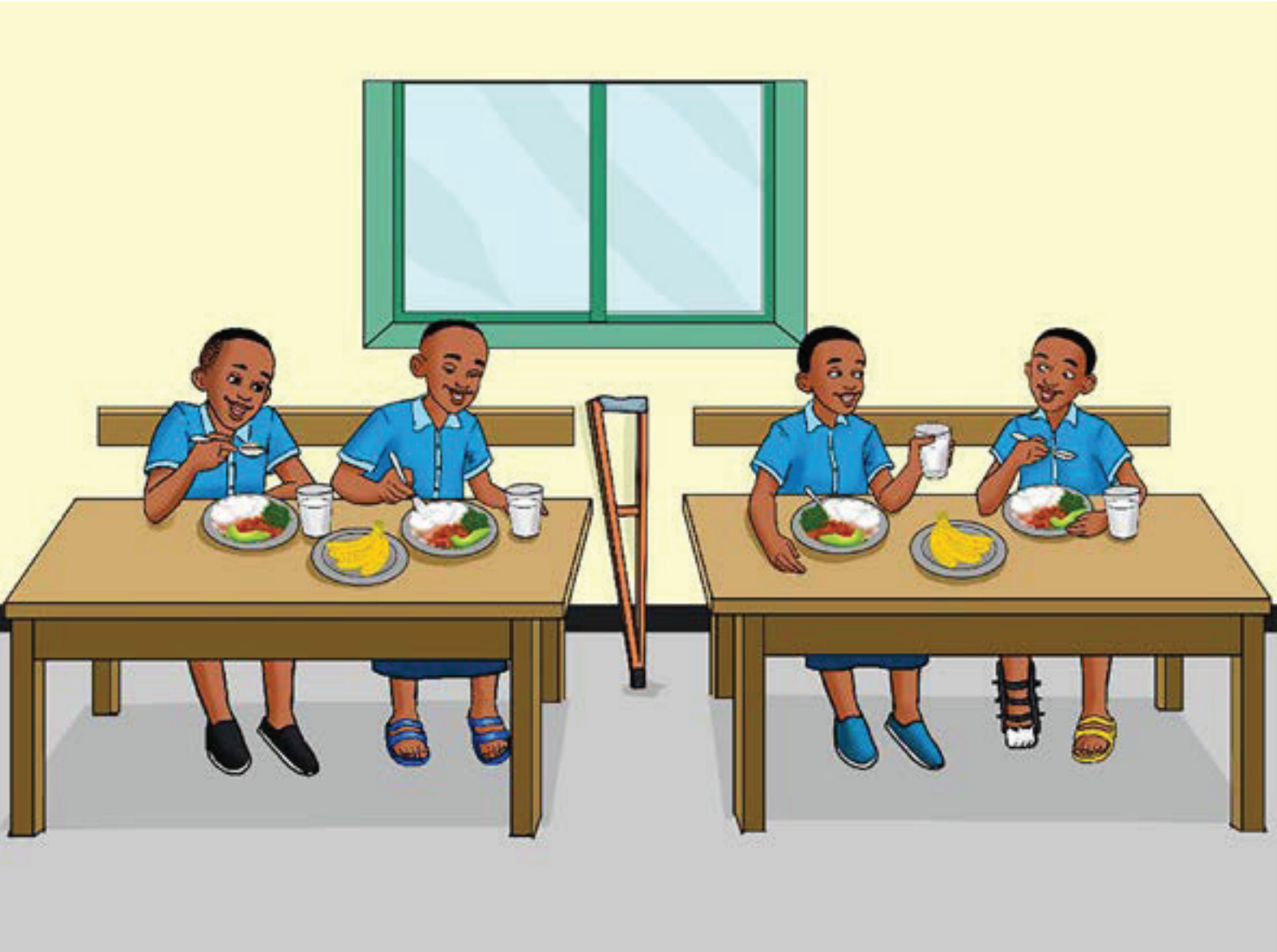




Republic of Rwanda
Ministry of Education



RWANDA SCHOOL FEEDING OPERATIONAL GUIDELINES

2021



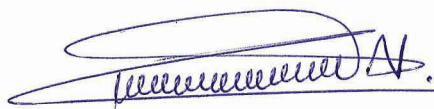
Foreword

School Feeding has been an integral part of the Government’s strategy to address children’s hunger during the school day, to support Rwanda’s human capital creation, and to expand access to educational opportunities to disadvantaged children, particularly learners from low wealth families. To operationalize the Government’s school feeding program, a National Comprehensive School Feeding Policy was approved in 2019 with policy actions that are aligned and contribute to the achievement of the National Strategy for Transformation (NST1), the Education Sector Strategic Plan (ESSP 2018/19- 2023/2024) and other related policies.

To implement school feeding policy, the Government of Rwanda has scaled up school feeding program from pre-primary up to secondary schools, equipped schools with kitchens and cooking stoves, and provided a subsidy for each student’s meal to complement parents’ contributions. With the support from the UN World Food Programme (UN WFP), the Ministry of Education has developed a School Feeding Operational Guidelines to provide guidance to schools and other stakeholders involved, to effectively implement a high quality and safe School Feeding Program by leveraging food produce from local farmers and cooperatives while improving local economy.

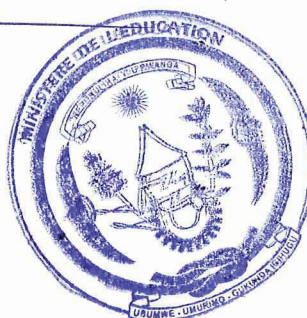
Ministry of Education hereby requests all Public, Government subsidized and Private Nursery, Primary, secondary of general education and TVET schools to make the best use of these guidelines that provide an overview of the comprehensive National School Feeding Policy, guidance on school meals and costing; school meal procurement, food management, school meal preparation and serving, monitoring and reporting, and school feeding management at school, district, and central levels. This is a living document and guidelines on some areas like school meals (base meal, substitution, costing) and others are not a prescription or a cast on stone rules, however, they guide and advise on standards and best practices that can be used in school feeding programme.

Ministry of Education would like to thank the World Food Programme and other partners for their support in advancing a high-quality universal school feeding programme in Rwanda through technical and financial support.



Dr Valentine UWAMARIYA

Minister of Education





Acknowledgement

The Ministry of Education would like to thank the Government's main partner in school feeding, the World Food Programme, for technical and financial support in advancing a high-quality universal school feeding programme in Rwanda since 2002 and particularly in the development, review and validation process of these School Feeding Operational Guidelines.

Additionally, the Ministry of Education would like to appreciate the support and contribution of all members of the School Feeding Technical Working Group who have also contributed to the development of the guidelines in addition to those who support school feeding and the education sector in general.

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List of Abbreviations

BMI	Body Mass Index
CNSFP	Comprehensive National School Feeding Policy (2019)
CSB	Corn-Soy Blend, fortified
DEO	District Education Officer
DFID	United Kingdom Department for International Development
DSFC	District School Feeding Committee
EMIS	Education Management Information System
ES	Executive Secretary
FAO	United Nations Food and Agricultural Organisation
HGSF	Home-Grown School Feeding
IFMIS	Integrated Financial Management Information System
JADF	Joint Action Development Forum
JICA	Japanese International Cooperation Agency
JRES	Joint Review of The Education Sector
MIGEPROF	Ministry of Gender and Promotion of the Family
MINAGRI	Ministry of Agriculture and Animal Resources
MINALOC	Ministry of Local Government
MINECOFIN	Ministry of Economy and Finance
MINEDUC	Ministry of Education
MINEMA	Ministry of Emergency Management
MINICOM	Ministry of Commerce
MININFRA	Ministry of Infrastructure
MINISANTE	Ministry of Health
NBA	Non-Budget Agency
NCDA	National Childhood Development Authority
NSFP	National School Feeding Programme
NSF-SC	National School Feeding Steering Committee
PHO	Public Health Officer
RAB	Rwanda Agricultural Board
RCA	Rwanda Cooperative Agency
RDA	Recommended Dietary Allowance
REB	Rwanda Basic Education Board

RFDA	Rwanda Food and Drugs Authority
RPPA	Rwanda Public Procurement Authority
RTB	Rwanda TVET Board
RWF	Rwandan Francs
SDMS	School Data Management System
SFC	School Feeding Committee
SFCT	School Feeding Coordination Team
SF-TWG	School Feeding Technical Working Group
SGA	School General Assembly
SNV	Association of Dutch Volunteer Organisations
STC	School Procurement Committee
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WASH	Water, Sanitation and Hygiene
WFP	United Nations World Food Programme
WHO	World Health Organization
WVI	World Vision International

1. Introduction

This section provides the background for the National School Feeding Program (NSFP) of Rwanda, briefly describes the generic potential benefits of school feeding, summarizes the prevailing policy context (2020), presents the main features of the Comprehensive National School Feeding Policy (CNSFP) of 2019, presents the structure of this Operational Guideline and finally, explains how to use this guide.

1.1. Background

School feeding has been an important feature in the schools of Rwanda for years. Until recently, it consisted of three separate programmes:

- The ‘*One Cup of Milk per Child*’ programme was introduced to reduce malnutrition among Rwandan children, with a specific objective of improving the nutrition status of children attending school in order to enhance the development of their brain capacity and to promote school retention of children attending pre- and primary schools. This programme, which in 2019 reached almost 620,000 children, is fully funded by the Government of Rwanda, and managed by the National Childhood Development Authority (NCDA).
- In public and Government-aided secondary day and boarding schools, the programme is community based and parents are primarily responsible to provide food for their children either in kind or in cash. The Government provides 56 FRW per day per student to supplement parents’ contributions, reaching about 490,000 students. This programme, too, is funded by the Government of Rwanda and managed by the Ministry of Education.
- Finally, WFP’s Home-Grown School Feeding (HGSF) Programme provides daily meals to primary students in 107 schools in Nyaruguru, Nyamagabe, Rutsiro and Karongi Districts where poverty and food insecurity is considered high.

In combination, these programmes serve nearly 700,000 students (17.6% coverage, 2019 figures). In the Comprehensive National School Feeding Policy, the Government has decided as of the school year 2020/21 to provide healthy and nutritious school meals to all students in pre-primary, primary and secondary schools, integrating all of the above initiatives.

The present Operational Guidelines seek to describe in detail how this can be achieved, and what all the involved actors will have to do to make it work.

1.2. Potential benefits of School Feeding

School feeding can have a number of benefits, both for school children themselves, for their households, and for local communities. The four most important benefits

are centred around four main areas,¹ i.e. (1) Education; (2) Health and nutrition; (3) Social protection and gender equality; and (4) Agriculture and derived multiplier effects for local economies. Documented evidence for specific benefits is summarized below for each of the four areas.

Education

School feeding can promote enrolment, attendance, retention and learning:

- Based on a study of countries in Sub-Saharan Africa, school feeding has been reported as an impactful intervention for boosting student learning; particularly in Burkina Faso, Kenya and Senegal.²
- School feeding programmes can increase enrolment by an average of 9%,³ and reduce the probability of drop-outs by 7.5%.⁴
- School feeding programmes can show positive impact in both school participation (enrolment, attendance, completion) and learning (scores on cognitive, language and mathematics tests).⁵

Such improvements at global level are confirmed from Rwanda, where WFP school feeding and complementary literacy activities in selected primary schools funded by the US Government has led to reading comprehension improvements from 42 to 56.8 percent among boys, and from 57 to 62.9 percent among girls, between 2016 and 2018; to a reduction of health-related absenteeism from eight percent to less than five percent;⁶ and of dropout rates down to less than 1 percent over the same period.⁷

A recent study (still only in draft form) indicates that the Home-Grown School Feeding programme implemented in Rwanda since June 2014 in selected districts of Rwanda with particularly high prevalence of stunting has led to improved performance of students in primary school tests. These effects become significant after at least one year of uninterrupted school feeding, and thereafter continue increasing with each year that children receive regular meals at school. For example, students who are covered by HGSF between 1 and 2 years record higher math and science test scores, approximately 0.14 and 0.22 standard deviations respectively, relative to students without any exposure to school feeding; while after 2-3 years of school feeding, students score 0.24 and 0.42 standard deviations

¹ Bundy, D. e.a., Re-Imagining School Feeding: A High-Return Investment in Human Capital and Local Economies, 2018

² Bashir et al. (2018) Facing Forward: Schooling for Learning in Africa. Washington, DC: World Bank. p.127-133

³ Snilstveit et al. in Chapter 12, Bundy et al. (2018) Re-imagining School Feeding: A High-Return Investment in Human Capital and Local Economies, *Disease Control Priorities* 3, v. 8

⁴ Bundy et al. (2018) Optimizing Education Outcomes: High-Return Investments in School Health for Increased Participation and Learning. *Disease Control Priorities*, Vol 1. World Bank Group.

