children, breaks in pipelines, hygiene measures in place for cooking the food, etc.). They also have a role in holding the program accountable on national, regional, and local levels if they witness any shortfalls, flaws, or inefficiencies in the program. Other roles and responsibilities that are practiced by the community and not mentioned

Policy Goal/Indicator	Rationale
	under any formal document can be mentioned in the textbox.
Question 5.4. If there are systems and mechanisms in place that enables the community to hold school feeding program accountable at the national, regional, and/or local levels, please describe them.	Community participation, accountability, and ownership are facilitated when communities can hold school feeding programs accountable at the national, regional, and local levels. Please describe the systems and mechanisms in place that enable the community to hold the school feeding program accountable on various levels. For example, in Namibia's *School Feeding Reference Manual of Namibia,* under the document's section on the roles of communities (school level), a specific responsibility includes an accountability mechanism as follows: *Report to school officials any suspicious behavior observed on and around the school premises and storeroom facilities.*
Question 5.5. a. Are there any trainings in place for school feeding management committees? c. (If YES to 5.5a) Please indicate details of this training (frequency, which organization conducts it, and main topics of training).	For community members to undertake their assigned roles and responsibilities, regular trainings should be organized for them. Training can take the form of distance learning through local or national radio or TV programs, brochures, and other mediums. If trainings and/or briefings have taken place, please provide details about them as indicated by the question.
Question 5.6. Please elaborate on the following: a. How do communities work with the school feeding programs? b. What are the main constraints facing community involvement?	Please provide details on additional roles and responsibilities that are beyond the ones mentioned in formal documents. These questions also ask for a description of the community's involvement in the school feeding program in case there are no laws, policy, or guidelines written to regulate their involvement. It is also important to identify the main constraints that limit community participation.

4.4 How to define the stage for each indicator and policy goal

4.4.1 The Framework Rubrics

The SABER-SF *Framework Rubrics* can be used to summarize and explain the whole SABER-SF exercise. The rubrics define what each stage of development (latent, emerging, established, and advanced) means for each indicator and policy goal. It is considered the main tool to guide the assessment because participants in the SABER-SF exercise use the *Framework Rubrics* to determine the stage of development for each indicator under the five policy goals. The stage of development for the policy goal is based on the answers collected from the questionnaire, the indicators' stages of development, and discussions during the workshop.

By studying the *Framework Rubrics* and comparing it to the policy development status in the country, it will be clear what stage the country is at for each policy goal's indicator(s)—thus, benchmarking the countries' policies against the five internationally agreed upon best practices for school feeding. (*See the Annex for detailed Framework Rubrics.*)

Generally, the four stages of latent, emerging, established, and advanced correspond to the definitions shown in figure 3.

Figure 3: General Definitions of the Four Stages

Latent: No or very little policy development	**Emerging:** Initial or some initiatives toward policy development
Definition of each stage	
Established: Some policy development	**Advanced:** Development of a comprehensive policy framework
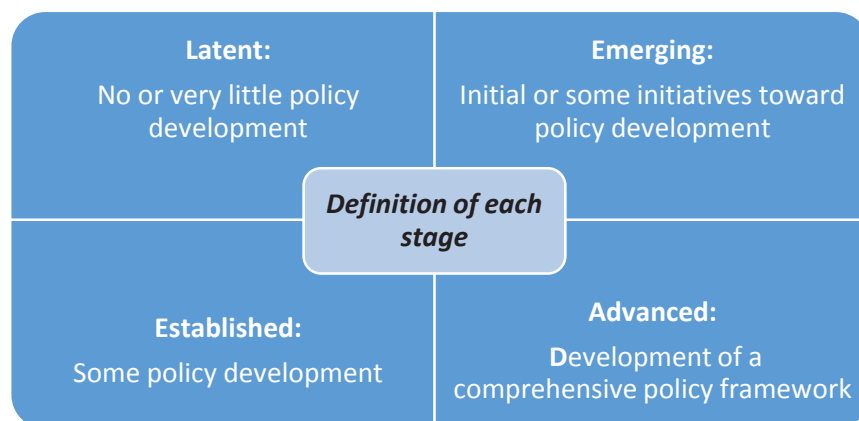
Source: Adapted from "What Matters in School Health and School Feeding."

4.4.2 Excel SABER-SF Scoring Rubrics

As an additional aid, an automated scoring system is available. The SABER-SF *Scoring Rubrics* are a Microsoft Excel file divided into five worksheets corresponding to the five policy goals of SABER-SF's framework: Policy Frameworks, Financial Capacity, Institutional Capacity and Coordination, Design and Implementation, and Community Roles—Reaching beyond the School. The score is automatically calculated for each indicator and policy goal based on the answers collected from the questionnaire. This additional tool can be used during the group discussions to inform the discussion and to identify any potential inconsistency between the answers to the questionnaire and the final stage attributed to each

indicator and policy goal. *It is not a substitute for the conclusions reached by the informed and knowledgeable participants.*

4.4.3 How to use the SABER-SF *Scoring Rubrics*

1. Proceed by opening the filled questionnaire.
2. In the column labeled "Answer," please enter 1 for the appropriate cell if the answer is YES.
3. If No or no choice, please leave blank or enter "0." Repeat for each question that is scored.
4. Please note that 1 does not indicate a score here, "1" means Yes, and "0" or blank means No, or no selected choice.
5. When all questions are answered for a particular indicator, the sheet will automatically provide a stage of development in the **yellow row** at the end of each indicator.
6. The total score for a policy goal is automatically calculated by summing all indicators and taking the average. The result is shown at the bottom on the **brown row** at the end of each sheet. The corresponding stage of development (latent, emerging, established, or advanced) is also automatically generated.

Figure 4: Illustrative Diagram of the SABER-SF *Scoring Rubrics Scoring Rubrics*

Note: Questions in a light font in the Excel tool do not have scores. They are designed to stimulate the discussions and add information to the SABER-SF reports. Usually they are narrative questions.

4.4.4 Rationale behind scoring

In the SABER-SF scoring Excel file, the responses for each indicator are given a weighted score ranging from 0 to 1 based on how the indicator helps differentiate the four stages of development. The total score for an indicator will fall into one of the following ranges: 0 to 0.24 (LATENT stage), 0.25 to 0.49 (EMERGING stage), 0.5 to 0.74 (ESTABLISHED stage), or 0.75 to 1 (ADVANCED stage). Questions are given various scores that match the criteria in the *Framework Rubric*s, which define the most important factors for each indicator or policy goal.

4.4.5 Example

The relationship and order between the various SABER-SF tools (questionnaire, *Framework Rubrics, Scoring Rubrics,* and SABER-SF report) are summarized in figure 5.

Figure 5: Relationship between SABER-SF Tools

1. Answer SABER-SF questionnaire under each indicator or policy goal

2. Use the *Framework Rubrics* to determine the stage of each indicator and policy goal

3. Use the *Scoring Rubrics* as a helpful tool to validate the stage you have suggested

4. Draft SABER-SF report based on findings

Practical example: Policy Goal 1: Policy framework

Assume a context where a country has school feeding mentioned in their Poverty Reduction Strategy Paper (PRSP) and in the Education Policy of the country. The government has defined objectives and sectoral responsibilities for the national school feeding program in the Education Policy, but it does not have targets or milestones mentioned in any part of the document.

The country does not have any specific national school feeding policy.

Applying SABER-SF tools, refer to the context given above and use the questionnaire under policy goal 1 (policy framework) to answer the following practice questions:

Under Indicator 1.1:

Question 1.1: Is school feeding mentioned in
   a. The published Poverty Reduction Strategy Paper (PRSP) or an equivalent national strategy?
      ☐ NO   ☒   YES

   b. Any published sectoral policy, strategy or law (for example, education sector plan, nutrition strategy, social protection policy, etc.)?
      ☐ NO   ☒   YES

Question 1.2: (If NO on 1.1) Was school feeding discussed during the preparation of the PRSP or the equivalent national strategy, or a sectoral policy, strategy, or law?

☐   NO   ☐   YES

☐   DON'T KNOW

Question 1.3a: (If YES on 1.1a or b) In the PRSP or the equivalent national strategy or in a sectoral policy, strategy, or laws where school feeding program is mentioned, has the government defined

☒ Objectives

☐Targets

☐Milestones

☒ Sectoral responsibilities

Question 1.3b: (If YES on 1.1 a and b) Are published sectoral policies or strategies aligned with the national-level poverty reduction strategy or equivalent national strategy?

