Previous chapters highlight the need to improve the design of new school feeding programs and to revisit existing programs with a view toward sowing the seeds for sustainability and effectiveness. This chapter presents a compilation of existing tools and two new tools to assist program designers and policy makers.

The available tools tend to concentrate on the design and implementation of programs, but typically lack guidance on how to assess and put in place the key factors that lead to sustainability. In particular, there is a need for guidance on how to analyze the policy framework in a given country, the financial capacity and funding alternatives for the program, and the institutional arrangements and implementation capacity. There is also a need to update existing guidance on the trade-offs in choosing among the different modalities, the options for the food basket, the relative costs, and the expanded range of procurement options. In response to this need, this section describes an updated checklist (presented in detail in appendix 3) as a tool to guide the design of new school feeding programs.

Just as there is a need for clear guidance on how to design effective and sustainable programs from the start, there is also a growing recognition of the need to revisit and update existing programs. The analysis of the El Salvador case history (see appendix 1) shows that the transition process
involved a significant investment of time and resources in changing over from one strategy to another. A growing number of countries have begun to use national consultations on school feeding as the basis for systematic strategic and practical dialogue among government and stakeholders, and as a starting point for the transition process. In this section we present a framework (described in detail in appendix 4) as a tool to facilitate the redesign of existing school feeding programs and to provide a common base for all stakeholders involved in the program.

A conclusion of these analyses is that the currently available tools to design school feeding need to be updated in light of new findings and knowledge on the topic.

**Checklist to Design and Implement New School Feeding Programs**

Appendix 3 provides a checklist to design new school feeding programs. The tool suggests a step-by-step process, including the following main stages:

- **Problem analysis** includes assessments to determine the operational context and the possible role and need for school feeding. It also details a feasibility assessment and an analysis of government policies related to school feeding.
- **Definition of objectives** clarifies the program’s objectives and the expected outcomes based on the assessment and problem analysis results.
- **Targeting** identifies the relevant groups and target areas, based on assessment results.
- **Rations composition and food distribution modality** details the need to select the type of food, the type of rations, and modalities that are in line with program objectives, practical aspects, and costs.
- **Management and implementation arrangements** include school-level management arrangements, monitoring and evaluation systems, coordination, and complementary activities.
- **Risk management and contingency planning** identifies possible risks to program implementation and strategies to mitigate them.
- **Costing and budgeting** includes a breakdown of costs by set-up costs and continuing costs and possible funding sources.

**Checklist to Update Existing School Feeding Programs**

Recent interest in school feeding has led to national discussions in many countries. Governments have held national consultations or workshops
around the issue as a first step toward including the program in national policy. There is a growing need for a framework to guide these types of conversations among stakeholders and partners and to provide a systematic way of thinking about school feeding and its implications at the national and subnational levels.

Appendix 4 presents a tool to revisit school feeding programs in light of new thinking and research. It is meant to be an assessment framework that can be used by the government or by other partners to assess the quality and potential for sustainability of an existing school feeding program. The tool is meant to provide a road map for a smooth transition of a school feeding program to the government and therefore serve as the basis for a transition strategy. It also provides a framework within which the government and partners can collectively discuss, analyze, and take action on school feeding around a set of common objectives. As such, it can enhance national ownership, facilitate dialogue between partners and the government, guide action planning and capacity development strategies, and help to focus resources on specific priority areas.

To date, this tool has been used in Afghanistan, Haiti, Malawi, and Pakistan as the basis for national workshops on school feeding. The results of the workshops have been action plans to improve the existing programs and coordinate actions among different stakeholders. It was used in Tanzania as the basis for the redesign of the school feeding program and in El Salvador as the framework for a transition case study (featured in appendix 1).

The tool has the following five components of school feeding and 20 indicators or benchmarks of good practice:

1. **Strong policy frameworks**
   - The national-level poverty reduction strategy or equivalent national strategy identifies school feeding as an education intervention, a social protection intervention, or both.
   - The sectoral policies and strategies identify school feeding as an education or social protection intervention (education sector plan, social protection policy).
   - There is a specific strategy related to school feeding or school health and nutrition that specifies the objectives, rationale, scope, design, and funding of the program.

2. **Strong institutional structure and coordination**
   - There is a national institution mandated with the implementation of school feeding.
• There is a specific unit in charge of the overall management of school feeding within the lead institution at the central level and that unit has sufficient staff, resources, and knowledge.
• There is an intersectoral coordination mechanism in place that is operational and involves all stakeholders and partners of the institution.
• There are adequate staff and resources for oversight at the regional level.
• There are adequate staff and resources for design and implementation at the district level.
• There are adequate staff, resources, and infrastructure for implementation at school level.