⁵ Snilstveit et al. (2015) Interventions for Improving Learning Outcomes and Access to Education in Low- and Middle-Income Countries: A Systematic Review. *Systematic Review* 24, *International Initiative for Impact Evaluation* (3ie), in Bashir et al. (2018) Facing Forward: Schooling for Learning in Africa. Washington, DC: World Bank.

⁶ WFP Rwanda McGovern-Dole FY15 Midterm Evaluation Report, Table 25: *Re-estimated values for reading comprehension*

⁷ WFP semi-annual data collection survey, October 2019.

higher in science and math test scores respectively relative to students without any exposure to school feeding. These (preliminary) findings show that not only does HGSF have a significant positive impact on student performance; they also show that the return on the (constant) investment in school feeding in terms of student performance increase tangibly.

Health and nutrition

A recent World Bank publication⁸ concluded that while the first 1,000 days of life are critical for development, much greater investment is also needed in the next 7,000 days of middle childhood and adolescence. About 300 million school children worldwide suffer from iron-deficiency, causing them to lose some six IQ points per child; that 66 million school children in low-income countries go to school hungry; and that these conditions translate into the equivalent of between 200 million and 500 million schooldays lost owing to ill health each year.⁹ School feeding can help address undernutrition, but also help limit the obesity epidemic that often accompanies economic growth; and can help address the “hidden hunger” of micronutrient deficiency, by adding micronutrient supplements to food, carefully balancing diet menus, or providing bio-fortified foods.

Independent research has documented several concrete nutrition outcomes of school feeding:

- School feeding programmes can promote macro- and micronutrient adequacy in children’s diets leading to enhanced nutrition and health, decreased morbidity, and increased learning capacities.¹⁰
- Fortified school meals or snacks consistently reduce anaemia prevalence and improve micronutrient status (iron, vitamin A, iodine and folate).¹¹
- Energy, nutrient and micronutrient intake can be significantly higher and more adequate and anaemia prevalence can be as much as 10% lower among children participating in a school feeding programme compared to control groups.¹²

Social protection and gender equality

For many countries, social protection is the main goal of school feeding, providing an income transfer to households of the value of the food distributed. At the same time, gender equality in education is of crucial importance for the development of countries. More specifically:

⁸ Disease Control Priorities Third Edition, Volume 8, Child and Adolescent Health and Development, World Bank 2018

⁹ International Commission on Financing Global Education Opportunity. 2016. “The Learning Generation: Investing in Education for a Changing World.” <http://report.educationcommission.org>.

¹⁰ Jomaa et al. (2011) School feeding programs in developing countries: impacts on children's health and educational outcomes. *Nutrition reviews*, 69(2), 83-98

¹¹ Best et al. (2011) Can multi-micronutrient food fortification improve the micronutrient status, growth, health, and cognition of schoolchildren? A systematic review. *Nutrition Reviews* 69(4): 186-204

¹² Abi (2014). School feeding contributes to micronutrient adequacy of Ghanaian schoolchildren. *The British Journal of Nutrition* 112(6): 1019–33

- School feeding programmes can reduce poverty by boosting income for households and communities. For families, the value of meals in school is equivalent to about 10 percent of a household's income. For families with several children, that can mean substantial savings.¹³
- The adolescent girls' strategy in Niger led to an increase of the graduation rate of female students from 32 percent in the 2013-14 school year to 64 percent in the 2014-2015 school year.¹⁴
- There is also a strong correlation between higher levels of education and a reduction in child marriages: if all girls in sub-Saharan Africa and South and West Asia had secondary education, child marriage would fall by 64 %, from almost 2.9 million to just over 1 million.¹⁵

Agriculture and derived multiplier benefits for local economies

HGSF can help address some of the challenges of agriculture systems in developing countries, such as distant markets, small farm sizes, dispersed settlements, and high postharvest loss. Purchasing food for school feeding from local farmers means a significant injection of cash into local economies, with positive multiplier effects.

- In Ghana, a switch to HGSF led to a 33 percent increase in local agricultural sales and household income. A subsequent survey of 36 low- and middle-income countries (mostly in Sub-Saharan Africa) indicated that local purchase resulted in the inclusion of more diverse and fresh foods.¹⁶
- In Nigeria, 6 million locally sourced eggs and 80 tonnes of fish are consumed by 9.2 million schoolchildren across the nation every week, ensuring employment for 95,000 women.¹⁷

1.3. Prevailing policy context

The **National Strategy for Transformation 2017-24** (NST-1) is the main implementation strategy for the remainder of Rwanda's *Vision 2020* and the first seven years of its *Vision 2050*. *NST-1* has three main pillars, i.e. (1) Economic transformation; (2) Social transformation; and (3) Transformational governance. The second pillar includes six priority strategies, two of which are eradicating malnutrition and to enhance the demographic dividend through improved access to quality education respectively.

The **Rwandan Education Sector Policy** (2003) – currently under review establishes national education goals and objectives, which provide the philosophical basis of the role of education in the country and are the basis for

¹³ Bundy et al. (2009) Re-thinking School Feeding: Social Safety Nets, Child Development, and the Education Sector, *Directions in Human Development*, World Bank Group, (1) xvi

¹⁴ WFP (2017) Results and Lessons Learned from WFP's Efforts to Support Adolescent Girls in Niger

¹⁵ UNESCO (2014). Sustainable Development Begins with Education.

¹⁶ Aurino et al. (2016.) Ghana Home Grown School Feeding Programme. Impact Evaluation Report. PCD, London.

¹⁷ Government of Nigeria (2018) *Investing in Our People: A Brief on the National Social Investment Programmes in Nigeria*, p. 13. www.nhgsfp.gov.ng/

developing all education development programmes. One of its eight specific policy objectives is ‘to ensure that education is available and accessible to all Rwandese people’.

The **Education Sector Strategic Plan 2018/19 – 2023/24** (ESSP) provides the overarching framework for a holistic, sector-wide approach to the development and delivery of education services in Rwanda. It pursues the vision ‘to ensure Rwandan citizens have sufficient and appropriate competencies (skills, knowledge and attitudes) to drive the continued social and economic transformation of the country.’ The ESSP is structured around nine strategic priorities, including (1) ‘Enhanced quality learning outcomes that are relevant to Rwanda’s social and economic development, (with Outcome 1.2 ‘All learners enter primary school at the correct age and successfully complete 12 years of basic education’), and (5) ‘Increased access to education programmes, especially at Nursery (pre-primary), secondary, TVET and Higher education levels in Rwanda.’ All the nine strategic priorities will be supported by addressing several cross-cutting issues, including ‘School health, hygiene, sanitation, environmental protection and climate change’, by among others developing a national school feeding/gardening programme in collaboration with the Ministry of Agriculture (MINAGRI).

The **School Health Minimum Package** of 2014 promotes nutrition and school gardens as important elements of school health and highlights the importance of adequate infrastructure and equipment for the provision of good nutrition at school, including kitchens, storerooms, improved stoves, school gardens, fruit trees and kitchen items (pots, pans, plates, etc.).

The **National Food and Nutrition Policy** (NFNP, 2014) seeks to provide an up-to-date policy base for nutrition and household food security actions that takes into account national progress and challenges. It recognises food and nutrition as universal rights essential for the physical, mental and emotional development of children and the quality of life for adults. It applauds the expansion of school feeding and highlights the importance of the One cup of Milk initiative and of school gardens.

The draft **Rwanda Nutrition Policy** has the objectives of (1) achieving optimum nutrition for adequate health for the population of Rwanda, by eliminating all forms of malnutrition in ALL age groups with special attention on pregnant and lactating women, adolescent girls and children below two years; and (2) halting and reversing the trend of overweight and prevent dietary practices that contribute to non-communicable diseases especially among Rwandan women, adolescents and children. It commends the elaboration of a National School Feeding Policy and Strategy, and the establishment of a national HGSF-programme by MINEDUC – highlighting not least the importance of this programme to stimulate the increased demand for nutritious food and good nutrition in the country.

The **Fourth Strategic Plan for the Transformation of Agriculture 2018-2014** (PSTA4) outlines four priority areas, i.e. (1) innovation and extension, (2) productivity and resilience, (3) inclusive markets and value addition, and (4)

enabling environment and responsive institutions. Among its key interventions with respect to nutrition are the scaling-up of kitchen and school gardens, and of home-grown school feeding programs: PSTA 4 will promote, in collaboration with MINEDUC and its agencies as well as other stakeholders, local procurement for school meals. Farmer cooperatives will be capacitated to become sustainable suppliers of diversified nutritious foods such as fruits, vegetables, and milk for school meals, thereby creating a structured and stable market while increasing diversification of household income. Furthermore, school gardens will be expanded or established to grow micronutrient-dense crops.

1.4. Main features of the Comprehensive National School Feeding Policy

In 2019, the Government of Rwanda updated and approved the draft comprehensive School Feeding Policy and Strategic Plan (CNSFP) with the goal to deliver a well-organized, decentralized intervention providing school going children with nutritionally adequate, locally produced food thereby reducing poverty through improved household incomes and effective local economic development.

The Vision of the policy is that

“All school children in Rwanda shall achieve their full development potential through a sustainable school feeding programme that provides adequate and nutritious meals at school.”

The CNSFP pursues four specific outcomes:

- **Support education** through enhanced learning ability: combined with quality education, the school feeding programme shall increase enrolment, attendance, cognition and contribute to learning.
- **Enhance nutritional status** of the school going children: with an appropriately designed food basket and rations, the programme shall improve the nutrition status of school children by addressing nutritional needs and micronutrient deficiencies.
- **Provide a safety net** for food insecure households; and
- **Enhance agricultural productivity** through linkage between school feeding and local farmers: combined with local production, it shall provide local farmers with a reliable and predictable market.

Within these four areas, the policy establishes objectives in the short, medium and long-term.

Implemented alongside other complementary health and nutrition interventions, the programme shall ensure a supportive environment for delivery of school meals and reinforce the effects of the programme on the children. Secondary target groups include parents, teachers, local farmer and the community at large.

The policy explains that school feeding can be provided either through **on-site meals** (distributed to children while at school), **take-home rations** (transferred to

the family, and used when addressing specific issues within the learning environment e.g., girl's enrolment, attendance and retention), or a combination of the two. In the context of Rwanda, on-site meals are being used by all the ongoing school feeding programmes.

The policy provides a number of **guiding principles**, which will guide decisions and priorities to be established during the development of school feeding in Rwanda – and on which the present Operational Guidelines build:

- (1) **Quality service delivery**, resulting from collective effort of all involved stakeholders and based on education, health and nutrition standards,
- (2) **Performance-oriented monitoring** providing management and relevant stakeholders with early indications of progress in achieving the results and desired outcomes,
- (3) **Sustainable funding, community participation and ownership**, with core financing from government complemented by development partners, private sector and locally generated resources; ensuring local ownership by involving communities to influence the agenda and solve their own problems,
- (4) **Accountability, transparency and shared responsibility** between central government, districts, sectors, school committees, and community to ensure the reliable and efficient implementation of school feeding,
- (5) **Equity and equality** to provide efficient and effective school feeding services delivered devoid of discrimination and prejudice; and resources distributed fairly and designed to achieve inclusiveness and in accordance with local contextual needs – not least with respect to gender equality and women's empowerment,
- (6) **Effective communication**, collaboration, coordination and partnerships to ensure that all stakeholders have the opportunity to express their views and be listened to; and that various sectors (within government, development partners, private sector and the community) collaborate, and provide complementary contributions according to the multi-sectoral nature of school feeding; and
- (7) **Promotion of local initiative**, including the utilization of locally grown food produce, labour and expertise in the development of menus, food production and preparation as well as the construction of requisite infrastructure.