☐   NO   ☐   YES

Refer to the *Framework Rubrics*, read through the various options under Indicator 1.1

You will find that for the above mentioned situation, the most appropriate stage for this indicator is Established, which is described in the *Framework Rubrics* as follows:

"School feeding included in published national-level poverty reduction strategy or equivalent national policy (including specifications as to where school feeding will be anchored and who will implement); published sectoral policies or strategies have clearly defined objectives and sectoral responsibilities"

Under indicator 1.2[8]

1.4. Is there a published national policy on school feeding? (This can also be any nationally recognized policy document or law that (1) provides evidence of the government's recognition of school feeding as a strategically important intervention and (2) encapsulates the government's policy on school feeding.)

☒   NO
☐   YES
☐   In process of being developed

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[8] The rest of questions under this indicator depend on answer of "Y" for Question 1.5, so we skipped them here for the purpose of this exercise

Refer to the *Framework Rubrics*, read through the various options under Indicator 1.2

You will find that for the above mentioned situation, the most appropriate stage for this indicator is LATENT, which is described in the *Framework Rubrics* as follows: "There is recognition of the need for a technical policy related to school feeding, but one has not yet been developed or published."

The situation of the country reflects a situation where it is Established under indicator 1.1 and Latent under indicator 1.2.

Refer to the *Scoring Rubrics* and enter the answers above as described under section 4.3.3 (1 represents Yes or selected choice). The scoring system gives the same results as above and defines the overall stage for Policy Goal 1 as Emerging.

In the SABER-SF report template, you will list the stage of each indicator with the reasons and contextual information for why the indicator was scored at a particular stage of development based on the *Framework Rubrics.*

5   Publication of SABER-SF Report

The SABER-SF report summarizes the assessment results of the SABER-SF exercise. The SABER-SF report on a country includes contextual country information such as on its education system and health issues as well as detailed information about the five SABER-SF policy goals. The report specifically documents the results of the questionnaire regarding the stages of development for the indicators and the five policy goals in the country. The report helps the country to compare its policy status to other countries' policy status. It also contributes to research on school feeding issues and is useful for development purposes.

The following section provides details on how to write the SABER-SF report using the report template, how to validate the report, and how to have it posted on the World Bank SABER's website.

5.1 How to write the SABER-SF report

The SABER-SF report should be prepared using the Report Template. This section provides some guidance on how to use the template.

1. Type the country's name on the top left corner, add the country's flag on the upper right corner, and add the year the report will be published under the words "SABER Country Report."
2. In the header of the second page, type the country's name on the left-hand side where "country" is highlighted and add the year that the report will be published on the upper right-hand side where "year" is highlighted. In the Introduction and first two country background sections, please change the highlighted word "country" to the name of the country in the report.
3. The body of the report can be drafted as follows:
   a. Provide background information about the country in the sections titled "COUNTRY in Brief" and "Education and Health in COUNTRY."
   b. Contextualize the section "The Case for School Feeding" based on the country's unique context regarding school feeding and nutrition.

c. For each policy goal section, first change the picture image to correspond with the stage of development for the policy goal and then change the capitalized word "country" to the name of the country in the report. In the body of this section, please describe and explain the policy goals' and indicators' stages of development along with references to documents used as evidence for the scores. Please fill out a table that lists the indicator, the stage of development (score), and the score's justification based on the *Framework Rubrics* explaining why the country received that score. The score should be an image file, which will be provided.

4. At the end, write a conclusion providing a summary of the overall findings and policy recommendations.

5. In the Appendix, please insert the *Framework Rubrics* chart that has the indicators' stages of development highlighted and the corresponding policy goal's overall stage written in the last column. (Please see SF Standard Template Rubrics Chart for Report Appendix.xlsx.)

6. In the Acknowledgments section, include the names of government officials, donors, main partners, and other entities that have participated in executing the SABER-SF exercise and report.

7. Cite all references at the end of the report and list all acronyms.

8. Finally, on the cover page, summarize the results of each policy goal and add the appropriate image for the policy goal's stage of development. The listed policy goals should be in the following order: "(1) Policy Frameworks, (2) Financial Capacity, (3) Institutional Capacity and Coordination, (4) Design and Implementation, and (5) Community Roles—Reaching beyond the School." Save entire document as a Microsoft Word document.

9. Attach all supporting documents, including completed questionnaire, action plan, relevant policies, supporting laws, guidance, manuals, etc., to the SABER-SF report.

5.2 How to clear the report

As a first step, when a national workshop is organized to carry out the SABER-SF exercise, validation of the findings occurs during the plenary sessions when groups present their results. The stage of development for each indicator is determined based on the answers provided that match with the SABER-SF *Framework Rubric*s, and the stages of development are checked against the *Scoring Rubrics* (Excel file). The overall stage of each policy goal is discussed and validated by stakeholders. These conclusions are compiled in the SABER-SF report template.

Then the draft report is checked for accuracy and cleared by the government (for example, the head of the school feeding unit, the SF steering committee). The final version with all related supporting documents and references should be sent to the World Bank, WFP, and PCD team for review, clearance, and publication. The World Bank SABER team will edit and finalize the report before posting it on the website.

5.3 How to publish the report on the SABER website

After the SABER country report has been verified for data accuracy and cleared by the country for publication, the report is submitted to the SABER team at the World Bank. For the country report to be published, the completed questionnaire and data on the stage of development for each indicator and policy

goal are prerequisites. Although country reports can be published in various languages, it is ideal for at least one of the published versions to be in English. It should be noted that the publication of the report on the SABER website is subject to World Bank procedures.

In the case where a World Bank representative was not present at the SABER-SF workshop or did not review a draft of the SABER report before its submission to the World Bank, the report will be sent to the World Bank's country education team for internal review of accuracy and consistency.

To contribute to a global knowledge base on school feeding policies and to provide evidence for the indicators' stages of development, it is important to include references and/or copies of all the documents (laws, policies, guidelines, etc.) used to answer the SABER-SF questionnaire.

6   Planning Forward—Building on SABER-SF findings

An important part of the SABER-SF exercise is building on the results of the exercise and planning future policy and institution development. The exercise is usually an eye-opener for many participants and stakeholders about the country's strengths and weaknesses regarding school feeding policies and institutions, and it is an opportunity to plan next steps for policy development using a participatory approach. Even in situations where a School Feeding Policy or draft of such a policy exists, the SABER-SF exercise can be used as an opportunity to review them using the SABER-SF framework as a lens.

Sierra Leone: In Sierra Leone, a draft school feeding policy was already in place when planning for the SABER-SF exercise that was executed on June 10–11, 2014. The SABER-SF workshop was a good opportunity to present the draft policy to a wide range of participants and to review the policy in light of the SABER-SF exercise's conclusions and recommendations.

The SABER-SF workshop is a good opportunity to develop an action plan or road map or to revise existing plan(s). It is important to take into consideration any existing action plans and/or road maps in the country that were developed by the government or in coordination with CoE or other organizations to avoid duplicating efforts. SABER-SF should build upon any previous efforts to draft policies, strengthen existing systems, or develop road maps.

As suggested in the planning of the workshop's agenda (section 4.2.2), the second day of the workshop is dedicated to planning next steps. Each of the policy goal groups (five groups total) can build on identified gaps and plan activities designed to strengthen an existing national system or to transition from a partner supported to a nationally owned program. Priority actions should be oriented toward policy development and implementation, which are the focuses of SABER-SF. The action plan should have an initial time frame. The action plan may be further developed to include program implementation issues. In this case, additional studies or assessments may be needed to guide the formulation of the action plan.[9]

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[9] For more guidance on building an action plan, please refer to "Sustainable School Feeding Programmes—A Guidance Note to Develop a National Sustainability Strategy" (PCD, WFP, and World Bank 2012).

After the workshop, the action plan should be technically validated and approved by designated authorities. It is recommended for the steering committee—where it exists—to monitor the implementation of the action plan on a regular basis, and where it does not exist to form a steering committee or a task force for this purpose. A second SABER exercise can be conducted two to three years later to monitor progress.