3. **Stable funding and planning**
• School feeding is institutionalized within the national planning and budgeting process.
• There is a budget line for school feeding and national funds from the government or from donors that cover the needs of the program regularly.

4. **Sound program design and implementation**
• The program has appropriate objectives corresponding to the context and the policy framework.
• Program design identifies appropriate target groups and targeting criteria corresponding to the objectives of the program and the context.
• Program has appropriate food modalities and food basket corresponding to the context, objectives, local habits and tastes, availability of local food, and nutritional content requirements (demand-side considerations).
• Procurement and logistics arrangements are based on procuring as locally as possible as often as possible taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline (supply and procurement considerations).
• There is appropriate calibration of demand and supply, establishing what percentage of food demanded by the program can be sourced locally.
• There is a monitoring and evaluation system in place and functioning that forms part of the structures of the lead institution and is used for implementation and feedback.
5. **Strong community participation and ownership** (teachers, parents, children)
   - The community has been involved in the design of the program.
   - The community is involved in the implementation of the program.
   - The community contributes (to the extent possible) resources (cash, in-kind) to the program.

**A Designer’s Toolkit**

Table 7.1 provides a selective list of available tools to design programs, from the initial assessment stage to the actual design of the program. Wherever possible, the list includes the URL where the tool can be found. All tools can be obtained by contacting WFP directly (wfpinfo@wfp.org).

<table>
<thead>
<tr>
<th>Name of tool</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Assessment tools</strong></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Food Security</td>
<td>In-depth assessments that provide information on food insecurity, the risks to livelihoods, and emerging food security problems.</td>
</tr>
<tr>
<td>and Vulnerability Analysis</td>
<td><em>Useful for situation analysis, targeting, risk mitigation plans</em></td>
</tr>
<tr>
<td>Purchase for Progress Assessments</td>
<td>Provide information on national agricultural production, impediments to small farmer agricultural productivity, capacity of small farmer associations, factors affecting small farmer access to markets.</td>
</tr>
<tr>
<td></td>
<td><em>Useful for food basket design, food procurement strategies, risk mitigation plans for food procurement</em></td>
</tr>
<tr>
<td>High Food Prices Assessments</td>
<td>Provide information on food prices in the region and in the country, and effects of high food prices on food insecurity, livelihoods, education, and nutrition.</td>
</tr>
<tr>
<td></td>
<td><em>Useful for problem analysis, program design</em></td>
</tr>
<tr>
<td><strong>Design and implementation tools</strong></td>
<td></td>
</tr>
<tr>
<td>School Feeding Handbook</td>
<td>Provides details on program design and implementation, including food basket considerations, targeting, community arrangements, monitoring and evaluation, complementary interventions.</td>
</tr>
<tr>
<td></td>
<td><em>Under revision; new version will be released in 2009</em></td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th>Name of tool</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>School Feeding Redesign and Assessment Tool</td>
<td>A comprehensive list of indicators and targets to assess the quality of a school feeding program, featured in appendix 4. One-, two-, or three-day workshop materials based on the tool are also available. Training for facilitators of the workshops is under preparation.</td>
</tr>
<tr>
<td>School Feeding Targeting Guidelines</td>
<td>Provides guidance on geographic and school-level targeting of school feeding programs in stable and emergency and recovery contexts. Under revision; new version will be released in 2009</td>
</tr>
<tr>
<td>Emergency School Feeding Guidelines</td>
<td>Specific guidance on programming in emergencies. Under revision; new version to be released in 2009</td>
</tr>
<tr>
<td>Food Basket Calculator</td>
<td>Excel program that calculates the nutritional value of various food commodities. Specifies kcal, vitamins, minerals, and compares to required daily allowance.</td>
</tr>
<tr>
<td>Checklist for the use of milk in school feeding programs</td>
<td>Describes a range of practical issues to be considered when assessing the use of milk for a school feeding program.</td>
</tr>
<tr>
<td>WFP school feeding program documents</td>
<td>Specify the design and implementation arrangements for WFP’s school feeding program in a country: <a href="http://www.wfp.org/operations/list">http://www.wfp.org/operations/list</a></td>
</tr>
<tr>
<td>Food for Education Works</td>
<td>Consolidates the different analyses of the monitoring and evaluation data collected by WFP between 2002 and 2006 to strengthen the knowledge base and learning components of its school feeding programs. <a href="http://www.schoolsandhealth.org/sites/ffe/Key%20Information/Food%20for%20Education%20Works%202006.pdf">http://www.schoolsandhealth.org/sites/ffe/Key%20Information/Food%20for%20Education%20Works%202006.pdf</a></td>
</tr>
<tr>
<td>WFP Home-Grown School Feeding</td>
<td>Provides a framework for action on home-grown school feeding.</td>
</tr>
<tr>
<td>FAO Nutrition Education in Primary Schools</td>
<td>Provides planning guidance for developing nutrition curricula. <a href="http://www.fao.org/docrep/009/a0333e/a0333e00.htm">http://www.fao.org/docrep/009/a0333e/a0333e00.htm</a></td>
</tr>
<tr>
<td>FAO Setting up and Running a School Garden</td>
<td>Assists teachers, parents, and communities in the design or improvement of school gardens. <a href="http://www.fao.org/docrep/009/a0218e/A0218E00.htm">http://www.fao.org/docrep/009/a0218e/A0218E00.htm</a></td>
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</table>
### Table 7.1  Tools Available for School Feeding Design and Implementation (Continued)