The policy prioritizes actions in six key areas:

- (1) **scaling up** the coverage of school feeding programmes – to achieve universal coverage of all children in pre-primary, primary and secondary day and boarding schools;
- (2) ensuring **health and nutrition sensitive school feeding** programming – which will require the composition of diverse, flexible healthy and nutritious meals and food baskets;

- (3) promoting **school gardening** – which will help to integrate nutrition-sensitive and resilient agriculture into school curricula, and to provide additional inputs into school meals;
- (4) securing **sustainable financing** for school feeding programmes – which will be crucial to ensure that meals can reliably be provided to all covered children on every day of school, regardless of the priorities of external donors. The government will provide a subsidy of 56 RWF to each meal in nursery and primary schools.
- (5) creating appropriate **policies and frameworks** linking market access to farm produce by local farmers to the school feeding programme – which requires among others the development of a model for school feeding special food procurement guidelines school feeding special food procurement guidelines which fully respects and ensures the core principles for public procurement, i.e. transparency; competition; economy; effective, efficient and fast work; fairness; and accountability a transparent; and
- (6) **partnerships, multi sectoral coordination, collaboration and shared responsibility** in the management of school feeding programmes – which is required to integrate the different existing programmes into one comprehensive National School Feeding Programme.

For its implementation, the policy proposes an institutional framework with a number of coordination bodies (steering committees, working groups) at central and decentralized level, and specifies the roles and responsibilities of different sectors and actors. These are further specified in section 7 below.

The CNSFP calls for a monitoring and evaluation framework with a focus on coverage and quality of services; the impact of the school feeding programme on the access to schooling, retention, achievement and health of learners; and the sustainability of the school feeding programme.

Finally, the policy highlights its implications with respect to finance, legal provisions, and human resources, including training and capacity strengthening.

1.5. Structure of the guide

The Operational Guidelines are structured following a clear logic:

- The present section 1 explains the background for the Guidelines, to ensure that all users have the same understanding on the purpose of school feeding in Rwanda, and the intended way to achieve it.
- Section 2 explains what a healthy school meal is in general, and how it should be composed in Rwanda.

Based on this, the guide then works backwards:

- Section 3 (Budgeting, planning, and procurement) and section 4 (food management) then go into details on how to ensure, that the required food is in the food store at the right time, in sufficient quantity and in good condition (budgeting and planning, flow of funds, food procurement, inspection of food at reception, requirements for storerooms, food management).
- Section 5 (Meal preparation) explains, how a healthy meal is prepared and served (preparation of the cooks, requirements for kitchens and safe water, taking food out of the store, preparing meals, preparation of pupils, serving meals, eating meals, and cleaning up)
- Section 6 explains, how the programme will ensure the transparent and accountable use of its resources, how it will measure and report on its results, and how it will share these results for discussion and learning among all parties with an interest in the programme.
- Finally, section 7 explains the entire governance structure of the programme, including multi-sectoral coordination, decision-making bodies at different levels, the implementing actors and their respective tasks.

In several sections, specific tools will be introduced which should be used by the relevant actors. These tools, such as forms, templates, checklists etc. are attached as annexes to these guidelines, and will form part of the training to be provided.

1.6. How to use this guide

The Operational Guidelines are meant to assist a wide range of actors, from high-level decision-makers at central level, to implementation leadership at district level, to the cooks, storekeepers, and procurement committees at school level. They are meant to make it easy for all actors involved in the design, planning, management, implementation and monitoring and reporting on the programme to do what is expected and required in an efficient and reliable way. This means that the guide is very explicit and detailed in some of its descriptions, walking relevant actors step by step through their tasks. It also means, that the guide does not have to be read through from cover to cover to be useful: any actor can use the table of content and the links to the relevant tools to go directly to the sections that are important for her or him.

The following table provides an indication of the main addressees of each section:¹⁸

Section 1:	Introduction	Policy makers, members of the National School Feeding Steering Committees (NSF-SC), members of the School Feeding Technical Working Group (TWG), School Feeding (SF) programme managers
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¹⁸ For details on the roles and the composition of different committees and groups, and the tasks of specific actors, please refer to the detailed explanations in the last section of these guidelines.

Section 2:	Healthy meals	Policy makers, NSF-SC members, TWG members, managers; School Feeding Committees; Cooks
Section 3:	Budgeting, planning and procurement	SF programme managers, Districts, head teachers, SFC, and School Procurement Committees (SPC) and School Audit Committees (SACs)
Section 4:	Food management	Storekeepers and section inspectors
Section 5:	Meal preparation	Cooks, School Feeding Committees (SFC)
Section 6:	Monitoring and reporting	SF programme managers, districts, section inspectors head teachers, and SFCs
Section 7:	Programme governance	Policy makers, members of the National School Feeding Steering Committees, members of the SF Technical NSF-SC members, TWG members, managers

Similarly, training will be specific, providing all actors with an overview of the objectives and principles of school feeding in Rwanda, and then zooming in on the specific tasks and tools for each different group of actors to be trained.

The Operational Guidelines are meant to be a living document. All users of this guide who make experience with school feeding implementation and with this guidance should provide their feedback to the School Feeding Unit (info@mineduc.gov.rw) or the Director of Education and/or Human Capital Development at the district, so potential doubts can be clarified, tools can be improved, and all users can learn from each other for the benefit of school children, households and communities in Rwanda. These guidelines will be reviewed and be aligned with ESSP and policies at least every five years, or earlier, if deemed necessary by the SF-TWG due to new developments or experience made.

2. Healthy and Nutritious School Meals

2.1. General requirements to school meals

When growing up, a child needs healthy foods to develop mentally and physically. Healthy foods provide energy, fat and essential nutrients and vitamins. When a student is hungry, he or she struggles to pay attention and to digest and remember information. Offering a daily healthy meal at school, provides an opportunity to contribute to a child's development and to improve their cognitive abilities. For this reason, the composition of healthy, nutritious school meals has to consider a number of aspects to ensure that all menu options are nutritious, locally sourced and affordable:

Nutrition: In day schools, school meals should provide at least 30 percent of daily energy and macronutrient (fat, protein) requirements of children, and 50 – 70 percent of micronutrient requirements. This is based on the assumption that children will receive the remaining part of their requirements at home. According, for boarding schools, where children do not get any additional meals outside school, school meals should provide all macro- and micronutrients children need. These requirements depend on the age of the children (younger children generally requiring smaller quantities), and their gender, in particular for older children (14 – 18 years), where girls will require more iron and other micronutrients, and boys require more energy. Not least, a meal should be diverse, and should include at least five different food groups.

Availability: The food items to be included in a school's food basket should preferably be available on local markets throughout the year. Local production, availability and prices will often fluctuate over seasons, which may call for flexible procurement models and (temporary) substitution of food items.

Logistics: Food items for school meals have to be relatively easy to store (e.g. ideally without requiring refrigeration), or should be easy to deliver frequently (weekly or even daily).

Preferences: Food items should as much as possible correspond to local tastes, habits and traditions, as long as these do not counteract nutritional requirements and a potential adoption of healthier dietary habits.

Preparation: Food items that do not require hard work for processing, or long time for cooking, are preferable, given the amounts of food that have to be prepared every day with a view to limiting the required labour and time of cooks, and energy for cooking.

Costs: As school meals are provided to many children on every day of school, it is essential to keep the cost per meal as low as possible to contain the overall costs of a programme. Therefore, not all desirable food items are affordable, and adequate alternatives have to be found. Often, prices will fluctuate between regions and seasons, calling for a certain flexibility with respect to the specific choice of food item, and the local origin of the food.

Quality and safety: Finally, to be healthy, the quality and safety of all food items being used for school meals must be ensured – this requires thorough inspection at reception of food and before use for cooking; the use of safe water for food preparation, certain measures during cooking, and not least, hygiene measures of cooks and pupils before, during and after cooking and eating. All food items should meet relevant national and – as applicable - international standards.

The following sections detail the specific composition of school meals for the NSFP in Rwanda, and how food safety and quality will be ensured throughout the programme.

2.2. The food basket for school meals in Rwanda

As Rwanda is a diverse country, where local production, preferences and prices differ and shift over the seasons, the NSFP does not prescribe one specific menu. Much rather, it lays down the principles on how menus should be composed, and introduces a number of options for the menus to be put together by the school feeding committee (SFC) in each school.

All the proposed menu options will be recorded in a **Menu cook book** for the national school feeding programme. This book will be disseminated to all schools for additional inspiration.

This section provides more details on the following:

- Nutrient requirements of different age and gender groups
- Food diversity and food groups
- Proposed ‘base meal’ for day schools, special needs, and ‘base menu’ for boarding schools
- Substitution
- Costs

2.2.1. Nutrient requirements

Each meal aims to provide at least 30 percent of the daily requirements of macronutrients (energy, fat and protein) and 70 percent (in any case, not less than 50 percent) of essential nutrients and vitamins (micronutrients) based on the Recommended Dietary Allowance (RDA) for specific age groups.

Tables with exact quantifications of RDA for pre-primary, primary and secondary schools, disaggregated for adolescent girls and boys, can be found in Annex 1.

Of these requirements, school meals are supposed to cover a certain share, depending on how much of the overall requirements they can be assumed to receive from food at home:

Time spent at school	Share of total daily nutrient requirements to be provided through school meals
Half day	30–45 %
Full day	60–75 %
Boarding	100 %

Table 1: Share of total daily nutrient requirements to be provided through school meals ¹⁹

In Rwanda, primary schools are presently partly working with two shifts. A warm lunch, corresponding to the recommendations for half-day students, will be served for all children, where the first shift eats after school and before going home, and the second shift upon arrival at school. This provision can be further improved due to two aspects:

- During the morning shift, children may go hungry until lunch is served – which may jeopardize their learning performance. To address short-term hunger of these pupils, and to help pupils concentrate, schools could consider serving a simple snack during the morning (upon arrival at school or during a break), e.g. one banana per child.
- Higher primary level and secondary level pupils also attend afternoon classes and should receive more nutrients as described in Table 1. The programme – or individual schools – could consider also providing a snack for these (or for all) students when leaving school in the afternoon.

2.2.2. Dietary diversity and food groups

Humans require a number of different nutrients and can best be obtained in adequate quantities by consuming diverse diets consisting of foods from different food groups, which each are sources for a number of different nutrients.

Grains, roots and tubers are mainly a source of energy and need to be complemented by other foods to ensure meeting nutritional needs (fat, protein, vitamins, minerals). For example, dark green leafy vegetables and yellow, orange and red ones are good sources of provitamin A, whereas others such as citrus fruits are especially good sources of vitamin C; dairy and small fish with bones are a good source of calcium, meat, fish and poultry are good sources of highly bioavailable iron.

The key to nutritious diets is therefore the diversity of food items included, which allow the body to obtain adequate amounts of macro- and micronutrients from different sources. In line with the draft Rwanda Food-based Dietary Guidelines, school meals should ideally include food items from at least five out of the following six food groups:²⁰

¹⁹ Adapted from WFP. 2000 and Bhatia, 2013, Operational Guidance on Menu Planning) PCD, Imperial College London Quoted, quoted from WFP/FAO, 2018: Home-Grown School Feeding Resource Framework

²⁰ The standard recommendation of using four out of five food groups combines vegetable and fruit into one group. The present guide recommends five out of six groups, to promote the use of both fruit and vegetable in daily meals.

Food group	Examples (focused on foods easily available in Rwanda)
Grain, roots and tubers	Maize flour, cassava flour, cassava root, sweet potato, rice, green banana, cooking banana/plantain, yam, irish potato, or wheat,
Pulses, legumes and nuts	Beans, lentils, groundnuts, peas,
Oils and fats	Vegetable Oil (Vitamin A fortified), palm oil
Vegetables	Dodo/Amaranth, spinach, cabbage, cassava leaf, pumpkin, eggplant, carrot, tomato
Fruits	Avocado, pineapple, banana, mango, papaya, orange, tangerine, watermelon
Animal source foods (Meat, poultry, fish and eggs, dairy)	Eggs, fish, beef, goat, chicken, milk, yoghurt, cheese

Table 2: Food groups from which meals can be composed

2.2.3. Proposed 'base meal'

Based on the above requirements, and the availability and costs of different food items in Rwanda, a 'base meal' has been established which fulfils the following:

- The meal covers 30 percent of daily energy and macronutrient requirements and 50-70 percent of daily micronutrient requirements of the majority (at least 80 percent) of school children. Children with higher requirements may be considered to receive top-ups for vulnerable children (see below).
- At least 5 food groups are included in the meal, with one commodity per food group (i.e. no combination of small amounts of different foods).
- Students in nursery, primary and secondary schools would require meals with a different amount of staple and oil, due to their varying energy and macronutrient requirements. This is reflected in the differing quantities of food to be served for each of these groups.