The engagement of donors and partners in the SABER-SF exercise is vital (such as the World Bank, WFP, and PCD) because they can offer various types of assistance ranging from technical to financial. This includes consultancies and advice on developing a national school feeding policy and/or systems based on best practices. It also includes a wide range of activities such as visiting the WFP CoE in Brazil; providing technical advice on issues such as targeting and vulnerability assessments; explaining how to use cash or vouchers in NSFP; linking school feeding programs with local agriculture and economy; using school feeding as a response mechanism in emergencies; and following up on action plans, evaluations, and research. In addition, partners such as WFP can assist governments in carrying out government cost analysis for national school feeding programs, which is a tool to assess the cost of a national school feeding program that is adapted to the country's context. The government cost analysis can inform government decision making regarding cost containment for existing program(s) and calculate the costs of different scale-up scenarios and different design options. WFP can also help countries carry out an Investment Case Exercise, which is a cost-benefit analysis of the value added for each dollar invested in school feeding. It is a very useful advocacy tool because it shows the extent to which school feeding programs are advantageous to a country's overall development in the long run based on academic evidence and country-specific data.

Benin: Two weeks after conducting a SABER-SF exercise in March 2014, a government delegation from Benin with coordination support from WFP traveled to the Centre of Excellence (CoE) in Brazil. Having conducted the SABER-SF exercise and identified gaps that led to the development of an initial action plan, the delegation learned from the Brazilian experience of linking school feeding to local agriculture, decentralization modalities, and Home-Grown School Feeding models. They decided to revise their action plan to include these good practices.

7   Timeline and Quality Assurance Measures

The SABER-SF exercise requires proper preparation with adequate time and resources. This section covers the timeline to plan and execute the SABER-SF exercise. It also provides a checklist for quality measures before, during, and after the workshop.

7.1 Timeline

The process of planning, preparing, and executing the SABER-SF exercise could take from four to eight weeks, but it will vary from country to country. The diagram below provides an estimated timeline based on the experiences from the countries where a SABER-SF exercise has already taken place.

Figure 6: Timeline for Executing a SABER-SF Exercise
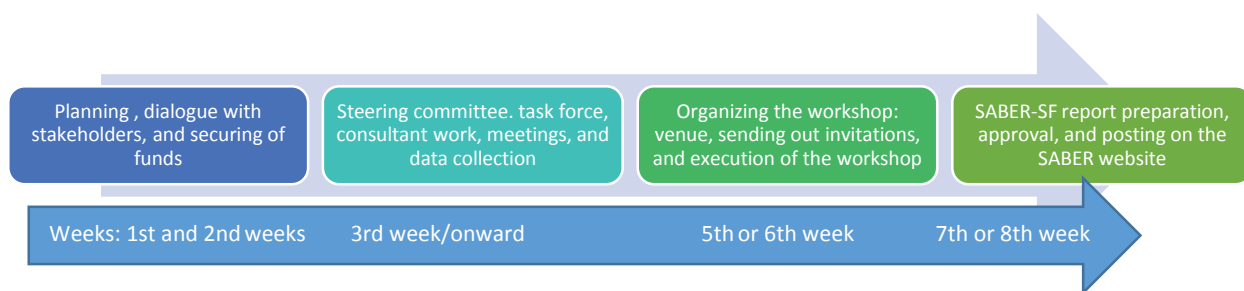
7.2. Check list for quality assurance measures

This section provides a checklist to assist you to ensure that quality measures are in place for the various stages of the SABER-SF exercise.

Preparation stage (before the workshop)

✓ A steering committee or task force is set to plan and execute the exercise.

✓ The steering committee or task force is well acquainted with the purpose and the methodology of SABER-SF.

✓ Roles are clearly identified (who will lead the process, who will fund the event, who will be in charge of logistics, who will collect required information, who will prepare the SABER-SF report, who will communicate with other stakeholders, etc.).

✓ Resources needed to execute the exercise are identified (funding resources, external experts, examples from other countries, etc.).

✓ Funding resources are secured.

✓ Human resources are secured and list of participants finalized.

✓ Objectives and expected results are clearly set and communicated to all relevant stakeholders.

✓ Copies of the questionnaire are distributed to all participants before the workshop.

✓ Data collection: A person or group of persons are assigned to collect the preliminary relevant documents.

✓ The workshop proceedings are defined (facilitation and group session mechanisms, venue logistics, and secretariat responsible and others).

✓ Communication is done with all relevant ministries in the country.

✓ Communication is done with all stakeholders in the country including the World Bank, WFP, and PCD, other donors, and NGOs.

✓ Venue and facilities are booked. Ensure adequate space for break-out groups.

✓ Microphones and sound system are available in the venue (if needed).

✓ *Whenever required*, translation needs are discussed and arrangements are made accordingly.

✓ Workshop agenda is validated and printed.

> **Additional tips:**
>
> The optimum number of participants in the workshop should be between 30 and 50 individuals.
>
> Participants should include government officials at the decision-making levels from all relevant ministries.

✓ Invitations are sent to stakeholders two weeks before the workshop (invitations should be sent from the government).

✓ Speakers, facilitators, and moderators are selected.

✓ Assigned person to open and close the workshop with keynote addresses is ready.

✓ Presentations are ready: Presentations should be brief and could cover some of the following topics: overview of the education sector in the country, school feeding program in the country and future school feeding plans in the country, overview of school feeding in relation to the five policy goals in the country, SABER, SABER-SF, workshop rules, and next steps.

✓ Hand-out materials are printed.

✓ Folders for participants are prepared including all required materials for the workshop (agenda, framework rubrics, SABER-SF questionnaire, relevant policies, manuals, copies of laws, etc.).

✓ Initial assignment of participants to the five working group is made to save time.

✓ Media packet that will be distributed at the workshop is prepared in advance. This is essential to ensure accurate coverage.

During the Workshop

✓ Participation is encouraged. It is preferable to keep the discussions focused on the policy level as much as possible.

✓ Participants are divided into five groups (when answering the questionnaire or reviewing the results of the questionnaire prepared during the data collection).

✓ Each group has at least one laptop or tablet.

✓ Background documents are made available.

✓ Results of each policy goal are discussed objectively.

✓ Scores for each policy goal and indicators are calculated using the *Scoring Rubrics* to complement discussions.

✓ Results are presented in plenary and validated.

✓ A draft of the SABER-SF country report is prepared using the validated information.

✓ The main gaps in the policies are identified.

✓ The needs and capacity development areas are identified.

✓ The priority areas for action are identified.

✓ A road map or action map with initial time frame is developed.

After the workshop

✓ Debriefing session with the government and task force is conducted.

✓ The draft SABER-SF country report is reviewed and approved by the government.

✓ The final SABER-SF report sent for posting to the World Bank, WFP, and PCD team with all supporting documents and filled questionnaire.

✓ Task force or steering committee follows up implementation of the action plan.

Additional tips:

Remember that SABER-SF is measuring the policy level of school feeding and not implementation.

Remember that the scoring system cannot replace the qualitative information you may gather during the workshop, and the questionnaire cannot cover all the realities and/or the quality elements of school feeding policies. The SABER exercise provides a broad overview of school feeding policies and systems in the country.

References

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Government of Sierra Leone. 2013. "The Agenda for Prosperity: Road to Middle Income Status—Sierra Leone's Third Generation Poverty Reduction Strategy Paper (2013–2018)." http://www.undp.org/content/dam/sierraleone/docs/projectdocuments/povreduction/undp_sle_The%20Agenda%20for%20Prosperity%20.pdf.

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World Bank. 2012. "What Matters Most for School Health and School Feeding: A Framework Paper." Systems Approach for Better Education Results (SABER) Working Paper Series No. 3. World Bank, Washington, DC. http://documents.worldbank.org/curated/en/2012/06/18069747/matters-most-school-health-school-feeding-framework-paper.

World Food Programme. 2013. "State of School Feeding Worldwide 2013." World Food Programme, Rome. http://documents.wfp.org/stellent/groups/public/documents/communications/wfp257481.pdf.

Annex

1. **Questionnaire in English** (available in other languages)

2. *Framework Rubrics* (available in other languages)

3. **Contact Details for the SABER Team** at the World Bank for any questions or comments
   - 3.1   Option 1: Please click on the following link to access a form to send to the SABER team at the World Bank:
     http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:23389538~pagePK:210058~piPK:210062~theSitePK:282386,00.html
   - 3.2   Option 2: Please send your inquiry to eservice@worldbank.org with "SABER-School Feeding" in the subject line.

4. **List of Useful Resources**

SABER

Systems Approach for Better Education Results

April 2015

SABER-School Feeding

Data Collection Instrument

WORLD BANK GROUP

With the support of

WFP United Nations World Food Programme

PCD The Partnership for Child Development

Table of Contents

Background

The 2008 global food, fuel, and financial crises have given new prominence to school feeding as a potential safety net and social support measure that helps keep children in school. School feeding programs provide an explicit or implicit transfer to households and can increase school attendance, cognition, and educational achievement, particularly if supported by complementary actions such as deworming and food fortification. In many cases these programs have a strong gender dimension, especially when they target girls' education, and they may also be used to specifically benefit the poorest and most vulnerable children. Well-designed school feeding programs can provide nutritional benefits and should complement and not compete with nutrition programs for younger children, which remain a clear priority for targeting malnutrition overall. Such programs will help countries achieve the Education for All goals.

