

SABER- School Health and School Feeding

Data Collection Instrument for School Feeding



SYSTEMS APPROACH FOR BETTER EDUCATION RESULTS



The World Bank

Human Development Network

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Background

The 2008 global food, fuel, and financial crises have given new prominence to school feeding as a potential safety net and as a 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 where they target girls' education, and may also be used to benefit specifically 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 System Approach for Better Education Results (SABER) for School Feeding is part of a larger exercise by the World Bank, which aims to benchmark all of the education sub-systems. Geared towards 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 rate 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?

In addition to experience from other SABER sub-systems, the School Feeding framework and questionnaire have drawn on the joint World Bank and World Food Programme publication [Rethinking School Feeding](#)¹ and the [standards](#) therein. These standards have now been streamlined as part of the international school feeding dialogue.

Policymakers, 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.

Who is leading this initiative?

SABER- The System Approach for Better Education Results for School Feeding is part of a larger exercise by the Education Team of the World Bank's Human Development Department.

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

¹ Bundy, D. A. P., C. Burbano, M. Grosh, A. Gelli, M. Jukes, and L. Drake. 2009. *Rethinking School Feeding: Social Safety Nets, Child Development, and the Education Sector*. World Bank, Washington, DC.





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

WE HOPE THAT YOU WILL PARTICIPATE IN THIS INITIATIVE.

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

SINCERELY,

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Contact Information of Respondent(s)

Country:

State/Sub-National:

Date:

Name of main Focal Point in country:

Name of Coordinating Body Responding:

Please write down the NAME, INSTITUTIONAL AFFILIATION, JOB TITLE and EMAIL of the people who are answering this questionnaire. This information will remain strictly confidential.

Name	Institution	Job Title	Email
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Instructions

1. Please begin by reading the introductory information.
2. Answer every question. At the close 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 close of the survey. Please also use the section at the end of the survey to clarify any answers or provide additional information you think will assist the SABER- School Feeding team in analyzing data.
3. Please provide all reference laws, policies, guidelines and other relevant documents.





SECTION 1: POLICY FRAMEWORK

Overarching policies for School Feeding - sound alignment with the national policy

INDICATOR 1

1.1. Is school feeding included in

a. The published Poverty Reduction Strategy Paper (PRSP) or the equivalent national strategy?

NO YES

(If YES, please attach a copy of the PRSP, strategy, or any relevant documents or provide weblinks if documents are online)

b. Any published sectorial policy, strategy or law (e.g. education sector plan, nutrition strategy, social protection policy etc.)?

NO YES

(If YES, please attach a copy of any relevant documents or provide weblinks if documents are online)

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

No YES
Don't know

1.3 (If YES on 1.1) Has the government defined objectives and sectorial responsibilities for school feeding programs in the PRSP, the equivalent national strategy or in a sectorial policy, strategy or law?

NO YES

1.4. (If YES on 1.1) Has the government set targets and milestones* for school feeding programs in the PRSP, the equivalent national strategy or a sectorial policy, strategy or law?

*In this context a "target" is a well defined level of achievement that the government sets out to accomplish in a given period of time. A "milestone" is a well defined and significant step towards achieving your goal/target.

NO YES





INDICATOR 1.2

1.5. **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

(If YES, please attach a copy of this policy and any other relevant documents)

1.6 (If YES on 1.5) **Which sectors were involved in developing the policy?** Please list below

Education

Health

Agriculture

Social protection

Other (specify):

1.7 (If YES on 1.5), Does the policy include the following:

YES

NO

Objectives;

Scope (beneficiary groups),

Design, implementation

Funding mechanisms

Strategy for local production and sourcing/ links with agriculture

Institutional arrangements/ coordination

Community roles

1.8 (If YES on 1.5), **Has a situation analysis of needs been used to inform the policy?** :

NO

YES

- (If YES, please attach a copy of any relevant documents)

1.9 (If YES on 1.5), **Is the national policy aligned with the national poverty reduction strategy and relevant sectoral policies and strategies?**

NO

YES





SECTION 2: FINANCIAL CAPACITY

Governance of the national school feeding program - stable funding and budgeting

INDICATOR 2.1

2.1. Is school feeding included in the national planning process and funded through a national budget?

NO YES

2.2. (If yes to 2.1) Is there a budget line for school feeding in the national budget?