<table>
<thead>
<tr>
<th>Name of tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started: OVC Food Assistance Programming</td>
<td>Defines terms such as OVC; provides project cycle guidance for OVC programming, from needs assessment, targeting, partnerships, through monitoring and evaluation. <em>Useful for cash and food transfers programming</em></td>
</tr>
<tr>
<td>Social Protection for Vulnerable Children in the Context of HIV and AIDS: Moving Towards a More Integrated Vision</td>
<td>Defines what is new about social protection and why it is so important in the context of HIV and AIDS. School feeding is mentioned as one of the social protection mechanisms that can be preventive, protective, promotional, and transformative. <a href="www.crin.org/docs/Social%20Protection,%20Greenblot.pdf">www.crin.org/docs/Social%20Protection,%20Greenblot.pdf</a></td>
</tr>
<tr>
<td>Social Protection in the Era of HIV and AIDS: Examining the Role of Food-Based Interventions</td>
<td>Defines terms such as social protection and social safety nets from different perspectives; examines the role of food-based interventions in support of orphans and vulnerable children in the context of HIV. <a href="http://www.wfp.org/sites/default/files/Social_Protection__in_the_Era_of_HIV_and_AIDS_EN.pdf">http://www.wfp.org/sites/default/files/Social_Protection__in_the_Era_of_HIV_and_AIDS_EN.pdf</a></td>
</tr>
<tr>
<td>Food Assistance Programming in the Context of HIV</td>
<td>Provides comprehensive guidance on food assistance programming in the context of HIV. School feeding is approached from the perspective of education, social safety nets, and livelihood. <a href="http://www.fantaproject.org/publications/fapch.shtml">http://www.fantaproject.org/publications/fapch.shtml</a></td>
</tr>
<tr>
<td>INEE Minimum Standards for Education in Emergencies, Chronic Crises, and Early Reconstruction</td>
<td>Contains guidance for design and implementation of school feeding as part of emergency education programs. Minimum standards handbook and toolkit include school feeding program checklist and guidelines. <a href="http://www.ineesite.org/toolkit/">http://www.ineesite.org/toolkit/</a></td>
</tr>
</tbody>
</table>

*Source:* Authors.

*Note:* INEE = Inter-agency Network of Education in Emergencies; OVC = Orphans and vulnerable children.

### Additional Sources of Useful Information

- [www.wfp.org/food_aid/school_feeding](http://www.wfp.org/food_aid/school_feeding) (information on WFP’s approach to school feeding, school feeding action, work with partners, documents, latest news)
- [www.wfp.org/country_brief](http://www.wfp.org/country_brief) (information on WFP operations, including school feeding, by country)
www.schoolsandhealth.org (resources, documents, country information, news, and events about school feeding and other school health and nutrition programs)

www.unesco.org/education/fresh (toolkits for different types of school health and nutrition interventions, including school feeding)

www.gcnf.org (Web site of the Global Child Nutrition Foundation, which supports developing countries in starting or expanding school feeding programs)

www.sign-schoolfeeding.org (information on the Ghana Home-Grown School Feeding Program and documents on the Dutch government’s support of the program)

www.worldbank.org/education/schoolhealth (information on World Bank operations and knowledge management for school health and nutrition)

www.worldbank.org/safetynets (information on World Bank operations in social protection and safety nets)

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Box 7.1

World Food Programme Support for School Feeding

WFP supports school feeding programs in 70 countries reaching 20 million children each year, typically handling the procurement and logistics of food. In each case WFP works with governments to ensure that school feeding is complementary to basic education and does not disrupt the educational system. Communities and parents play an important role in managing the programs at school level. The level of involvement of the government varies depending on the situation. In least developed countries and in emergency and fragile environments,