2.2.3.1. Base meal for day schools

The base meal consists of **fortified maize meal, fortified oil, avocado, dodo, beans, iodized salt, and milk.**

Level of school	Nursery	Primary	Secondary
Food	Quantity (g)	Quantity (g)	Quantity (g)
Fortified Maize Meal* – dry	50	100	130
Or: (Fortified Maize Meal – cooked)	(150)	(300)	(390)
Fortified Oil	5	10	15
Avocado	80	80	80
Dodo Leaf / Amaranth	100	100	100
Beans (dry)	20	40	40
<i>Beans (cooked)</i>	<i>50</i>	<i>100</i>	<i>100</i>
Iodized Salt	3	3	3
Milk	60	60	60
Total [food + milk]	285 + 60	390 + 60	425 + 60

* From refined or preferably, due to its higher nutrient content, from whole grain

Table 3: Base meal for day schools

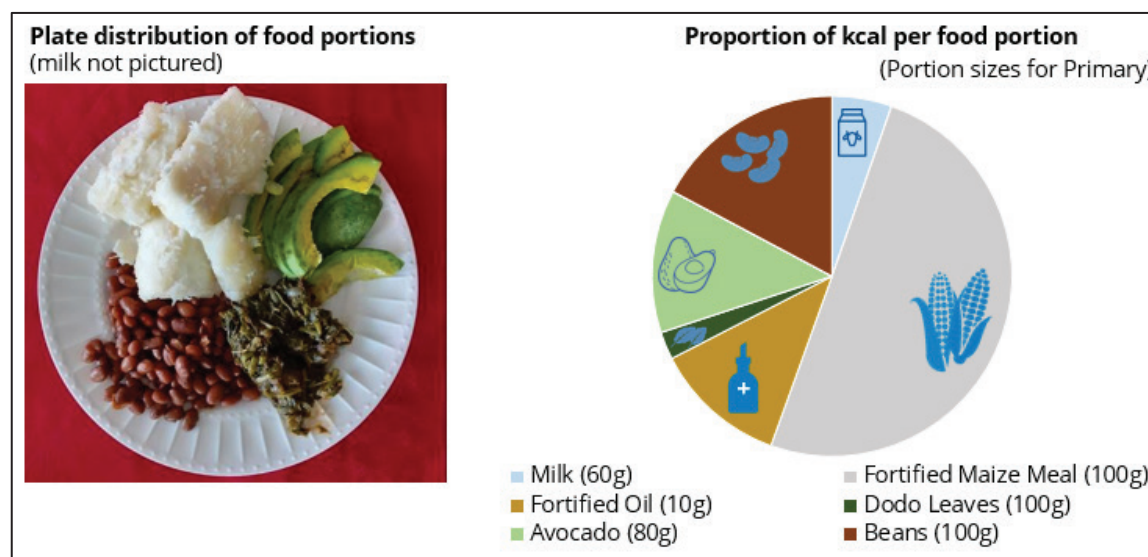


Figure 1: Illustration of the proposed base meal (primary)²¹

This base meal is not a prescription: it provides a good example of a meal that would fulfil all the requirements for healthy school meals in Rwanda, respecting cost limitations and local availability. As prices, preferences and availability differ among regions and over seasons, the base meal can be adapted by substituting

²¹ From MINEDUC and WFP: School Feeding in Rwanda - Menu Modelling and Meal Options (April 2020); photo by Janosch Klemm, WFP)

any of its components by different food from the same food group, in quantities that provide similar nutrient content.²²

The base meal includes commodities that are currently mandated for fortification by the Food and Drug Authority's national fortification guidelines. It is assumed that all these items are in fact fortified and that they can be bought across the country. However, it is recognised that it may take some time until the fortified commodities are available from all mills and at all points of sale. Where included fortified commodities are not available on local markets, this can be resolved either by substitution (which, however, may become unaffordable) or partially more centralized procurement of these commodities.

Fortified maize flour or whole grain meal (see box below) is proposed wherever possible, as the staple in school meals because in Rwanda, maize meal is required to be fortified with nine micronutrients before it can be sold.²³ This makes it an extremely valuable and cheap source of micronutrients that are not usually found in starchy foods. It is therefore important that fortification standards are followed by all millers, including medium and small-scale ones, and that rigorous checks are in place to ensure that whenever a school goes for fortified maize meal, they get quality ones.

While other staples can be good substitutes, they do not have the same micronutrient density for the vitamins and minerals added to fortified maize meal. However, these other staples can still be used in school meals, especially when their prices are low. The **substitution guidance** (see below) informs of the quantities of other food that are required to adequately replace those of the base meal.

Refined flour or whole grain meal?

Over 90 percent of grain is consumed in refined form, in which the highly nutritious and fibre-rich bran and germ are removed primarily for animal feed, leaving the starchy, carbohydrate-rich and nutrient-poor endosperm for human consumption (see figure).²⁴ Compared to refined maize flour, for example, whole maize flour (meal) contains:

- 24% more protein
- 2.8 times more fat (mostly unsaturated)

²² Annex 2: provides an overview of the level of nutrients provided by the base meal and alternatives.

²³ According to Art. 5 of the Rwandan standards for food fortification, "The fortification of the following food vehicles is hereby made mandatory: salt, wheat, flour, milled maize (corn) products, edible oils and fats, and sugar." (<http://www.rwandafda.gov.rw/web/fileadmin/RegulationsGoverningFoodFortification.pdf>). An overview of the national fortification requirements can be found in Annex 3:.

²⁴ The National Heart Foundation of New Zealand. Available at <https://www.heartfoundation.org.nz/wellbeing/healthy-eating/nutrition-facts/are-whole-grains-good-for-you>. Accessed May 25, 2020.

- 3.8 times more dietary fibre
- 3.5 times more calcium
- 2.6 times more iron
- 4.7 times more zinc
- 2.8 times more vitamin E²⁵

In addition, refined grains and flours are major contributors to obesity and cardiometabolic disease globally.²⁶

Therefore, while we may instinctively prefer refined flour due to its ‘clean look’, whole grain meal is by far the better choice for our bodies.

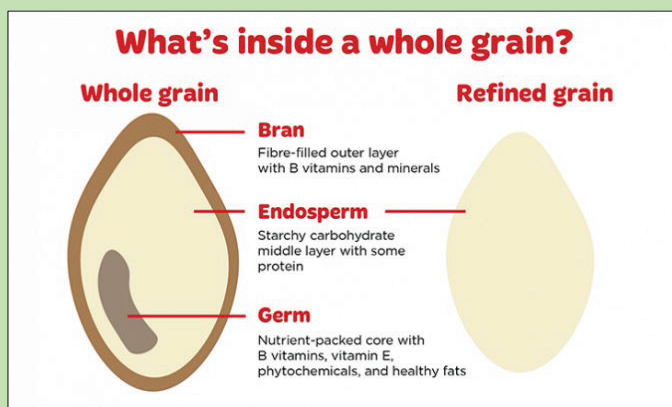


Figure 2: Anatomy of wholegrains

Currently, a small amount of milk (60g) is a fixed part of the base meal. As the base meal is low in calcium, iron and B₁₂, adding more and diverse animal source foods should be considered in the future. This could be achieved through increasing total milk consumption to 1 litre per week and/or adding small amounts of other animal source foods, such as eggs (two times a week) or fish (once a week). However, for this to be affordable, more investments in the production and supply chains of these foods are required.

2.2.3.2. Children with special requirements

Some children require additional nutrients, due to their age, their gender or to other specific situations making them vulnerable. Specific conditions of individual children who might be sick, malnourished, or for other reasons nutritionally vulnerable, would have to be assessed by qualified health personnel (e.g. at the occasion of a school health day at the beginning of each term). This assessment should also include, if and which additional nutrition these children should receive, and for how long.

²⁵ USDA FoodData Central. Available at <https://fdc.nal.usda.gov/index.html>. Accessed 3 June 2020.

²⁶ Mozaffarian D. Dietary and policy priorities to reduce the global crises of obesity and diabetes. *Nature Food*, Vol. 1, Jan 2020, 38-50.

In general, the base meal needs to be adapted for some of the older children during the phase of rapid physical and cognitive growth, where girls will require additional micro-nutrients and boys will require more energy.

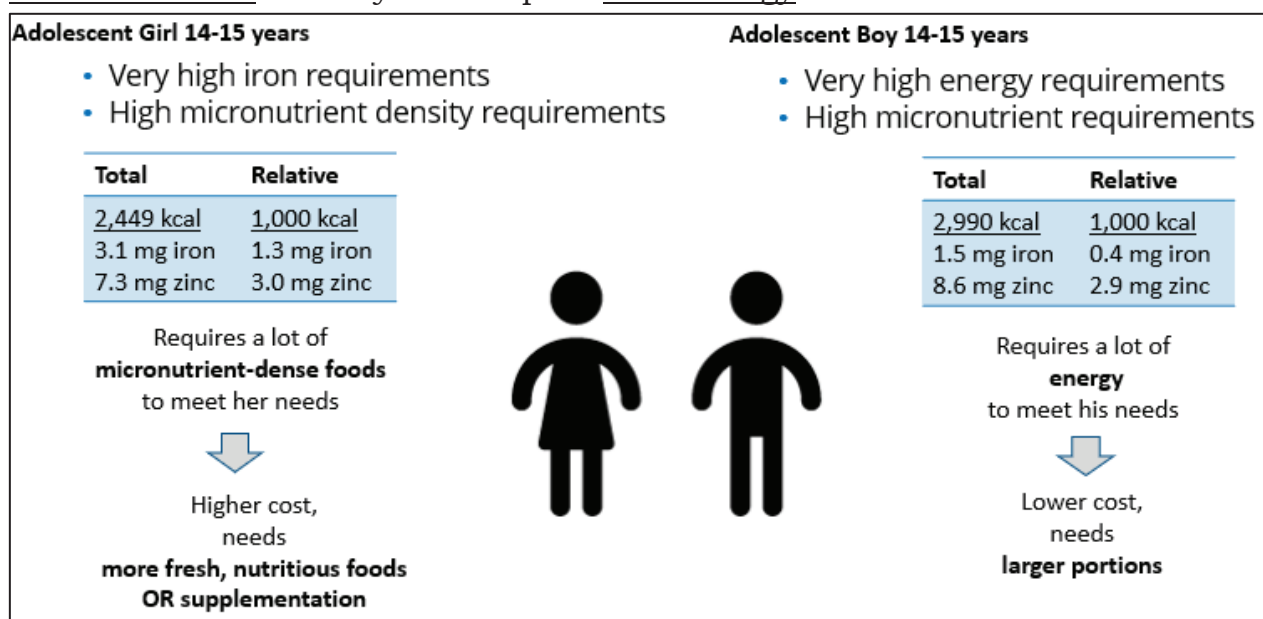


Figure 3: Nutritional requirements of adolescent girls and boys

Enhancing the existing diet with fresh foods or supplements is a promising first step and can fill key nutrient gaps faced by adolescents. Other sectors, such as social protection, agriculture or health can build and layer on the platform of schools and school feeding, to provide tailor-made support to this priority group.

Adolescent girls could be provided with additional nutrient dense foods (e.g. animal source foods) as a top-up to the base meal. For adolescent boys, larger portion sizes of the staple can be provided. These top-ups would require strong coordination with development and civil society partners who could mobilise complementary commodities. Alternatively, existing or planned health interventions using supplements, such as iron and folic acid or multiple micronutrient tablets can be provided to students receiving school meals.

2.2.3.3. Base menu for boarding schools

The base menu for boarding schools applies a similar logic as the base meal for day schools, but with two main differences:

- The menu covers three meals (breakfast, lunch and dinner) that aim to provide 100% of all required macro- and micronutrients; and
- As boarding schools are normally secondary schools, the menu considers the increased required intake of macro- and micronutrients for adolescent girls and boys.

In boarding schools, too, fortified maize meal (and CSB+) forms the fundamental ingredient, accompanied by a fruit snack for breakfast, avocado, dodo and milk for lunch, and pumpkin/tomato and egg or fish for dinner.

Secondary Boarding School						
Meal	Breakfast		Lunch		Dinner	
Food group	Food	(g)	Food	(g)	Food	(g)
Cereal	CSB+/Super Cereal – cooked	120	Fortified Maize Meal – cooked	130	Fortified Maize Meal – cooked	130
Oil			Fortified Oil	15	Fortified Oil	15
Sugar + Salt	Sugar – unless in CSB	10	Iodized Salt	1.5	Iodized Salt	1.5
Fruit	Banana	100	Avocado	200		
Pulses			Beans (fresh)	100		
Vegetables			Dodo (Amaranth)	100	Pumpkin or tomato	120
Animal source			Milk	250 g or 0,25 litres	Egg or fish	100
Total [food + milk]		230		546,5 + 250		366.5

Table 4: Base menu for boarding schools

For diversity, in particular the side dishes of fruit, pulses and vegetables should be changed frequently.²⁷ This will also allow a great variety of recipes for the individual dishes to be served for lunch and dinner.