NO YES

2.3a (If yes to 2.1) What is the approximate government's budget for school feeding in USD?

Amount: (year:)

2.3b What is the approximate total school feeding investment in USD (please consider all school feeding programmes existing in the country, whether managed by the government or not)?

Amount: (year:)

2.3c. What percentage of the total school feeding investment comes from the government?

% (year:)

2.3d. What percentage of the total school feeding investment came from other funding sources that year?

Regional/district/ 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:

2.3e. If there are any donors financing school feeding programs, please list the name of the donors below:

2.4a. (If yes to 2.1) Are funds from the national budget allocated to operate a national school feeding programme?

NO YES





2.4b. (If yes to 2.4a) What is the allocated budget for the national school feeding programme per child/per year (please indicate the currency used)?

(year:)

2.5a (If YES to 2.4a): Is the national budget for SF enough to cover all the expenses for running the programme in line with national policies and needs?

NO

YES

2.5b (If no to 2.5a), please explain:

2.6. Does each ministry involved in the program have a budget line for school feeding?

NO

YES

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

NO

YES

2.8a (If YES to 2.7): Is the budget at the regional/district level for SF enough to cover all the expenses for running the national programme in line with national policies and norms?

NO

YES

2.8b (If no to 2.8a), please explain

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

NO

YES

2.10 Do schools have a budget line for school feeding?

NO

YES

2.11a (If YES to 2.10): Is the budget at the school level for SF enough to cover all the expenses for running the national programme in line with national policies and norms?

NO

YES

2.11b (If no to 2.11a, please explain



NO YES

NO YES

NO YES

b. Please identify any dialogue in process to strengthen mechanisms for funds disbursement.



SECTION 3: INSTITUTIONAL CAPACITY AND COORDINATION

School feeding coordination - strong partnerships and inter-sector coordination

INDICATOR 3.1

3.1a. Is there a steering committee coordinating the implementation of school feeding?

NO

YES

3.1b (If YES on 3.1a) What is the name of this body?

3.1c (If YES on 3.1a) How often does this body meet? Does it have a clear work plan and objectives? Please answer 3.1c below:

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

Ministry of Education

Ministry of Health

Ministry of Agriculture

Other (specify):

3.3a (If YES on 3.1a) Are non-government partners involved in the steering committee meetings?

NO

YES

3.3b If YES, please indicate which partners:

3.4a. Has the Ministry of Agriculture been involved in making the connection between school feeding and national agricultural production?

NO

YES





3.4b. If YES, please describe:

3.5a. Is school feeding discussed in any national-level coordination body (technical working group, task force, or the like) that deals with education, school health and nutrition, agriculture, food security, nutrition, or other cross-cutting issues?

NO YES

b (If YES on 3.4a) What is the name of this body?

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?

NO YES

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

Ministry of Education

Ministry of Agriculture

Ministry of Health

Other (specify):

3.7. 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, regional/local (if applicable) and school levels?

NO YES

3.8. (If YES on 3.7) Does the responsible unit in charge of implementing 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. Does the unit have staff that are fully trained and knowledgeable on school feeding issues?

NO YES





3.12. Are there coordination mechanisms in place between government (national/regional/school level) stakeholders?

FORMAL COORDINATION MECHANISMS IN PLACE and FUNCTIONNING IN MOST CASES

FORMAL COORDINATION MECHANISMS IN PLACE but NOT FULLY FUNCTIONNING

INFORMAL COORDINATION MECHANISMS

NO COORDINATION MECHANISMS IN PLACE

3.13. (If FORMAL COORDINATION MECHANISMS ARE IN PLACE on 3.12) Please give a brief description of how these coordination mechanisms function, and more specifically, of the MANDATE of the national unit in ensuring this coordination process).