What Is the Purpose of This Initiative?

The Systems Approach for Better Education Results (SABER) for School Feeding is part of a larger exercise by the World Bank that aims to benchmark all of the education subsystems. Geared toward improving the advice and operational support offered by the World Bank to its partner countries, SABER seeks to provide standards of good practice against which countries can assess themselves. The expectation is that such a resource will facilitate comparative policy analysis, identify the key areas to focus investment, and assist in disseminating good practice.

As a high-level, general assessment, the overall objective of this initiative is to help countries identify strengths and weaknesses regarding school feeding systems and develop evidence-based roadmaps of policy development to improve their school feeding programs**.**

What Is the Purpose of This Questionnaire?

The school feeding framework and questionnaire are drawn from the joint World Bank and World Food Programme publication *Rethinking School Feeding*[10] and the standards therein. These standards have now been streamlined as part of the international school feeding dialogue.

Policy makers, educational leaders, and researchers will have access to the data collected using the questionnaire. This will enable users to make their own diagnoses about the state of school feeding policies in their countries and make informed decisions to promote school feeding. The data collected will be key to discussions on how to improve school feeding policies and programs, and therefore your contributions are critical to this process and your participation is very much appreciated*.*

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[10] Bundy et al. (2009).

Who Is Leading This Initiative?

The System Approach for Better Education Results for School Feeding (SABER) is part of a larger exercise by the Education Global Practice, which was formerly the Human Development Network.

The SABER–School Feeding (SABER-SF) system was developed in collaboration with the World Food Programme (WFP) and Partnership for Child Development (PCD) and other partners, including UNICEF, WHO, Save the Children, and academic institutions.

WFP has adopted SABER-SF as a tool to systematically assess progress in the transition to national ownership in all its school feeding operations. In line with its 2013 Revised School Feeding Policy, SABER-SF results will be mainstreamed into the preparation of WFP school feeding projects from 2015.

Will Your Responses Be Kept Confidential?

Yes. Individually identifiable responses or data will not be reported.

Claudia Maria Costin   **Amit Dar**   **Luis Benveniste**
Senior Director   *Director*   *Practice Manager*

Education Global Practice   Education Global Practice   Education Global Practice

Contact Information of Respondent(s)

Country: _____

Date: _____

Name of main focal point in country: _____

Name of the main coordinating body responding: _____

Please write down the Name, Institutional Affiliation, Job Title, and E-mail Address of the people who are answering this questionnaire.

Name	Institution	Job Title	E-mail Address

Instructions

1. Please begin by reading the introductory information.

2. Answer every question. At the end of this survey, there is a section to list any questions for which you could not determine an answer. If you absolutely cannot answer a question, leave it blank and then make a note of it at the end of the questionnaire. Please also use the space at the end of each section or of the questionnaire to clarify any answers or provide any additional information you think will assist the SABER-SF team in analyzing the data.

3. Please provide all references for the laws, policies, guidelines, and other relevant documents used to complete the questionnaire.

SECTION 1: POLICY FRAMEWORK
Overarching Policies for School Feeding—Sound Alignment with the National Policy

INDICATOR 1.1: Overarching Policies

1.1. Is school feeding mentioned in

c.   **The published Poverty Reduction Strategy Paper (PRSP) or an equivalent national strategy?**
☐ No   ☐ Yes

d.   **Any published sectoral policy, strategy, or law** (such as education sector plan, nutrition strategy, social protection policy, etc.)?

☐ No   ☐ Yes

(If YES to 1.1a or/and 1.1b please attach a copy of the PRSP, strategy, sectoral policy, or any relevant documents or provide web links if documents are online, and list references for the documents in the box below.)

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1.2. (If NO to 1.1a and b) **Was school feeding discussed during the preparation of the PRSP or the equivalent national strategy, or a sectoral policy, strategy, or law?**

☐ No   ☐ Yes ☐ Do not know

1.3a. (If YES to 1.1a or b) **In the PRSP, the equivalent national strategy, or in a sectoral policy, strategy, or laws where the school feeding program is mentioned, has the government defined*:** *(check all applicable)*

☐   Objectives

☐   Targets

☐   Milestones

☐   Sectoral responsibilities

*In this context, objectives are specific results to be achived within a given time frame, and available resources while targets are well-defined levels of achievement for each objective that the government sets out to accomplish in a given period. Milestones are well-defined and significant steps toward achieving a goal or target. Sectoral responsibilities are duties and major activities that are assigned to each ministry or relevant body. Refer to the glossary at the end of the questionnaire and SABER-SF manual for further explanations and examples.

1.3b. (If YES to 1.1a and b) **Are published sectoral policies or strategies aligned with the national-level poverty reduction strategy or equivalent national strategy?**

☐ No   ☐ Yes

Please use the box below for additional comments regarding questions 1.1 to 1.3.

INDICATOR 1.2: School Feeding Policy

1.4. Is there a published national policy on school feeding? (This can also be any nationally recognized policy document or law that (1) provides evidence of the government's recognition of school feeding as a strategically important intervention and (2) encapsulates the government's policy on school feeding.)

☐   No
☐   Yes
☐   In process of being developed*

Do not answer the rest of the questions under this indicator in the case that ''No'' or ''In process of being developed'' is selected.

(If YES, please attach a copy of this policy and any other relevant documents and provide references for them in the box below.)

| |
| |

1.5. (If YES to 1.4) **Which sectors were involved* in developing the policy?** *(check all applicable)*

☐	Education
☐	Health
☐	Agriculture
☐	Social affairs/social welfare/social development
☐	Other (specify): _____
☐	Other (specify): _____

*Involvement in developing the policy means engaging in the process of its development from the early stages, which is beyond just approving the final draft. Refer to the SABER-SF manual for further explanation.

1.6. (If YES to 1.4) **Does the policy include the following:** *(check all applicable)*

	YES	NO
Objectives	☐	☐
Rationale	☐	☐
Scope (beneficiary groups)	☐	☐
Design, implementation	☐	☐
Funding mechanisms	☐	☐
Links to local production and sourcing or links with agriculture	☐	☐
Institutional arrangements and/or coordination	☐	☐
Community roles	☐	☐

1.7. (If YES to 1.4) **Has a situation analysis* of needs been used to inform the policy?**

☐ No   ☐ Yes

*An analysis of the prevailing situation in a given country or region provides a comprehensive analysis of the nature, causes, and extent of the problems affecting school-age children; the nutritional needs of school-age children and challenges to their full development; and description of the current status, resources, and capacity in the country for implementing school feeding programs that correspond to the identified gaps.

(If YES, please attach copies of relevant documents, write down a brief description of the situation analysis report, and provide references for the documents in the box below.)

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1.8. (If YES to 1.4) **Is the national school feeding policy aligned with the national poverty reduction strategy and relevant sectoral policies and strategies?**

☐ No   ☐ Yes

Please use the box below for additional comments regarding questions 1.4 to 1.8.

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SECTION 2: FINANCIAL CAPACITY

Governance of the National School Feeding Program

INDICATOR 2.1: Stable Government Funding and Budgeting

2.1. Is school feeding included in the national planning process and funded by the government*?

☐ No   ☐ Yes

Government funding could be through central, regional, or local governments' budgets.

2.2. (If YES to 2.1) **Is there a budget line* for school feeding in the central government's budget?**

☐ No   ☐ Yes

A commitment line where a budget is solely allocated to school feeding, and usually the amount is revised on an annual basis.

2.3a. (If YES to 2.1) **What is the approximate government's budget allocation for school feeding in local currency?**

Central government: Amount: _____   (year:_____)
Regional, district, and local governments: Amount: _____   (year:_____)
Local currency: _____

2.3b. What is the approximate budget allocation for all school feeding programs in the country in U.S. dollars? (Please consider all school feeding programs existing in the country, whether managed by the government or not, and all funding sources, domestic and external.)