It is not possible to meet the full micronutrient needs of adolescents without using some type of animal source foods or supplementation. The daily (base) meal schedule for boarding schools includes animal source foods for lunch and dinner. If budget constraints (or other reasons) force to cut or reduce this food, it is essential to consider micronutrient supplementation, e.g. with micronutrient sprinkles, as a short-term solution to ensure adequate intake of micronutrients. This is the case for all adolescents and in particular for adolescent girls, who need to obtain larger amounts of micronutrients than adolescent boys from the same meal.

2.2.4. Substitution

As mentioned above, the ‘base meal’ or menu (for boarding schools) is not a prescription. It is an example of meals that meet the nutritional requirements within the average cost indication (see below). This means, that any or even all of the elements of the base meal can be substituted by a different food item, as long as the overall nutritional quality of the meal is not compromised and the price ceiling is respected.

²⁷ For quantities, the substitution tables in Annex 4: provide specific guidance.

Why substitution?

The flexibility to allow the substitution of any of the elements of the base meal is one of the most important features of these guidelines. This flexibility gives School Feeding Committees (SFCs) the possibility:

- To introduce greater diversity of meals and allow a greater variety of recipes;
- To use food that is locally more preferred or produced;
- To benefit from general lower prices for adequate substitutes in specific regions or seasons; or
- To address seasonal or irregular unavailability or price hikes for some of the elements.

The different zones of Rwanda have different comparative advantages with respect to the production of food items. The map shows food items predominantly grown in the different regions of Rwanda:

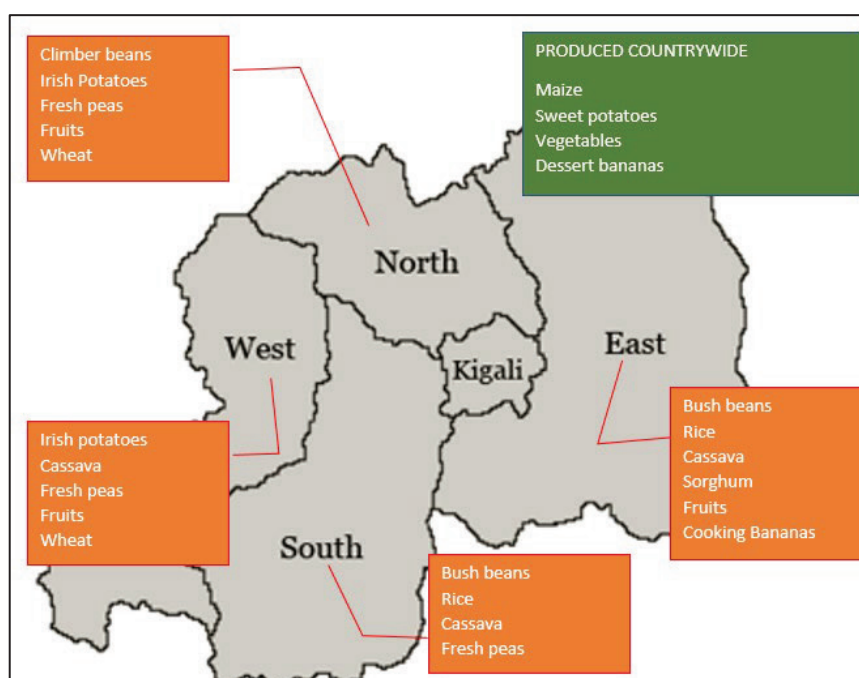


Figure 4: Food items with good agricultural potential in Rwanda's provinces²⁸

Substitution can be initiated by two different actors:

- The School Feeding Committee (SFC) at each school can decide in general that it prefers a different food item for any of the food groups than proposed by the base meal, for any of the reasons above.
- A contracted supplier should be allowed – subject to approval by the SFC – to substitute food items, if the foreseen item becomes unavailable or more expensive than a good alternative.

²⁸ Based on the National Agriculture Survey (2018)

How to substitute?

Substitution is carried out by food group. This means, that within each food group, the item proposed in the base meal can be replaced by another item. However, different food items do not include the same amount of nutrients per unit and can therefore not simply be replaced 1:1.. To safeguard that the nutritional value of meals is maintained, any substitution must therefore be oriented at substitution tables (which should also be made part of any food supply contract). To make sure that the replacement item provides the same amount of nutrients to the children as the corresponding item of the base meal, at times the quantity of the replacement item has to be larger than that of the base meal.

An example of a substitution table for one food group is shown here. This means, that 100 g of the reference food item (dodo/amaranth), which is part of the base meal, can be replaced by any of the other food items in the food group, e.g. by 100 g of spinach, 150 g of cabbage, 160 g of eggplant, or 160 g of tomato.

Vegetables (all weights are fresh weights)	Nursery	Primary	Secondary
<u>Dodo / Amaranth (reference)</u>	100	100	100
Spinach	100	100	100
Cabbage	150	150	150
Cassava Leaf	100	100	100
Pumpkin	150	150	150
Eggplant	160	160	160
Carrot	100	100	100
Tomato	160	160	160

Table 5: Example for a substitution table

A SFC can decide to substitute only one of the food items of the base, several of them, or even all of them, according to the specific context, as long as each substitution applies the substitution tables, and as long as each meal continues to consist of four out of five (or five out of six) food groups (see section 2.2.2 above).

Complete substitution tables for all the recommended food groups and foods, including average 2019 prices in Rwanda can be consulted in **Annex 4:**.

2.2.5. Costs

The food items of which the base meal is composed have different prices across Rwanda's regions: In 2019, the base meal would have costed on average 150 RWF, with prices going as low as 124 RWF in rural areas in the Northern region, and as high as 195 RWF in Kigali.

Once the level of subsidies aimed for by the CNSFP is reached (see section 3.2), the base meal can be afforded everywhere (at the above mentioned average 2019 prices) with the exception of Kigali, where it may be justified to request parents to contribute a higher amount, as average incomes in Kigali are far higher than in the rest of the country.

Seasonality of prices

It has to be noted that the prices shown above are averages across seasons. At sometimes, food in some regions will be cheaper than these averages, at sometimes more expensive. In addition, substitution will allow schools to benefit from low prices as much as possible in the different regions and across seasons. Where a school feeding committee manages to achieve savings in relation to the target price due to seasonally lower prices for some food items, they can set these savings aside to cover potential gaps in another season, where prices may be higher than the average.

Substitution

At the same time, prices for some food items may increase, while they may decrease for other eligible items at the same time. In such cases, substitution of components of the meal is a good way of securing healthy, diverse and nutritious meals while containing costs.

In cases where substitution alone will not be able to resolve the funding gap, as e.g. the prices for potential substitute food items, too, are increasing, it could be envisaged to either increase the government subsidy, request a higher share of contributions from parents (see above proposal for Kigali), or seek to engage local government or other potential partners to co-fund the programme.

Cases of insufficient funding

The large investments required with respect to school infrastructure, and not least the response to and effects of COVID 19, are presently exerting strong pressure on Government resources. For this reason, for the school year 2020/2021, the Government has decided to start with a universal subsidy of school meals of 56 RWF. If other contributors (parents, local governments and potentially private sector and external donors) cannot compensate for this reduced contribution from the government, available funds will stay below the above-mentioned average costs, therefore parents' contribution is paramount to allow school feeding program to succeed.

If schools are not able to make the required savings through adequate substitution of food items, they should provide reduced meals throughout the school year, and for the time being mainly focus on macronutrients to provide an incentive for pupils to come to school, to combat short term hunger and to give children the energy they need for their schooling – and provide micronutrients as well as possible. For example, at the above mentioned average costs in 2019, a reduced meal with the full quantities of fortified maize meal, beans, fortified vegetable oil and fortified salt would cost an average of 85 RWF in rural areas outside Kigali, and 110 RWF in Kigali, and should thus be affordable even with the presently reduced government subsidies. This meal can potentially be supplemented with some own production from school gardens. This will ensure the reliable provision of school meals on all days, with positive effects on education and local agriculture and economy and reduced positive effects on nutrition and social protection.

With respect to boarding schools, the base menu for boarding schools, including small portions of milk and egg, costs around 770 RWF/day/child. Even this estimate is low, and costs are bound to increase with increased diversity and potential top-ups for adolescent girls and boys. This means that boarding schools will require significant subsidies beyond what is foreseen by the policy to ensure three daily diverse and nutritious meals for their pupils.

3. Budgeting, Planning and Procurement

The previous sections have explained, what is a healthy meal, but how does the NSFP ensure, that the required food is actually in the storeroom in sufficient quantity and adequate quality? This is what the present section explains in detail, with its subsections following a logic flow:

- Adequate budgeting for the programme
- Ensuring the availability of required funds at the right time; and
- Procurement of food.

The following figure provides an overview of the flow of funds, food and information.²⁹

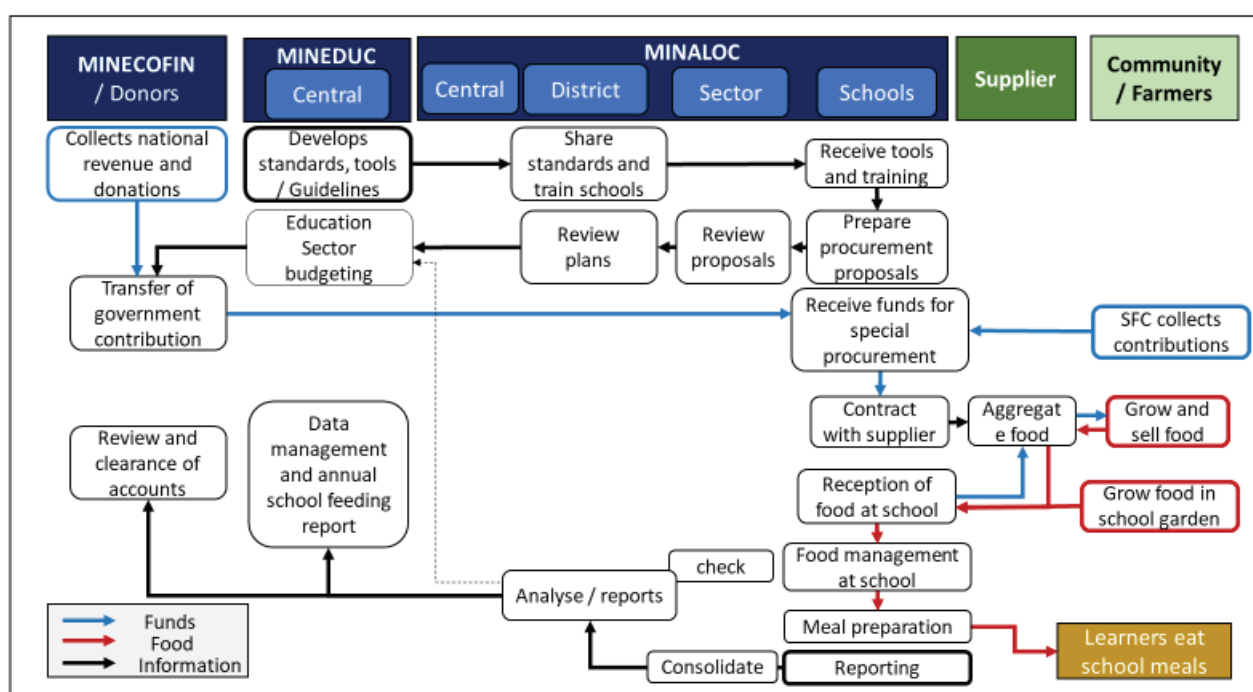


Figure 5: Overview of the flow of funds, food and information

The highlighted action labels depict where funds, food or information originates. As can be seen,

- funds originate at the national treasury (MINECOFIN), with donors ideally channeling contributions through MINECOFIN and at parents;
- information originates at MINEDUC in form of standards, tools and guidelines, as well as with schools and districts who provide reports; and
- food originates with farmers and communities, who provide it to suppliers for school feeding special food procurement guidelines school feeding special food procurement guidelines (against payment), provide it for free to schools as in-kind contribution, or provide it to manufacturers of fortified food, who in turn sell to districts, normally through traders.

²⁹ A more detailed overview of the procurement steps at school level is provided in section 3.3.2.