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

NO YES

3.15. Do regional/district offices have sufficient staff, knowledge and resources to fulfil their responsibilities?

NO YES

INDICATOR 3.3

3.17 Do schools have a mechanism to manage school feeding, based on national guidance (such as national implementation guidelines or a manual or a SF decree)?

NO YES

3.18. (If yes to 3.17) Are these mechanisms in place in:

Some schools

Most schools

All schools

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

NO YES





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

4.1 Is there a national school feeding programme – a programme managed by the government or /and local authorities?

NO

YES

-> If no, move to 4.3

-> If no, please do not assess Indicators 4.2, 4.3 and 4.4.

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

School year: Total:

School year: Total:

School year: Total:

4.2b Please provide the breakdown by school level for the last year for which data is available below.

Number of beneficiaries from
national programme

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 programmes implemented by partners? **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/ districts (or equivalent sub-national administrative divisions) covered by school feeding programmes?**

School year: Total:





4.5. (If YES to 4.1) Is there a specific program implementation document for the national programme (e.g. operational guidelines or standards, implementation manual, implementation strategy...)?

NO

YES

***If YES, please attach a copy of the document (the document will be used to describe the program objectives, beneficiaries, and any formal targeting criteria).**

If the document is not publicly available, please describe below the national program objectives, beneficiaries, and formal targeting criteria.





INDICATOR 4.1

4.6. Is there a government monitoring and evaluation plan or strategy for school feeding?

NO

YES

4.7a. (If YES on 4.6) Please identify which of the following components are included in the M&E plan/strategy:

***Please attach copies of the situation analysis or the program's baseline report if these have been carried out and copies of 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

4.7b Please briefly describe any quality-related information regarding the quality of the M&E plan/strategy components the listed above.

4.8. (If YES on 4.6) Is this M&E system integrated into a national monitoring or education management information system?

NO

YES

4.9. (If YES on 4.6) 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





4.10a. (If YES on 4.9) **Is the M&E data used to refine and update programs or components of programs?**

NO

YES

4.10b (If YES on 4.10a), **Please indicate which programme components have been reviewed based on M&E data.**

Targeting/ beneficiary selection

Food modalities (e.g. breakfast, lunch, snack, take home rations)/ food basket design

Procurement and logistics arrangements

Other –

Please describe an example:

4.11a. **Have there been any base line and impact evaluations carried out, or are any planned?**

NO

YES, BEING PLANNED

YES, IN PROGRESS

YES, COMPLETED

4.11b. (If YES on 4.11a) **Please provide the details of each impact evaluation (author, date published, etc.).**





INDICATOR 4.2 (to be assessed only if YES to question 4.1)

4.12 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

4.13. Does the national program have established targeting criteria and methodology?

- NO
- YES
- In process of being developed

4.14 (If YES to 4.13) Are the targeting criteria and methodology implemented nation-wide?

- NO or only partially
- YES, in most instances
- YES, nationwide

4.15 (If YES to 4.12 and 4.13) Do the targeting criteria and methodology correspond to the objectives and the needs and to the context of the country (situation analysis)?

- NO
- YES

4.16 (If YES to 4.12 and 4.13) Is M&E information used to refine and update targeting and coverage on a periodic basis?

- NO
- YES

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)?

Currency (e.g., USD, CFA):

Year:

Year:





INDICATOR 4.3 (to be assessed only if YES to question 4.1)

4.18 Are there national standards on food modalities and the food basket?

NO

YES

In Process

4.19. (If YES on 4.18) Do these standards correspond to:

the objectives of the program,

nutritional content requirements (e.g. recommended daily intakes) and the duration of the school day

local habits and tastes,

the availability of local food

the feasibility of implementation

Food safety (according to WHO guidelines)

4.20 Are these standards generally known and implemented at school level?

NO or only partially

YES, in most instances

YES, fully and everywhere *

*- some exceptions may exist in a limited number of schools, and there are processes to address these.