Amount: _____   (year:_____)

2.3c. What percentage of the total school feeding budget allocation came from the different funding sources that year in U.S. dollars?*

☐Central government   Percentage: ------------   Amount: $_____
☐Regional, district, and local governments Percentage: ------------   Amount: $_____
☐Private sector   Percentage: ------------   Amount: $_____
☐Local NGOs   Percentage: ------------   Amount: $_____
☐Community   Percentage: ------------   Amount: $_____
☐Sector-wide funding   Percentage: ------------   Amount: $_____
☐WFP   Percentage: ------------   Amount: $_____
☐Other external donors   Percentage: ------------   Amount: $_____
☐Other, please specify   Percentage: ------------   Amount: $_____

Check all applicable even if you do not know the amount or percentage.

2.3d. **If there are any donors funding school feeding programs, please list the names of the donors in the box below.**

<div style="border:1px solid black; height:200px;"></div>

2.3e. How many private sector entities are contributing to the national school feeding program?

☐   None
☐   1–2
☐   3–5
☐   More than 5

2.3f. (If YES to 2.3e) **How does the private sector contribute to the national school feeding program?** *(choose all applicable)*

☐   Provision of in-kind contributions
☐   Provision of pro-bono services (transportation, packing, etc.)
☐   Provision of cash funds

2.3g. Is there a mechanism* in the government budgeting process (central, regional, or local) to accept funding from the private sector for the national school feeding program?

☐ No   ☐ Yes

*Mechanism: System in place to accept cash donations from the private sector into the central, regional, or local budget of school feeding and procedures to record these contributions in government ledgers.

2.4a. (If YES to 2.1) **Are funds from the government allocated to operate a national school feeding program (a school feeding operation managed by central, regional, or local government or authorities)?**

☐ No   ☐ Yes

2.4b. (If YES to 2.4a) **What is the allocated budget per child or per year for the national school feeding program, if any?** *(please indicate the currency used)*

Amount:_____ Currency: _____   (year:)

(If there are differences across regions or education levels, please use the box below or space at the end of this section to provide details.)

<div style="border:1px solid black; height:60px;"></div>

2.5a. (If YES to 2.4a): **Is the national budget (at the central level) allocated for school feeding enough to cover all the expenses of running the program in line with national policies and needs?**

☐ No   ☐ Yes

2.5b. (If NO to 2.5a), **please explain:**

```
[                                                                    ]
```

2.6a. Does each ministry (other than the Ministry of Education) involved in the program have a budget allocated to school feeding?

☐ No   ☐ Yes

2.6b. (If YES to 2.6a)**, please list the ministries in the box below.**

```
[                                                                    ]
```

2.7. Do regions and/or districts have a budget line for school feeding?

☐ No   ☐ Yes

2.8a. (If YES to 2.7): **Is the budget allocated at the regional and/or district level for school feeding enough to cover all the expenses of running the national program in line with national policies and needs?**

☐ No   ☐ Yes

2.8b. (If NO to 2.8a), **please explain in the box below.**

```
[                                                                    ]
```

2.9. Do regions or districts have budget plans* for school feeding?

☐ No   ☐ Yes

*A budget plan is a planning tool to determine needs and the corresponding resources required. It is not a commitment.

2.10. Do schools have a budget line for school feeding?

☐ No   ☐ Yes

2.11a. (If YES to 2.10): **Is the budget allocated at the school level for school feeding enough to cover all the expenses of running the national program in line with national policies and needs?**

☐ No   ☐ Yes

2.11b. (If NO to 2.11a), **please explain in the box below.**

```
  
  
  
```

2.12. Do schools have budget plans for school feeding?

☐ No   ☐ Yes

2.13. (If YES to 2.7 or/and 2.10) **Do implementers* have the capacity (technical capacity and enabling processes) to plan and budget as well as request resources from the central level as needed?**

☐ No   ☐ Yes

*Implementers are any entity that is responsible for carrying out one or more of the school feeding functions, for example, purchasing food. Depending on the modality in the country, this could be the Ministry of Education, local municipalities, schools, community members or cooks, NGOs, etc.

2.14. Are school feeding funds currently being disbursed to the implementers in a timely and effective manner?

☐ No   ☐ Yes

2.15. (If YES to 2.14**) How are funds disbursed? Please identify any existing mechanisms in place to enable effective disbursement of funds to the implementation level.**

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2.16. (If NO to 2.14)

    d.   **How are funds disbursed? Please identify any perceived obstacles to this process.**

    e.   **Please identify any ongoing dialogue to strengthen mechanisms for funds disbursement.**

Please use the box below for additional comments regarding questions 2.1–2.16.

SECTION 3: INSTITUTIONAL CAPACITY AND COORDINATION

School Feeding Coordination: Strong Partnerships and Intersectoral Coordination

INDICATOR 3.1: Existence of Sectoral or Multisectoral Steering Committee

3.1a. **Is there a formal national steering committee in place:**

☐ No   ☐ Yes

3.1b. (If YES to 3.1a) **What is the mandate of the steering committee** *(choose all relevant answers):*

☐   Coordinating the implementation of a National School Feeding Policy

☐   Formulating a National School Feeding Policy

☐   Coordinating the implementation of school feeding program at the national level without a National School Feeding Policy

3.1c. (If YES to 3.1a) **What is the name of this body?**   _____

3.1d. (If YES to 3.1a) **How often does this body meet? Does it have a clear work plan and objectives?** *(If YES, please attach copies of work plan and objectives and provide references for the documents below.)*

3.2. (If YES to 3.1a) **Please identify which sectors are part of this steering committee (such as Education, Health, Agriculture, Social Protection, Local Government, Water, etc.).**

(check all applicable)

☐   Education

☐   Health

☐   Agriculture

☐   Social affairs, social welfare, or social development

☐   Other (specify):   _____

3.3a. (If YES to 3.1a) **Does the steering committee involve partners or members that are not affiliated with the government** (such as NGOs, UN organizations, civil society, private sector, research institutes, etc.)**?**

☐ No   ☐ Yes

3.3b. (If YES to 3.3a), **please list the names of the partners or members in the box below.**

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3.4a. Has the Ministry of Agriculture been involved in connecting the school feeding program(s) with national agricultural production?

☐ No   ☐ Yes

3.4b. (If YES to 3.4a), **please describe in the box below.**

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3.5a. Is school feeding discussed in any national-level coordination body (technical working group, larger steering committee, or coordinating body or the like) that deals with school health and nutrition, food security, or nutrition?

☐ No   ☐ Yes

3.5b. (If YES to 3.5a) **What is the name of this body?** _____

Please use the box below for additional comments regarding questions 3.1–3.5.

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INDICATOR 3.2: Management and Accountability Structures

3.6a. Is there a specific ministry or institution with the mandate of managing and implementing the school feeding program(s)?

☐ No   ☐ Yes

3.6b. (If YES to 3.6a), **Please specify which ministry or institution has this mandate:**

☐ Ministry of Education
☐ Ministry of Health
☐ Ministry of Agriculture
☐ Other (specify): _____

3.7a. Is there a specific unit at the national level in charge of the overall management of school feeding within the lead institution and responsible for coordination between the national and the regional or local levels?

☐ No   ☐ Yes

3.7b. (If YES to 3.7a) **Does the school feeding unit has a clear mandate?**

☐ No   ☐ Yes

If YES, please attach a copy of the mandate and provide the reference to the mandate in the box below.

3.8. (If YES to 3.7a) **Does the responsible unit in charge of managing school feeding have a sufficient amount of staff, given the responsibilities that the unit has been given?**

☐ No   ☐ Yes

3.9 How many people work in the national unit responsible for school feeding?

_____

3.10 How many of them are fully dedicated to school feeding (if any)?

_____

3.11. **Are there coordination mechanisms in place between government (national, regional, or school level) stakeholders?**

☐   Formal coordination mechanisms are in place and functioning in most cases
☐   Formal coordination mechanisms are in place but not fully functioning
☐   Informal coordination mechanisms
☐   No coordination mechanisms

3.12. (If formal coordination mechanisms are in place in Question 3.11) **Please give a brief description in the box below of how these coordination mechanisms function, and more specifically, a description of the national unit's mandate for ensuring this coordination process.**

3.13. Is there any pre- or in-service training program in place to train staff on school feeding program management and implementation? *(check all applicable)*

☐ Yes, trainings provided to staff at the national level
☐ Yes, trainings provided to staff at the regional or district level
☐ No

3.14. Do regional or district offices have: *(check all applicable)*

☐ Sufficient staff to fulfill assigned responsibilities
☐ Sufficient resources to fulfill assigned responsibilities
☐ None

Please use the box below for additional comments regarding questions 3.6–3.14.