3.1. Adequate budgeting for the programme

The first step towards ensuring adequate amounts of food for school meals is that the required funds are collected. As shown in section 2.2.5 above, the average cost of the base meal (across regions and levels of education) is about 150 RWF. Several sources of funds can be combined to ensure, that this amount is collected:

Government subsidy

- The national government provides a subsidy to school feeding program, keeping in mind that the school feeding programme should constitute a support to households and communities, rather than a burden. In addition, the national government can consider funds for school feeding not only as part of the budget for education, but also as part of the budget for other sectors, such as health, agriculture, or social protection, who all have objectives which are supported by the programme.
- Decentralized governments (and partners operating in decentralized government) may consider contributing to the overall NSFP budget, too, given that the programme does not only support the children of the district to develop to their full potential, and households to achieve lasting food security, but also supports the local food systems, with direct benefits for farmers, the population and local economies as a whole.

Parent / community contribution

- School feeding is a primary role of parents and communities need to contribute, too, in a number of ways:
 - Providing funds for food, the exact amount shall be determined by District management authority (based on social economic status, agricultural development and community affordability);
 - Providing in-kind contributions, e.g. through labour in establishing or repairing school feeding infrastructure, working and harvesting in school gardens, or fuel wood; and
 - Providing funds for the payment of cooks, water, fuel, and potential cooking or eating utensils. Not least, donors (private sector, external bilateral or multilateral partners, and others) can contribute to the NSFP as a whole, or focus support to specific aspects (e.g. nutrition / micronutrient supplements), areas (e.g. selected districts) or activities (e.g. complementary activities, or pilot activities which would help make the programme more efficient and effective in the future).

School Feeding Parent contribution guidelines

- How Parent contribution is calculated

Cash and in-kind school feeding parent contribution are calculated based on average cost for base meal which is 150 RWF as per 2019 school meal menu modelling however district school feeding committee may decide to adapt the

average based on cost of food commodity in the district, parents' willingness to improve the quality and quantity of food and parent capacity.

	Unit	Daily	Monthly contribution (20 days)	quarterly contribution (60 days)	Annual contribution (190 days)
			21	63	190
Average daily meal cost	RWF/student	150	3,150.00	9,450.00	28,500.00
Government contribution	RWF/student	56	1,176.00	3,528.00	10,640.00
Parent contribution	RWF/student	94	1,974.00	5,922.00	17,860.00
Parent contribution if a meal is at 100 RWF	RWF/student	44	924	2,772	8,360

In reference to the above scenario every parent would be required to contribute 94 RFW per child per day, 1,974 RWF per month, 5,922 RWF per term and 17,860 per year however for a district which decide to feed student at 100 RWF /day parent would contribute 44 RWF per day per student, 924 RWF per month, 2,772 RWF per term and 8,360 RWF per year

- Allowable in-kind parent contribution

Parent can contribute cash or the equivalent in kind including food, labor and firewood. Parent can also contribute other items like manure or other required material for school garden. Contribution in kind must be quantified in terms of money. Food must be on meal MENU for specific school time school term. School Feeding committee would therefore decide the value for parent contribution based on daily labor cost or unit cost of food commodity. As per below table for a school where average meal cost is at 150 RWF and parent is require contributing 94 RWF per day the equivalent would be 2 bundles of firewood, 2 Labor Day or 3 Kg of beans per month.

	Inkind items	Unit	Unit cost	days/Kg per month (unit cost /94)	days/ Kg per quarter	days/ Kg per year
1	Firewood	Bandle	1000	2	6	18
2	Labour	Daily	1000	2	6	18
3	Food					
3.1	Beans	Kg	700	3	8	26
3.2	Peas	Kg	800	2	7	22
3.6	Imboga	Kg	200	10	30	89

The example below is for school where average meal cost is at 100 RWF and parent is require contributing 44 RWF per day the equivalent would be 1 bundle of firewood, 1 labor day or 1 Kg of beans per month.

	Inkind items	Unit	Unit cost	days/Kg per month (unit cost/44)	days/ Kg per quarter	days/ Kg per year
1	Firewood	Bundle	1000	1	3	8
2	Labour	Daily	1000	1	3	8
3	Food					
3.1	Beans	Kg	700	1	4	12
3.2	Peas	Kg	800	1	3	10
3.6	Imboga	kg	200	5	14	42

Parent contribution guidelines for school

- Acceptable parent contribution is cash and/or equivalent in kind which may include food (must be on school meal menu for that term), labor and firewood.
- Parent in kind contribution is the cash equivalent of the average meal cost recommended by District School Feeding committee minus government subsidies
- Parent contributing in kind must make commitment with school management before the beginning of school term for procurement planning of food commodity
- School Feeding committee has responsibilities to make a list of allowable in-kind food commodities and unit cost value and shall update the list on termly basis.
- Based on agricultural seasons school general assembly Committee (SGAC) in collaboration with school feeding committees may decide to allow all parents to switch to food in kind contribution instead of cash for a specific commodity (eg: beans) if it benefits both parent and the school.
- If approved by school management parent can also contribute items that are needed by the schools (school construction material, school garden etc) not necessary food on menu however monetary value of item contributed must be allocated on school feeding budget line.
- School must put in place mechanism to keep records of in-kind parent contributions and be prepared for any audit, should it be required by any competent authority

NB: All in kind contributions should be translated into monetary terms so that its equivalent in terms of money is recorded.

Budgeting

The **required** budget for the food costs of school meals (using the proposed base meal and its costs should be the result of a simple multiplication these costs by zone (see section 2.2.5), the number of 195 school days, and the number of children in a school, district and nationwide. For this, a tool has been developed which



makes this calculation very easy for schools with access to a computer (for a more detailed description of this tool, please refer to section below).

Based on the proposals prepared by schools, sectors can then consolidate the school feeding budget within their area, which districts can finalize (adding the budget required for their potential bulk procurement) for consolidation into a national school feeding budget.

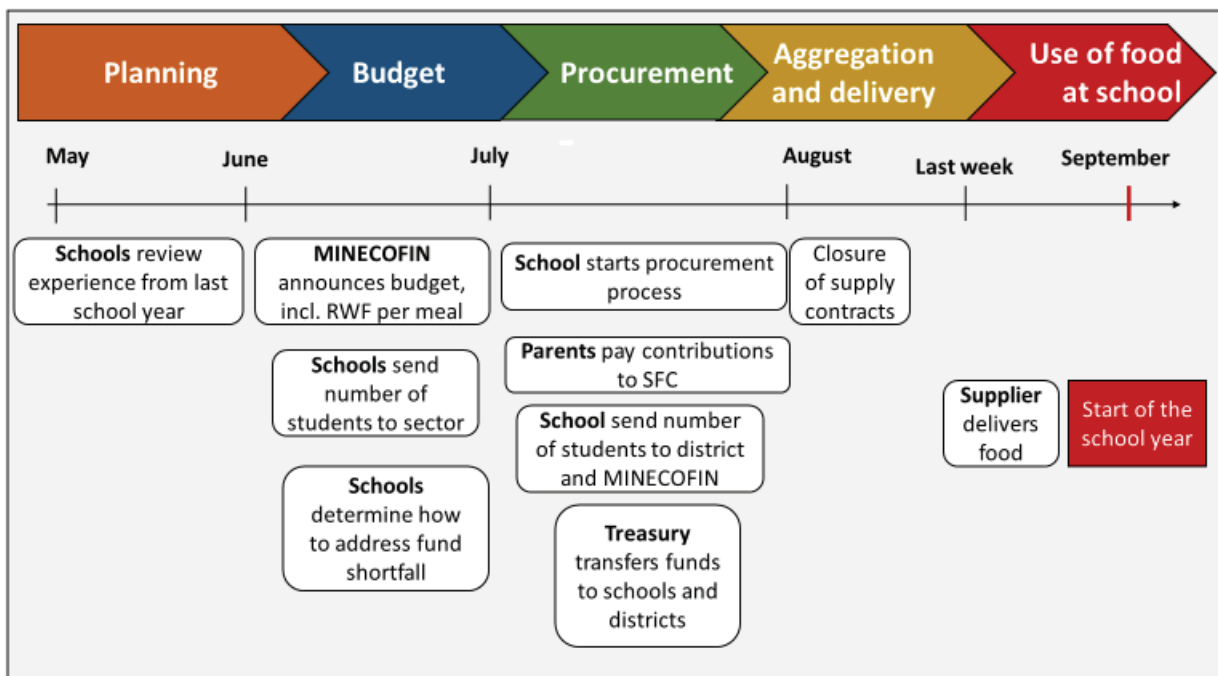
By contrast, the **available budget** for school meals is determined by Government’s approach of setting specific contributions per meal, which **MUST** be complemented by parent contributions (the level of which will be determined by district authorities) and can be complemented by support from others (decentralized authorities, donors, etc.).

3.2. Ensuring the availability of required funds at the right time

For a school to be able to start the required procurement process, it must have an approved budget for the school year in hand. In addition, schools and districts must have received the funds for the first quarter at the time of contract closure. Funds for the subsequent quarters will then be transferred based on adequate reporting.

This means the following for the process of planning and fund transfers:

Figure 6: Timing of the planning, funding and procurement process



The explanation of the timing illustrated above is counting backwards:

September: At the start of the school year, the first batch of food called forward must be in good quality at the school, so cooks can obtain the required amount for the planned first daily meal.

1 week before school start: Food should be received at school at least one week before the start of the school year. This allows proper further analysis of the quality of the food received; and provides a minimum of security margin so the slightest delay of deliveries does not translate into meals not being provided.

August: Contracts should be closed at least one month before the start of the school year. This gives the contracted supplier three weeks to make arrangements with farmers, and to organize the aggregation, food safety and quality control, and transport to the school of the first batch of food called forward.

July: As soon as the budget for the coming financial year is announced, and schools know which level of resources they can count on for their school feeding, the procurement process is started. The procurement process should not last longer than one month (for food produce that need procurement process), to allow for sending requests for quotations / open bids; at least two weeks for potential suppliers to prepare their bids; and one week for the evaluation of the received bids and the entering into contracts.

By the time schools and successful bidders close their contracts, the schools must have received the required funds (from Government as well as from parents) for at least the first quarter in their accounts. For this, sectors consolidate the number of students enrolled per school to Districts and MINEDUC, as this number will determine the amount to be transferred to schools (or Districts for bulk procurement) once the subsidy per meal is known. At the same time, the SFC communicates with parents on the contributions they are expected to contribute, and starts collecting these contributions. As parents will normally not have large funds available upfront, they should be allowed to make their payments on a monthly basis.

June: While the central Government finalizes the budget for the coming financial year, the planning process for the school feeding programme can start. For this, schools have to send the number of enrolled students to sectors, who consolidate numbers. Furthermore, district councils determine the amount per meal to be contributed by parents; and SFCs determine, how they will address a potential shortfall of resources.

May: SFCs should discuss the experience made with the school feeding programme during the previous year. How did the school feeding work? What went wrong? What was the effect of the way the SFC has tried to

address a shortfall of resources? Can negative effects be reduced in the coming year by doing it differently?

If decentralized Governments decide to provide funds for school feeding, too, they should ensure the availability of these funds at district or school in the same way and deadline as described above, i.e. one month before the start of the school year.

Additional contributors should align as much as possible to the above schedule. This means that where they consider in-kind contributions, they should inform schools and districts accordingly, so this can be taken into account when preparing procurement plans. Where external donors consider cash-contributions for the normal food supply, they should ideally also make this contribution available at school or district two months before the start of school.

3.3. Procurement of food

The CNSFP seeks to promote procurement of food for school feeding from local farmers – with tangible benefits for agriculture and strengthened local economies. This requires an appropriate supply chain or procurement model to ensure a transparent, efficient and accountable approach to procure from local farmers using the ‘school feeding special food procurement’ guidelines. The detailed guidelines for this model provided by the present section falls into two parts: (1) a set of principles governing the model of ‘special food procurement guidelines’ for school feeding in Rwanda; and (2) a step-by-step guide that explains exactly what each of the different actors involved in the procurement of food for the school feeding programme has to do.