4.21 Is the M&E information used to refine and update food modalities and the food basket on a periodic basis?

NO

YES

INDICATOR 4.4 (to be assessed only if YES to question 4.1)

4.22. Are there national standards/ established processes for food management, procurement and logistics?

NO

YES

(If YES, please attach a copy of the national standards and any other relevant documents)

In Process

4.23. (If Yes on 4.22) Are the national standards based on procuring as locally as possible?

NO

YES





4.24. (If Yes on 4.22) Do the national standards take into account the costs?

NO YES

4.25. (If Yes on 4.22) Do the national standards take into account the capacities of implementing parties?

NO YES

4.26a. (If Yes on 4.22) Do the national standards take into account the production capacity in the country and include measures to ensure the stability of food supply?

NO YES

4.26b. Is an analysis of food requirements and supply options for school feeding programmes done regularly (e.g., has the percentage of food demanded by the program that can be sourced locally been established and is it monitored)?

NO YES

4.26c. (If YES on 4.26b) Please explain the mechanisms for monitoring food requirements & supply.

4.27. (If Yes on 4.22), Are there food quality norms and food quality control mechanisms?

NO YES

4.28 (If YES to 4.22) Are the norms governing the procurement process available to the public (transparent) and implemented?

NO or only partially

YES, in most instances

YES, fully and nationwide *

**- some exceptions may exist in a limited number of schools and there are processes to address these.*

4.29. (If Yes on 4.22) Is the M&E information used to refine and update procurement and logistics arrangements?

NO YES





4.30a. Have there been discussions on possible procurement modalities for school feeding that can be more locally appropriate, including the possibility of linking procurement with agriculture-related activities (that is, local-level support to small-scale farmers)?

NO

YES

4.30b If YES, please describe:

4.31a. Are there service provision models that could potentially create jobs and profit-making opportunities for community members (e.g. in processing, cooking, etc.)?

NO

YES

4.31b. If YES, please describe:

4.32a. What percentage of the total food requirements of the program is currently being sourced from small-scale farmer associations, community groups, or local businesses?

4.32b. Please explain:

4.33. Are there complementary programmes with budgets that provide capacity building for small holder farmers and the community for the following?

YES

NO

N/A

Storage

Food processing

Preparation

Marketing





SECTION 5: COMMUNITY ROLES—REACHING BEYOND THE SCHOOL

Community participation and accountability - strong community participation and ownership (teachers, parents, children)

5.1. Are there school committees that involves parents, teachers, and local community in the implementation of the school feeding program?

NO

YES

5.2. (If YES on 5.1) Are/were these committees involved in the design of the program?

NO

YES

5.3. (If YES on 5.1) Do the committees manage and monitor the school feeding program and ensure appropriate utilization of the food in the school?

NO

YES

5.4a. (If YES on 5.1) Are there mechanisms in place by which communities can hold school feeding programs accountable at the national, regional, and local levels?

NO

YES

5.4b (If YES on 5.4) Please elaborate:





5.5a. (If YES on 5.1) Are the roles and responsibilities of the community clearly defined (e.g. in the national school feeding policy or other policy document/guideline)?

NO YES

5.5b: If yes on 5.5, please indicate in which documents below:

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?





Unanswered Questions:

Please note any questions you were unable to answer using the following format. Please also use this space to clarify any questions where you feel you need to add additional or slightly different information from what was asked.

Question #:

Reason unable to answer:

Any relevant additional information:

THANK YOU FOR YOUR RESPONSES

Please ensure that you have answered all questions and that your responses are consistent and accompanied by supporting evidence. Make sure to save the document and to keep a backup copy for yourself.

For **Technical Questions**, Contact Manar El-Iriqsousi melirigsousi@worldbank.org [+1] 202-473-3821