INDICATOR 3.3: School-Level Management and Accountability Structures

3.15. Do schools have a mechanism to manage school feeding, based on national guidance (such as national implementation guidelines, a manual, or a school feeding decree)?
☐ No   ☐ Yes

3.16. (If YES to 3.15) **Are these mechanisms in place in:**

☐   Some schools (1% to 50%)
☐   Most schools (51% to 90%)
☐   All schools (91% to 100%)
☐   None (0%)

3.17. Is there any pre- or in-service training program in place to train relevant staff at the school level on school feeding program management and implementation?

☐ No   ☐ Yes

Please use the box below for additional comments regarding questions 3.15–3.17.

SECTION 4: DESIGN AND IMPLEMENTATION

Quality Assurance of Programming and Targeting, Modalities, and Procurement Design, Ensuring Design That Is Both Needs-Based and Cost-Effective

Introduction Questions

4.1. Is there a national school feeding program:* a school feeding operation managed by the government (central, regional, or local)?

☐ No   ☐ Yes

*For the purpose of this questionnaire, national school feeding programs are school feeding programs that are operated and managed by the government (central, regional, or local), and funding can be from the government or from nongovernmental sources. A country can have mixed programs, where part of the school feeding program can be operated and managed by various levels of government, and other part(s) is/are operated and managed by international or national NGOs and organizations. In this case, please provide answers based on the national school feeding programs that are operated by the government only (central, regional, or local).

→ (*If No to 4.1*)**, please move to question 4.3, and questions under** *indicator 4.1***. You do not need to answer questions related to** *indicators 4.2, 4.3, and 4.4***.**

4.2a. (If YES to 4.1), **How many students benefit from the national school feeding program? Please provide this information for the past three years:**

School year: _____   Total: _____

School year: _____   Total: _____

School year: _____   Total: _____

4.2b. (If YES to 4.1) **Please provide below the breakdown by school level for the last year for which data are available.**

	Number of beneficiaries from national school feeding program	Beneficiaries as a percentage of students enrolled in this level
Pre-primary school:		
Primary school (grades:_____)		
Secondary school (grades:_____)		
Other (please specify)		

School year: _____

4.3. How many students benefit from school feeding programs implemented by partners (including WFP)? Please provide this information for the past three years:

School year: _____   Total: _____

School year: _____   Total: _____

School year: _____   Total: _____

4.4. (If YES to 4.1), **What is the total number of provinces or districts (or equivalent subnational administrative divisions) covered by national school feeding program?**

School year: _____   Total covered: _____/out of_____

Please use the box below for additional comments regarding questions 4.1–4.4.

INDICATOR 4.1: Functional Monitoring and Evaluation System

4.5. Is there a government monitoring and evaluation (M&E) plan or strategy for school feeding?

☐ No   ☐ Yes

If YES, please attach copies of the M&E plan or strategy and provide the reference of the M&E plan/strategy in the box below.

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4.6a. (If YES to 4.5) **Please identify which of the following components are included in the M&E plan or strategy:**

	NO	YES	DON'T KNOW
Data collection tools	☐	☐	☐
Data collection process	☐	☐	☐
Data analysis	☐	☐	☐
Systematic reporting of data analysis	☐	☐	☐
Program indicators are developed	☐	☐	☐
M&E guidelines	☐	☐	☐
Systematic impact evaluation	☐	☐	☐
Program baseline report	☐	☐	☐
Budget for M&E	☐	☐	☐

4.6b. Please briefly describe in the box below any information regarding the quality of the M&E plan or strategy components listed above.

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4.7. (If YES to 4.5) **Is this M&E system integrated into a national monitoring or education management information system?**

☐ No   ☐ Yes

4.8. (If YES to 4.5) **Are data collected and progress reports on school feeding produced by the government:**

a. At national level
☐ Intermittently   ☐ Regularly

b. At regional level
☐ Intermittently   ☐ Regularly

c. At school level
☐ Intermittently   ☐ Regularly

4.9a. (If YES to 4.8**) Are the M&E data used to refine and update programs or components of programs?**

☐ No   ☐ Yes

4.9b. (If YES to 4.9a), **Please indicate which program components have been reviewed based on M&E data.**

☐   Targeting or beneficiary selection ☐   Food modalities (such as breakfast, lunch, snack, take-home rations), food basket, or menu design ☐   Procurement and logistics arrangements ☐   Other: Please describe an example:

4.10a. Have there been any baseline and impact evaluations carried out, or are any planned?

☐   No
☐   Yes, being planned
☐   Yes, in progress
☐   Yes, completed

If YES, please attach copies of the baseline or impact evaluation and provide references for the evaluations in the box below.

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Please use the box below for additional comments regarding questions 4.6–4.10.

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INDICATOR 4.2: Planned Targeting Criteria and Target Groups

(To Be Answered Only if YES to Question 4.1)

4.11. Has a situation analysis* assessing the needs for school feeding and context of implementation been conducted?

☐   No
☐   Yes (please indicate year of last update:_____)
☐   In process
*An analysis of the prevailing situation in a given country or region provides a comprehensive analysis of the nature and extent of the problems affecting school-age children and their causes including the nutritional needs of school-age children and challenges to their full development, and it describes the current status, resources, and capacity in the country for implementing school feeding programs that correspond to the identified gaps.

4.12. Is the national school feeding program universal or targeted?

☐   Universal*
☐   Targeted
*Universal coverage means every student in every public primary school in the country is a beneficiary of the school feeding program.

4.13a. (If it is targeted), **Does the national program have established targeting criteria and methodology?**

☐   No
☐   Yes
☐   In process of being developed

4.13b. (If YES to 4.13a) **Please explain the targeting criteria and methodology in the box below.**

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4.14. (If YES to 4.11 and 4.13a) **Do the targeting criteria and methodology correspond to the:** *(check all applicable)*

☐   Objectives of the School Feeding Policy
☐   Needs identified in the situation analysis

4.15. (If YES to 4.13a) **When deciding the targeting criteria, has cost been taken into consideration?**
☐ No   ☐ Yes

4.16. Has the program secured the resources to respond to the criteria and methodology of a targeted or universal school feeding program?

☐   No or only partially
☐   Yes, in most instances
☐   Yes, nationwide

4.17a. Has the program's actual cost per child per year been calculated?
☐   No
☐   Yes
☐   Being calculated for the first time

4.17b. (If YES to 4.17a) **What is the program's actual cost per child per year (please indicate the currency used and provide information for the past two years)?**
(If there are differences across regions or education levels, please used the box below to provide details.)
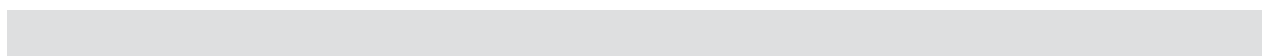
Currency (for example, U.S. dollar, CFA): _____

Amount: _____   (Year:_____)

Amount: _____   (Year:_____)

4.18. (If YES to 4.13a) **Is M&E information used to refine and update targeting and coverage on a periodic basis?**

☐ No   ☐ Yes

Please use the box below for additional comments regarding questions 4.12–4.18.

INDICATOR 4.3: Food Modalities and Food Basket

(To Be Answered Only if YES to Question 4.1)

4.19. Are there national standards on food modalities and the food basket or menus for school feeding?

☐   No
☐   Yes
☐   In process of being developed

If YES, please attach copies of the national standards and any other relevant documents and list their references and other related details in the box below.

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4.20. (If YES to 4.19) **Do these standards correspond to:**

☐   The objectives of the program or policy
☐   Nutritional content requirements (for example, recommended daily intakes) and the duration of the
      school day
☐   Local habits and tastes
☐   The availability of local food
☐   Food safety (according to WHO guidelines)

4.21a. Are these standards generally *known* at the school level?

☐   No
☐   Yes, partially
☐   Yes, fully

4.21b. Are these standards generally *implemented* at the school level?

☐   No
☐   Yes, partially
☐   Yes, fully

4.22. Is the M&E information used to update food modalities and the food basket or menus on a periodic basis?

☐ No   ☐ Yes

4.23a. Is nutrition education part of the national school feeding program?

☐ No   ☐ Yes

4.23b. (If YES to 4.23a) **Please explain briefly in the box below the population targeted by the nutrition education and what it covers.**

Please use the box below for additional comments regarding questions 4.19–4.23.

INDICATOR 4.4: Procurement and Logistical Arrangements

(To Be Answered Only if YES to Question 4.1)

4.24. Are there national standards for procurement and logistics?

☐   No
☐   Yes
☐   In process of being developed

If YES, please attach copies of the national standards and any other relevant documents and list their references and other related details in the box below.