3.3.1. Principles governing school feeding special food procurement guidelines

Principle 1: Schools are procurement focal points

Schools will be the focal point for procurement for a number of reasons:

- The bigger part of SF funds from the community are collected at school level.
- Schools are closer to the local farmers targeted by the SF programme, and buying from them will ensure short supply chains, and can thus help to reduce costs.
- There is parents’ economic empowerment and motivation to participate in the programme since they are at the same time parents and suppliers (local farmers and cooperatives members).
- There is increased School leadership and community ownership of the programme
- Some parents who are not able to contribute in cash are allowed to do so in-kind as long as their contributions are quantified in monetary terms to have an equal contribution towards school feeding

Principle 2: Respect of core principles for public procurement

As Non-Budget Agencies (NBAs), schools are not procurement entities in the understanding of the national procurement regulations.³⁰ Nevertheless, schools must carry out their procurement in alignment with the core principles of these rules, which include

- Transparency;
- Competition;
- Economy;
- Effective, efficient and fast work;
- Fairness; and
- Accountability (Art. 6 of the Law).

The ‘step-by-step guide’ below includes a number of measures that will help schools to fully live up to these principles. In addition, sectors will carry out checks of proposals, and of the implementation of procurement as part of standard school inspection. For this, a standard school-feeding related checklist for inspectors is available, which is foreseen to be included in the standard schedule of inspections.

As NBAs, schools, can carry out procurement manually, without using e-procurement. However, schools use the School Data Management System (SDMS) to request and report on school feeding and capitation grants. In addition, even as NBAs, schools need to prepare procurement proposals for food items, so sector inspection and districts know how they plan to provide meals.

Principle 3: Procurement thresholds

- For perishable foods sold in the nearby markets, STC will use direct shopping on a value between 250,000 Frw and 1,500,000 Frw depending on the size and school setting as follows:
 1. A day school with less than 500 students: Direct shopping for perishable foods not exceeding **250.000Frw**.
 2. A day school with 500-1000 students: Direct shopping for perishable foods not exceeding **500.000Frw**.
 3. A day school with 1000 to 1500 student: Direct shopping for perishable foods not exceeding **750.000Frw**.
 4. A boarding School with less than 500 students: Direct shopping for perishable foods not exceeding **500.000Frw**.
 5. A boarding School with 500-1000 students: Direct shopping for perishable foods not exceeding **1.000.000Frw**.
 6. A boarding School with 1000-1500: Direct shopping for perishable foods not exceeding **1.500.000Frw**.
 7. All school with above 1500 students should request for special consideration from MINEDUC

³⁰ The present guidelines are based on the National Procurement Act 2018 (NPA) (Law N°62/2018 of 25/08/2018 Law governing public procurement) and the Ministerial Order 2020 (MO) (N° 002/20/10/TC of 19/05/2020 Ministerial Order establishing regulations on public procurement)

Note:

- The above-mentioned amounts are for one shopping round; however, this exercise should not exceed twice a week.
 - For cases in which the procurement of school feeding items is done through shopping, at least three (3) out of five (5) members of the School Tender Committee must participate
 - Price for food commodities should be determined and regularly updated by the shopping team based on seasons and reasonable market price
 - Suppliers must be paid using acceptable modes of payment like cheques
 - Schools should request suppliers and or cooperative to bring food stuffs or other non-food items at school to minimize transport cost
- For tenders not exceeding a value of 5 million Frw, schools must procure through request for quotation', i.e. they must limit the tendering process to, at least three competent suppliers from which they would like to buy food. Such suppliers can in principle be individual farmers, larger cooperatives operating in the area, specific 'school feeding cooperatives' founded by the community itself, but also registered traders.
- For tenders of a value above 5 million Frw, schools need to use open tendering, i.e. anybody who is registered and interested in selling food to the school can participate in a public tender.

Note: The use of direct shopping should be given priority by schools in case funds are available in cash for direct payment.

Principle 4: Framework contracts for food supply

A framework contract for one school term will be easy to manage since food prices fluctuate seasonally. Such a short-term framework contract reduces the risk of relying too much on a supplier who may not deliver food in adequate quantity or quality. The framework contract will be signed and used as follows:

- For tenders above 5 million Frw, schools should enter into framework contracts of one school term for supply of non-perishable food and non-food items.
- Schools may sign many framework contracts for one tender and order from any of the suppliers based on the availability of the requested items and unit prices.
- Contract terms (prices, delivery period, payment modalities...) may be adjusted on request of one of the contract parties and approved by the SFC. In that case, there should be a signed contract amendment.

Principle 5: School based management of procurement:

To manage school feeding (including procurement), each school will work through two committees, each with specific tasks with respect to food procurement: (1) a School Feeding Committee (SFC), which has to be established specifically with the task to manage and oversee the NSFP at the school; and (2) a School Tender Committee (STC), which may already exist at each school, or need to be established to carry out the actual procurement.

These two committees will work closely together when procuring food – see also the flow chart of the procurement process at the beginning of the step-by-step guide below. SFC and STC will be complemented at school level by other committees, i.e. the School Audit Committee (SAC) and the School General Assembly (SGA).

The composition, role and specific tasks of each of these committees is explained in section 7 on governance of the school feeding programme.

Principle 6: Separate contracts for different food groups

There are several reasons, why a school should enter into separate contracts for each of the food groups included in the food basket:

- Different suppliers can be more or less specialised in specific items, which would increase the chances for good quality food at very competitive prices. For local ‘school feeding cooperatives’, it will be far easier to enter into a contract only concerning fruit, or vegetables, rather than a contract that covers all of the food groups.
- Separate contracts for different food groups diversify the risk, in case one supplier defaults.
- Separate contracts give contract opportunities to more suppliers.
- Contracts focussing on one food group only are easier to monitor, in particular for the event of substitution.
- Not least, separating contracts for different food groups allows a split of buying from the local area for some items, and from further away, where that may be more advantages (e.g. for fortified items, which are not always produced locally).

Principle 7: Use of school garden produce

Among policy priority action includes promoting **school gardening** – which will help to integrate nutrition-sensitive and resilient agriculture into school curricula, and to provide additional inputs into school meals. To avoid a situation where schools with gardens might sell or charge food from their gardens to students, schools are encouraged to have gardens and the School General Assembly will determine how school feeding funds could be used to support school garden activities. Produce from school garden cannot be sold to school and shall supplement school meals

3.3.2. Step-by-step guide for Special food procurement guidelines under the NSFP

The entire process of food procurement is illustrated below. Thereafter, each step is explained in detail.

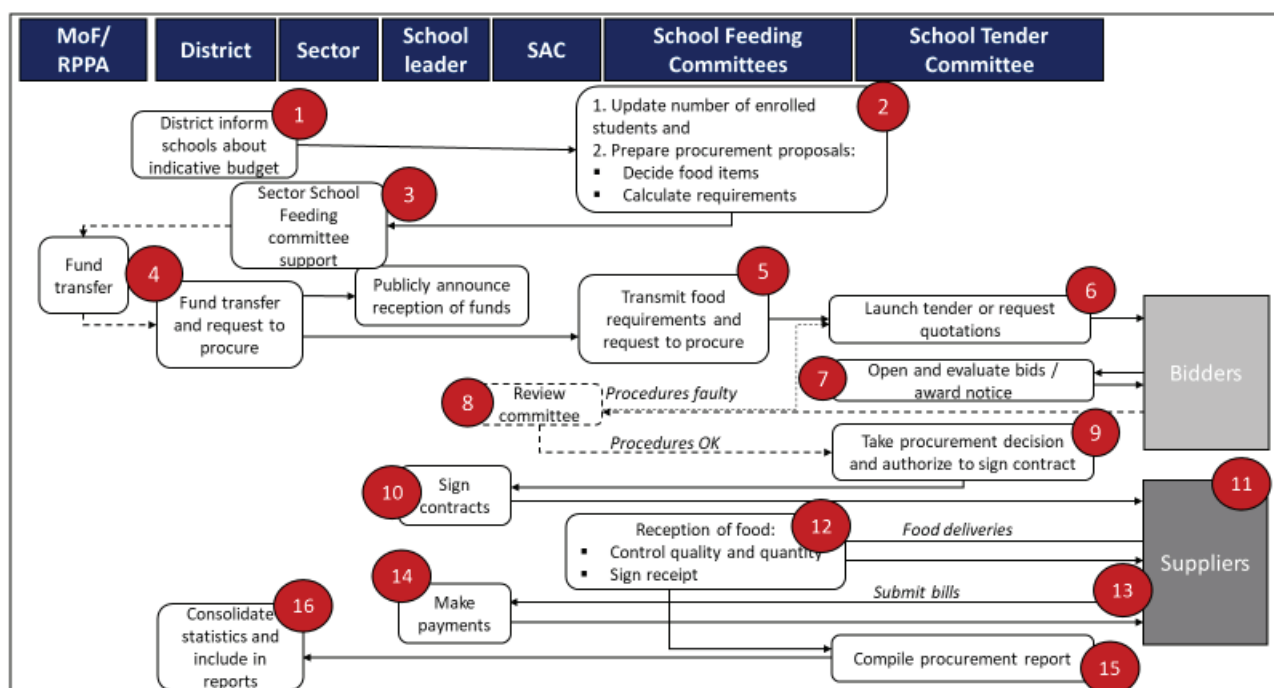


Figure 7: The process of NSFP food procurement

Step 1: Based on an indication from the Ministry of Finance of the available budget for school feeding (expressed in terms of the Government subsidy per meal) and the level of contributions per meal to be contributed by parents, as determined by district councils, the District inform the school about indicative budget for them to be able to prepare procurement plan

Step 2: The STC carries out two simultaneous steps:

- (1) it informs its sector of the number of enrolled students, which is required to determine the amount to be transferred from the national treasury to each school, once the amount of the subsidy to be provided by Government is known; and
- (2) The SFC prepares a procurement proposal, i.e. it indicates which quantities of which food items it plans to buy during the term or the school year (see box below) at which estimated cost. This proposal is for the record at sector and district level, and will be the basis on which the actual provision of meals will be monitored and evaluated later.

The preparation of a procurement proposal requires several sub-steps:

- First, the SFC must decide which food items it wants to include in the meals to be provided. It can use the items indicated in the base meal, or any of the other items proposed in the substitution tables in Annex 4: This discussion and decision will also have to concern the question,



what to do if the available funds do not seem sufficient to buy the full food basket (base meal or substitution items). For the options in this case, please see the explanation in section 2.2.5 above (Costs – Cases of insufficient funding).

- Second, the SFC needs to calculate how much of each food item will be needed for one day. The storekeeper, who is member of the SFC, can be made in charge for drafting a suggestion for the discussion and approval by the SFC.

The formula to be used for this calculation is the same as the one introduced in section 5.3 for the calculation of daily food requirements by cooks:

Number of children attending at the school level	at the X	Amount of food per child (g)	=	Required amount of food in kg
1,000				

This calculation has to be made for each food item, and for each level of education separately, and then added up (for detailed guidance on the calculation of daily food requirements, please refer to section 5.3).

For schools with access to a computer, an Excel-tool has been developed that helps to easily carry out these calculations. The figure below shows an excerpt. For day-schools,³¹ all an SFC will have to do is highlight the rows with the food desired; delete or hide the rows with all other food; and enter the number of children at nursery, primary and secondary level.

Food calculation table (Save this tool under a new name each time you calculate food requirements. This way, you can always go back to the original tool for new calculations)							
Food items	Amount of food needed for 1 day						
1. For each food group, highlight the whole line for the food you want to use (click on the row-number at the left, and highlight with any colour you like).	3. Enter the number of students in your school, by level, in the . Required food quantities for each food group will appear automatically.						
2. Delete or hide the rows of food items you do NOT want to use.	Portion size			Number of pupils by level			
	Nursery	Primary	Secondary	Nursery	Primary	Secondary	Total
	0	700	0	0	700	0	700
Staples (uncooked weights)	Weight per portion (g)			Quantity (kg)			
Fortified Maize Meal (reference)	50	100	130		70.00		70.00
Cassava flour	55	110	140		77.00		77.00
Cassava root	140	280	350		196.00		196.00
Sweet Potato	225	450	550		315.00		315.00
Rice	50	100	130		70.00		70.00
Green Banana/Cooking Banana	235	470	580		329.00		329.00
Yam	175	350	450		245.00		245.00
Irish Potato	235	470	560		329.00		329.00

Table 6: Food calculation table (excerpt)

³¹ For boarding schools, portion sizes have to be adapted to the base menu (or substitution); and the number of days have to be increased to 91 for the term and to 273 for the school year.