**WFP School Feeding**

**Key Figures – 2007**

**Beneficiaries:** 19.3 million

**Gender:** 48% were girls

**By region**

- Latin America: 8.7%
- Middle East and Central Asia: 3.4%
- South and South-East Asia: 35.8%
- Sub-Saharan Africa: 51.8%, of which
  - Eastern and Central Africa: 21.3%
  - Southern Africa: 9.7%
  - The Sudan: 4.1%
  - West Africa: 16.7%

**By modality**

- School meals: 90.4%
- Only take-home rations: 9.6%

**Food distribution:** 535,000 metric tons

**Estimated expenditures:** US$357 million

(continued)
Box 7.1 (Continued)

WFP takes on the bulk of the responsibility to fund and manage the program. In more stable development situations, when school feeding is a government priority, governments progressively fund and manage the programs themselves, leading to an eventual phasing out of external assistance. As the government slowly takes on more financial and management responsibility, WFP’s role changes, from purchasing and delivering the food to providing policy advice and technical assistance.

WFP is the largest international supporter of school feeding programs in low-income countries, valued at over US$357 million. In 2007, the organization spent US$612 million buying food for all purposes in 69 developing countries. In 2008, the value of WFP food commodities procured in developing countries was $882 million.

WFP is piloting a series of efforts to purchase some of the food for its programs locally from small-scale farmers through the Purchase for Progress program. By integrating its purchasing power with the technical contributions of other partners to connect small-scale and low-income farmers to markets, WFP envisions that within five years, participating low-income farmers will realize higher annual farming income as a direct result of sales of commodities to WFP. Also envisioned is that best practices in pro-smallholder local food procurement and agricultural market development for low-income farmers will have been identified and mainstreamed in WFP’s policies and program practices. Lessons will also be shared with national governments and other public and private sector actors in the agricultural sector.

By redesigning food procurement practices, WFP can play an active role in connecting farmers to markets by transferring its know-how and tools to local producers to ensure that they are more competitive in the agricultural marketplace, including the market created by WFP. Activities will be piloted in at least the following countries over the next five years: Afghanistan, Burkina Faso, Democratic Republic of Congo, Ethiopia, Guatemala, Kenya, the Lao People’s Democratic Republic, Liberia, Malawi, Mali, Mozambique, Nicaragua, Rwanda, Sierra Leone, Sudan, Tanzania, Uganda, and Zambia. In these and other countries, school feeding programs are being used as a source of demand for new procurement models. To do this, WFP is analyzing the food basket for school feeding and ensuring that it is based on locally available nutritious foods, wherever possible, and that the supply of food for school feeding programs is carefully calibrated, factoring in national production capacity and building deliberate links to small farmers.
Box 7.2

Case Study: School Feeding Program in Transition from Stage 3 to Stage 4
(for further details, see table 4.1)

Kenya

WFP has provided school meals to children in Kenya for the last 28 years. In 2008, school meals were provided to about 1,210,000 children in more than 3,800 schools in vulnerable areas within 63 districts and 6 Nairobi slums. The main objective of the program is to increase school enrollment and attendance. The targeted districts have the lowest school enrollment and attendance rates, as well as gender ratios, in the country compared with national averages, mainly as the result of cultural values, the poor state of school facilities, poverty, and hunger.

Increasing government financial allocations. Over the past years the government of Kenya has started allocating resources to the program through in-kind transfers of food that is locally produced. Management responsibilities are also being gradually transferred. The government receives external assistance for purchasing and providing the food for the program, while the government itself is responsible for food distribution from the warehouses to the assisted schools. The full cost of running the school feeding program in Kenya, including community contributions, was estimated at US$28 per child per year.

A range of contributions are also made by parents and other community members in each assisted school. The school management committee generally manages the program and agrees on fees that will be charged to each child in the school to support school feeding. If parents cannot afford to pay in cash, they provide in-kind contributions or services. The school levies charged for each child in Kenya are in the range of 100 to 300 Kenya shillings (US$1.38 to US$4.17) per child per year for rural and urban schools, respectively.

Recently the government of Kenya launched a Home-Grown School Feeding Programme, aimed at feeding some 550,000 schoolchildren previously fed by WFP, starting in the first term of 2009. An initial US$6 million was allocated by the government for the 2008/09 fiscal year for the program. A targeting exercise identified 28 marginal agricultural districts with access to markets for the new program. The cash is transferred directly to schools for local purchase of cereals, pulses, and oil.