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4.25. (If YES to 4.24), **Are the national standards based on procuring food as locally as possible?**

☐ No   ☐ Yes

4.26. (If YES to 4.24), **Do the national standards take into account the costs?**

☐ No   ☐ Yes

4.27. (If YES to 4.24), **Do the national standards take into account the capacities of implementing parties?**

☐ No   ☐ Yes

4.28. (If YES to 4.24), **Do the national standards take into account the production capacity in the country?**

☐ No   ☐ Yes

4.29a. (If YES to 4.24), **Do the national standards include measures to ensure the stability of food supply?**

☐ No   ☐ Yes

4.29b. Is an analysis of food requirements and supply options for the school feeding programs done regularly? (For example, has the percentage of food demanded by the program that can be sourced locally been established, and is it monitored?)

☐ No   ☐ Yes

4.29c. (If YES to 4.29a and 4.29b), **Please explain in the box below the mechanisms for monitoring food requirements and supply and ensuring stability of food supply.**

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4.30a (If YES to 4.24), **Do the national standards take into account food quality norms and food quality control mechanisms?**

☐ No   ☐ Yes

4.30b. (If YES to 4.24), **Is there a national body in charge of controlling and certifying food quality?**

☐ No   ☐ Yes

4.30c. (If YES to 30b), **What is the name of that body?**
_____

4.31. (If YES to 4.24), **Are the guidelines governing the procurement process available to the public (transparent)?**
☐ No   ☐ Yes

4.32. (If YES to 4.24), **Is the M&E information used to refine and update procurement and logistics arrangements?**

☐ No   ☐ Yes

4.33a. Have there been discussions on procurement modalities for school feeding that can be more locally adopted, including the possibility of linking procurement with agriculture-related activities (that is, local-level support to small-scale farmers)?

☐ No   ☐ Yes

4.33b. (If YES)**, please describe in the box below.**

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4.34a. Are there service provision models that could potentially create jobs and profit-making opportunities for community members (such as in processing, cooking, etc.)?

☐ No   ☐ Yes

4.34b. (If YES to 4.34a), **please describe in the box below.**

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4.35a. What percentage of the total food requirements of the school feeding program is currently being:
☐   Produced locally (within national borders)
   Percentage: _____%   (Year: _____)

☐   Imported from foreign sources (outside of national borders)
   Percentage: _____%   (Year: _____)

4.35b. From the locally produced food, what is the percentage sourced from small-scale farmer associations, community groups, or local businesses?
   Percentage: _____%   (Year: _____)

4.35c. Please explain in the box below.

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4.36. Are there complementary programs with budgets that provide capacity building for small-holder farmers and the community for the following?

	Yes	No	Not Applicable
Production	☐	☐	☐
Storage	☐	☐	☐
Food processing	☐	☐	☐
Preparation	☐	☐	☐
Marketing	☐	☐	☐

Please use the box below for additional comments regarding questions 4.24–4.36.

SECTION 5: COMMUNITY ROLES—REACHING BEYOND THE SCHOOL

Community Participation and Accountability: Strong Community Participation and Ownership (Teachers, Parents, Children)

INDICATOR 5.1: Community's Roles

5.1a. Are the roles and responsibilities of the community through school feeding management committees clearly defined in a policy (for example, in the national school feeding policy or other policy document, law, or guidelines)?

☐ No   ☐ Yes

5.1b. (If YES to 5.1a), **please indicate below in which documents** *(please mention the name and the date of release of this document).*

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5.2a. Are there school feeding management committees?

☐ No   ☐ Yes

5.2b. Please check who is involved in the school feeding management committee:

☐   Teachers
☐   Parents
☐   Community members
☐   Others: _____

5.3. (If YES to 5.1a) **What are the main roles assigned to the community, through school feeding management committees or associations:**
(check all applicable)

☐   Designing or sharing in designing of the school feeding program
☐   Implementing the school feeding program (cooking, distributing, purchasing, etc.)
☐   Managing the school feeding program
☐   Providing feedback about the school feeding program
☐   Monitoring the school feeding program

Holding school feeding programs accountable at:

☐   Local level or school level
☐   Regional level
☐   National level
☐   Other roles (please specify): _____

Please describe the other community's roles and responsibilities in the box below.

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5.4. If there are systems and mechanisms in place that enable the community to hold the school feeding program accountable at national, regional, and/or local levels, please describe them.

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5.5a. Are there any trainings in place for school feeding management committees?

☐ No   ☐ Yes

5.5b. (If YES to 5.5a), **please indicate below details of this training (frequency, which organization conducts it, and main topics of training).**

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5.6. Please elaborate on the following:

a. How do communities work with the school feeding programs?

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b. What are the main constraints facing community involvement?

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Please use the box below for additional comments regarding questions 5.1–5.6.

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Annex Glossary of Terminologies

Terminology	Definition
Policy Goal 1	
Objectives	Specific results to be achived within a given timeframe and available resources.
Target	A well-defined level of achievement for each objective that the government sets out to accomplish in a given period of time. For example, the government can set a target for the national school feeding program to reach 100 percent of primary school children in five years.
Milestone	A well-defined and significant step toward achieving a goal or target. For example, a milestone for the above mentioned target is to increase the national budget for national school feeding by 20 percent .
Sectoral responsibilities	Duties and major activities that are assigned to each ministry or relevant body. For example, the Ministry of Education has the mandate of managing the national school feeding program.
Situation analysis	An analysis of the prevailing situation in a given country or region: It provides a comprehensive analysis of the nature, causes, and extent of the problems affecting school-age children; the nutritional needs of school-age children and the challenges to their full development; and a description of the current status, resources, and capacity in the country for implementing school feeding programs that correspond to the identified gaps.
Policy Goal 2	
Budget or budget plans	A financial plan used to estimate revenues and expenditures for a specific period. A budget plan is a planning tool to determine needs and the corresponding resources required, it is not a commitment.
Budget line	A certain line in the budget that is allocated to a specific activity.
School feeding has budget line	A commitment line where the budget line is solely allocated to school feeding expenses, and usually the amount is revised on an annual basis.

Budget (budget allocation)	The amount of funding designated to each expenditure item or line, and a limit that is not to be exceeded.
Assigned budget allocated for each ministry involved in the school feeding program	Funds in the budget allocated to school feeding–related activities in the ministries involved with the school feeding program. For example, the Ministry of Health has annual funds for one of their representatives to conduct regular checks on school kitchens or meals.
Mechanism in the government budgeting process (central or local) to accept funds from the private sector for the national school feeding program	A system is in place to accept cash donations from private sector into the central, regional, or local budget for school feeding with procedures to record these contributions in governmental accounts.
Implementers	Any entity that is responsible for carrying out one or more of the school feeding functions, such as purchasing food. Depending on the modality in the country, this could be the Ministry of Education, local municipalities, schools, community members or cooks, NGOs, or others.
Policy Goal 4	
National School Feeding Program	For the purpose of this questionnaire, national school feeding programs are school feeding programs that are operated and managed by the government (central, regional, or local), while funding can be from the government or nongovernmental groups. A country can have mixed programs, where part of the school feeding program can be operated and managed by the government (central, regional, or local) and other part(s) is/are operated and managed by international or national NGOs and organizations. In this case, please provide answers based on the national school feeding programs operated by the government only (central, regional, or local).
Universal coverage (for school feeding)	Every student in every public primary school in the country is a beneficiary of the school feeding program.

Systems Approach for Better Education Results: School Feeding Policy Framework

POLICY LEVER	INDICATOR	STAGE			
		Latent	Emerging	Established	Advanced
Policy Goal 1: Policy Frameworks					
Overarching policies for school feeding: sound alignment with the national policy	National-level poverty reduction strategy or equivalent national strategy as well as sectoral policies and strategies (education sector plan, nutrition policy, social protection policy) identify school feeding as an education and/or social protection intervention, clearly defining objectives and sectoral responsibilities	There is recognition of school feeding as an education and/or social protection intervention, but school feeding is not yet included in the published national-level poverty reduction strategy, equivalent national policy, or sectoral policies and strategies	School feeding is discussed by members and partners during preparation of national-level poverty reduction strategy, equivalent national policy, or sectoral policies and strategies but not yet published	School feeding is included in a published national-level poverty reduction strategy or equivalent national policy (including specifications as to where school feeding will be anchored and who will implement and accompanied by targets and/or milestones set by the government); published sectoral policies or strategies have clearly defined objectives and sectoral responsibilities	School feeding is included in a published national-level poverty reduction strategy or equivalent national policy (including specifications as to where school feeding will be anchored and who will implement and accompanied by targets and/or milestones set by the government); published sectoral policies or strategies have clearly defined objectives and sectoral responsibilities, including what school feeding can and cannot achieve, and are aligned with the national-level poverty reduction strategy or equivalent national strategy
	An evidence-based technical policy related to school feeding outlines the objectives, rationale, scope, design, and funding and sustainability of the program and comprehensively addresses all four other policy goals (institutional capacity and coordination, financial capacity, design and implementation, and community participation)	There is recognition of the need for a technical policy related to school feeding, but one has not yet been developed or published	A technical policy and situation analysis is under development by the relevant sectors that address school feeding	A technical policy related to school feeding is published, outlining the objectives, rationale, scope, design, funding, and sustainability of the program and covering some aspects of all four other policy goals, including links with agriculture development	A technical policy related to school feeding is published, outlining the objectives, rationale, scope, design, funding, and sustainability of the program and comprehensively covering the four other policy goals with a strategy for local production and sourcing, including links with agriculture development and small-holder farmers; policy is informed by a situation analysis of needs and aligned with national poverty reduction strategies and relevant sectoral policies and strategies

Policy Goal 2: Financial Capacity

Governance of the national school feeding program: stable funding and budgeting	National budget line(s) and funding are allocated to school feeding; funds are disbursed to the implementation levels (national, district, and/or local) in a timely and effective manner	There is recognition of the need to include school feeding in the national planning process, but this has not yet happened; the government is fully reliant on external funds and does not have provision in the national budget to allocate resources to school feeding; there is recognition of the need for mechanisms for disbursing funds to the implementation levels, but these are not yet in place	School feeding is included in the national planning process, and national funding is stable through a budget line but unable to cover all needs; there is no budget line at regional and school levels; existing school feeding funds are disbursed to the implementation levels intermittently	School feeding is included in the national planning process and is fully funded through a national budget line; all ministries involved in the program implementation have a budget line or funds allocated; budget lines also exist at regional and school levels; school feeding funds are disbursed to the implementation levels in a timely and effective manner	School feeding is included in the national planning process and is fully funded through a national budget line consistent with the school feeding policy and situation analysis including options for engaging with the private sector; budget lines and plans also exist at regional and school levels, sufficient to cover all the expenses of running the program; school feeding funds are disbursed to the implementation levels in a timely and effective manner, and implementers have the capacity to plan and budget as well as request resources from the central level

Policy Goal 3: Institutional Capacity and Coordination

School feeding coordination: strong partnerships and intersector coordination	Multisectoral steering committee coordinates implementation of a national school feeding policy	Any multisectoral steering committee coordination efforts are currently nonsystematic	Sectoral steering committee coordinates implementation of a national school feeding policy	Multisectoral steering committee from at least two sectors (such as education, social protection, agriculture, health, local government, water) coordinates implementation of a national school feeding policy	Multisectoral steering committee from at least three sectors (for example, education, social protection, agriculture, health, local government, and water) coordinates implementation of a national school feeding policy; this government-led committee provides comprehensive coordination (across international agencies, NGOs, the private sector, and local business representatives) and is part of a wider committee on school health and nutrition
Management and accountability structures, including staffing: strong institutional frameworks for implementation	National school feeding management unit and accountability structures are in place, coordinating with school-level structures	A specific school feeding unit does not yet exist at the national level; coordination between the national, regional or local (if applicable), and school levels is lacking	A school feeding unit exists at the national level, but it has limited resources and limited staff numbers and lacks a clear mandate; coordination mechanisms between the national, regional or local (if applicable), and school levels are in place, but they are not fully functioning	A fully staffed school feeding unit with a clear mandate exists at the national level, based on an assessment of staffing and resources needs; coordination mechanisms between the national, regional or local (if applicable), and school levels are in place and functioning in most instances	A fully staffed school feeding unit exists at the national level, based on an assessment of staffing and resources needs, with a clear mandate and pre- and in-service training; coordination mechanisms between the national, regional or local (if applicable), and school levels are in place and fully functioning
	School-level management and accountability structures are in place	Mechanisms for managing school feeding at the school level are not uniform, and national guidance on this is lacking	National guidance on required mechanisms for managing school feeding is available at the school level but not yet implemented fully	Most schools have a mechanism to manage school feeding, based on national guidance	All schools have a mechanism to manage school feeding, based on national guidance, with pre- and in-service training for relevant staff

Policy Goal 4: Design and Implementation

	Indicator	Latent	Emerging	Established	Advanced
Quality assurance of programming and targeting, modalities, and procurement design, ensuring design that is both needs-based and cost-effective	A functional monitoring and evaluation (M&E) system is in place as part of the structure of the lead institution and used for implementation and feedback	The importance of M&E is recognized, but government systems are not yet in place for M&E of school feeding implementation	A government M&E plan exists for school feeding with intermittent data collection and reporting occurring, especially at the national level	The M&E plan for school feeding is integrated into national monitoring or information management systems, and data collection and reporting occur recurrently at national and regional levels	The M&E plan for school feeding is integrated into national monitoring or information management systems, and data collection and reporting occur recurrently at national, regional, and school levels; analyzed information is shared and used to refine and update programs; a baseline is carried out, and program evaluations occur periodically
	Program design identifies appropriate target groups and targeting criteria corresponding to the national school feeding policy and the situation analysis	The need for targeting is recognized, but a situation analysis has not yet been undertaken that assesses school feeding needs and neither targeting criteria nor has a targeting methodology been established as yet	Targeting criteria and a targeting methodology are being developed corresponding to the national school feeding policy; a situation analysis assessing needs is still incomplete	Targeting criteria and a targeting methodology exist and are implemented corresponding to the national school feeding policy and a situation analysis assessing needs	Targeting criteria and a targeting methodology exist and are implemented corresponding to the national school feeding policy and situation analysis (including costings for various targeting and designs); M&E information is used to refine and update targeting and coverage on a periodic basis
	Food modalities and the food basket correspond to the objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements	There is recognition of the need for national standards for food modalities and the food basket, but these do not exist yet	National standards on food modalities and the food basket have been developed and correspond to two or more of the following: objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements	National standards on food modalities and the food basket have been developed and correspond to objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements	National standards on food modalities and the food basket have been developed and correspond to objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements; M&E information is used to refine and update food modalities and food basket on a periodic basis

Procurement and logistics arrangements are based on procuring as locally as possible, taking into account the costs, capacities of implementing parties, production capacity in the country, quality of the food, and stability of the pipeline	There is recognition of the need for national standards for procurement and logistics arrangements, but these do not exist yet	National standards on procurement and logistics arrangements have been developed and are based on three or more of the following: procuring as locally as possible, taking into account the costs, capacities of implementing parties, production capacity in the country, quality of the food, and stability of the pipeline	National standards on procurement and logistics arrangements have been developed and are based on procuring as locally as possible, taking into account the costs, capacities of implementing parties, production capacity in the country, quality of the food, and stability of the pipeline	National standards on procurement and logistics arrangements have been developed and are based on procuring as locally as possible, taking into account the costs, capacities of implementing parties, production capacity in the country, quality of the food, and stability of the pipeline; M&E information is used to refine and update procurement and logistics arrangements

Policy Goal 5: Community Roles: Reaching beyond the School

Community participation and accountability: strong community participation and ownership (teachers, parents, and children)	Community participates in school feeding program design, implementation, management and evaluation and contributes resources (in-kind, cash, or as labor)	Systems and accountability mechanisms are not yet in place for consultation with parents and community members on the design, monitoring, and feedback of the school feeding program	A school feeding management committee exists, but parent and community member participation could be strengthened and awareness on the opportunity to monitor and feedback on the school feeding program is lacking	The school feeding management committee comprises representatives of teachers, parents, and community members, and communities have accountability mechanisms to hold school feeding programs accountable at the school level	The school feeding management committee comprises representatives of teachers, parents, and community members and has clearly defined responsibilities and periodic training; accountability mechanisms are in place by which communities can hold school feeding programs accountable at the school, regional, and national levels

List of Useful Resources

1. Rethinking School Feeding
   https://openknowledge.worldbank.org/bitstream/handle/10986/2634/48742.pdf?sequence=1
2. What Matters Most for School Health and School Feeding: A Framework Paper
   http://wbgfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/Background/SHN/Framework_SABER-School_Health.pdf
3. State of School Feeding Worldwide 2013
   http://www.wfp.org/content/state-school-feeding-worldwide-2013