- Third, for each food item, the daily requirements have to be multiplied with the number of school days in the term (65) and school year (195) respectively.
- Finally, the required food quantities have to be multiplied with the local – estimated – costs for each item to arrive at the food budget for the term and the school year. This calculation is done automatically by the above-mentioned tool without any additional inputs by the SFC,³² as shown below for a school with 700 primary school children using the base meal:

Food items	Budget required per term					
	RWF for 65 school days for a school with the indicated number of pupils at each of the three levels					
	Nursery	Primary	Secondary	Total		
	0	700	0	700		
	East Rural	North Rural	South Rural	West Rural	Kigali	Average
Staples (uncooked weights)						
Fortified Maize Meal (reference)	2 308 347	2 378 409	2 333 681	2 613 301	3 172 221	2 561 192
Bean (dry) (reference)	770 605	832 650	810 904	871 624	947 500	846 656
Amaranth (reference)	692 500	1 222 102	713 788	706 809	1 013 634	869 767
Avocado (reference)	771 048	845 645	586 282	818 435	1 297 640	863 810
Milk (reference)	2 275 000	0	2 215 755	2 298 698	3 957 552	2 149 401
Fortified oil	597 188	609 747	635 231	536 521	858 339	647 405
Iodized salt	45 455	45 455	45 455	45 455	45 455	45 455

Food items	Budget required per school year					
	RWF for 195 school days for a school with the indicated number of pupils at each of the three levels					
	Nursery	Primary	Secondary	Total		
	0	700	0	700		
	East Rural	North Rural	South Rural	West Rural	Kigali	Average
Staples (uncooked weights)						
Fortified Maize Meal (reference)	6 925 042	7 135 227	7 001 042	7 839 903	9 516 662	7 683 575
Bean (dry) (reference)	2 311 815	2 497 950	2 432 711	2 614 872	2 842 499	2 539 969
Amaranth (reference)	2 077 499	3 666 307	2 141 364	2 120 428	3 040 903	2 609 300
Avocado (reference)	2 313 145	2 536 936	1 758 847	2 455 305	3 892 921	2 591 431
Milk (reference)	6 825 000	0	6 647 266	6 896 094	11 872 656	6 448 203
Fortified oil	1 791 563	1 829 242	1 905 692	1 609 563	2 575 016	1 942 215
Iodized salt	136 364	136 364	136 364	136 364	136 364	136 364

Table 7: Calculations of required food budgets per term and school year³³

The tool also has a function that automatically highlights if the estimated cost of purchasing a food item for a term or a year exceeds the above-mentioned threshold for a request for quotations (5 million RWF, in orange), above which an open tender is required;

The results depend on the number of pupils in the school, and of the region, as prices differ considerably, and are significantly higher in Kigali.

As can be seen in the example, none of the school will require to use open tendering if schools have only 700 pupils at primary level, if contracts are made out for one term only. For contracts over a whole school year, a school of this size would have to use open tendering for fortified maize meal and for milk in all regions of the country.

Step 3: The sectors and district school feeding committee may check if the total budget required stays within the indicative budget available – and otherwise requests schools to revise their proposals. The sector education officer may also review the plans schools are proposing in case that insufficient funds are available to provide the full base meal (or adequate substitution) during the whole period. Where the officer sees problems, s/he enters into a dialogue with the school to get the issue resolved.

³² The tool uses food prices observed in 2019; the food prices in the tool have to be updated at least annually. In addition, SFCs themselves can correct or update the estimated food prices (e.g. for urban areas outside Kigali) by going directly into the food-price table in the tool.

³³ In addition, SFCs also have to decide on a budget for other school-feeding related items, such as fuel/wood, water, utensils, cooks, etc.



The consolidated procurement proposals will be included in the annual school feeding plan; and their implementation will be monitored and reported on (see section 6.4 below) in NSFP Annual Reports.

Step 4: Government funds are transferred to schools, based on the number of children enrolled in the school, and the government decision of the amount of the subsidy per meal during the school year. The school head teacher publicly announces the reception of the funds and the amount. The information should also be provided at General Assemblies or other meetings where the school discusses with the community. In parallel, the SFC also collects contributions from parents.

Step 5: For all food items, the SFC submits its procurement plan to the STC, and requests it to procure the food foreseen. The description of the further steps below only concerns this school feeding special food procurement guidelines by STCs.

Step 6: The STC launches the procurement process. The process includes a number of sub-steps:

- First, the STC has to launch a request for quotation, (or, where the estimated contract value does not exceed a value of 5 million Frw, a public tender notice) inviting the selected potential suppliers to make an offer for the indicated quantities of food to be supplied. The request must include
 - The name of the school including its complete address
 - The tender number
 - The contract period (i.e. the coming school term or school year)
 - The kind of food to be bought and an estimate of the quantities required over the contract period
 - The deadline (date and time of day) by which the offer has to be received at the school.
 - Availability of tender document and fee – if any (ideally, STCs should not require a fee for the tendering documents)
 - The date and place of bid opening by the STC
 - An invitation to bidders or their representatives to attend bid opening.

A request for quotation is transmitted to the intended bidders by direct correspondence. Where the estimated contract cost is above 5 million RWF, the STC will have to use an open tender, i.e. making the invitation with the above information public through adequate channels (newspapers, radio, public announces, posters, etc.).

A simple template for request for quotations or public tender notice is attached as Annex 8:

- Second, the STC should prepare a tender document. This document describes more exactly which food and services the school is requesting. It is important to give the bidders the required instructions to comply with the invitation to bid procedures; to inform the bidders of the evaluation criteria; and to define contract negotiations. The tender document should therefore
 - Inform bidders of the background / school meals programme (one paragraph);
 - The estimated quantity of food required over the contract period;
 - The indication that the food must be delivered to the school during work hours in a specific frequency;
 - The possibility to substitute the requested food by specific alternative food in a specified quantity (substitution table);
 - The mechanism through which food will be called forward with specified days of notice;
 - The foreseen frequency of payments.

In addition to this description of the food and services requested, the tender document must also provide clear information to bidders on formal requirements for the bid, on the required content of their bid, and how, where and by when they have to submit the bid.

Formal requirements to participate in a NSFP bid:

- Bidder is a cooperative / farmer group, or a trader
- Bid submission form and Price schedules well printed and properly organized
- Evidence of cooperative / business registration
- Business permit or Trading Licence
- Evidence of Bank name, branch & Account name
- Permit by Public Health Office to handle food, if required
- Bid provides full name, address, phone number, and email address.
- Bid provides price for food commodity as specified in tender notice
- Specification of food to be supplied
- Evidence of capacity to deliver required food commodities required, e.g. references of similar tenders executed.

Additional requirements for traders:

- Has permanent store –provide support to show if the store is owned or rented. Traders with store in the sector where school is located is an added advantage.
- Evidence of one year in food business, with evidence of actual operations
- Social Security certificate
- Provide valid tax compliance / clearance certificate

A simple template for a school-meals tendering document is attached as Annex 9:.

- Third, if the school does not yet have a School Tender Committee, it has to establish one for the opening of bids, the evaluation of tenders, and the recommendation of a procurement contract award. Details on the composition of the STC are explained in the section on programme governance.
The Public Procurement Regulations³⁴ include some specific rules on the exclusion of persons from participation in a procurement process. These rules should also be observed by STCs when procuring food for school meals.
- Fourth and finally, if the school has not already done so, it has to establish and make publicly accessible a tender box. A tender box is a locked coffer into which sealed bids or quotations can be entered by a bidder or a receptionist. The box cannot be opened by anyone but the STC, and not before the deadline for the submission of quotations or bids has expired.

Step 7: The review of bids, too, involves a number of activities:

- When a bidder places his bid or quotation in the tender box, s/he receives a receipt from an authorized school staff confirming that s/he has placed a bid with the tender number written on the envelope inside the tender box before the deadline for submission. Alternatively, the bidder can sign on the submission list, including an indication submission day and exact time, to be counter-signed by the receptionist or similar. Once the deadline has expired, no more bids are allowed to be entered into the tender box.
- As soon as possible after the deadline for submissions, but latest within three days, the STC should gather to jointly open the tender box. This can only be done if at least the quorum of the STC is present, i.e. at least the chairperson or vice-chairperson, and at least the majority of its members.
- The STC now goes through two steps:

³⁴ Law N°62/2018 of 25/08/2018) Governing Public Procurement, Article 90 **Article 90: Other prohibitions:** It is prohibited for: ... members of the public tender committee or any other person involved in the procurement award process or the management of procurement contract, to take part in tender award in which the following persons have participated: a) a person with whom he/she has kinship to the second degree in direct lineal kinship and to the third degree in collateral kinship; b) his/her former employer except after five (5) years he/she ceases to be his/her employee; c) a person with whom they have a financial interest; d) the bidder having an procurement contract with them or expecting employment or any other benefit.

- The tender review checks for each bid, if the bid fulfils all the set formal criteria (see box above). Only the bids that fulfil all requirements are accepted as valid bids.
- In a second step, the bids are now evaluated to determine which bidder offers the required food and services at the best price.

For the school feeding special food procurement guidelines by schools, a form which can be used for both steps described above is provided in Annex 10:.

- Once the STC has taken a preliminary decision, it gives an ‘award notice’ to all participating bidders. This notice must include the information that unsuccessful bidders have the right to request a review of the decision within three days of reception of the award notice.

A simple template for an award notice is attached as Annex 11:.

- Finally, the STC prepares a preliminary evaluation report containing a summary of the evaluation and comparison of bids as provided for in the public procurement regulations.

A template for a tender evaluation report is attached as Annex 12:.

Step 8: In case that any of the unsuccessful bidders requests a review of the procurement process, this review is carried out by School Audit Committee (SAC, see at the end of section) which in such a case will function as a Tender review committee. If the SAC finds any fault in the procurement procedures followed, it requests the STC to re-launch the procurement process. (In this case, the SFC makes note of this decision in the evaluation report). Otherwise, it dismisses the review request and authorizes the STC to proceed with the procurement.

Step 9: If no bidder requests a review of the procurement process, or if the review committee dismisses a requested review and authorizes the STC to go ahead, the STC takes the final procurement decision and authorizes the school headmaster to sign a contract with the successful bidder. At the same time, the SFC notes in the evaluation report that the period for requesting a review has expired without any such request having been filed, or that the review committee has dismissed the request.

Step 10: Once so authorized, the school headmaster and the supplier sign the contract. This contract must include all duties and responsibilities of both parties; the delivery frequency; the agreement on how many days in

advance of required delivery the school will call forward specific amounts of food; how requested food can be substituted (in line with the specifications in the substitution table annexed to the contract), and what should happen if the SFC finds any fault in the delivered food.

A standard contract for schools buying food is provided as annex 19.

Step 11: At the agreed intervals and with sufficient notice ahead of the required delivery, the SFC calls forward specific quantities of food, as stipulated in the contract.

Based on the contract, the supplier has established a network with farmers that allows her or him to either pre-store, or to rapidly aggregate the required amount of food to be delivered to the school. The supplier is also responsible to ensure the good quality of the food before delivering it to the school. Deliveries must be carried out during normal working hours (between 08.00 and 17.00 on work days), which should be stipulated in the contract.

A template for a food call forward is attached as Annex 13:.

Step 12: The SFC is responsible for the reception of food. This is a crucial step during the procurement of food, as at this point, the SFC has to control if the school has, in fact, received the right amount of food in good quality. The SFC should nominate a couple of its members who live close to school (e.g. one teacher and one parent, plus the storekeeper who ensures access to the food storeroom) to carry out this task. The inspection of food for its quality is described in detail in the next section. With respect to quantities, the SFC needs to do the following:

- Have the list of food called forward ready
- Have at least two members of the SFC present when the food is delivered.
- Compare the food delivered with the amount of food called forward.
 - Food in containers (bags, cans, etc.):
 - Check if all containers are adequately labelled (including information on the content, amount of content (kg or litres), potential fortification and certificates, and expiry dates; the expiry date must be AFTER the last date of foreseen use (e.g. last date of the term for which food has been called forward); where the expiry date is BEFORE this date, the container should be rejected.
 - Count the number of containers;
 - Weigh every fifth container; if the container weighs what it should, assume that all containers are OK; if a container weighs less than indicated on the label, weigh all other containers, and establish the actual quantity delivered in intact containers.

- If containers are damaged (open bags, leaky containers, broken seals, or otherwise tampered containers), they should not be accepted;
- From adequately closed and sealed containers, take samples to control the quality of the food (see details below); where the quality is below the established standard, the container should be rejected.
- Where food is not in containers:
 - Check the quality of the food manually (see details below)
 - Weigh all food that is considered of good quality.
 - Any food not considered good quality should not be accepted.
- Prepare a receipt to the supplier for the accepted food delivered (or formally endorse a delivery note, if food on that note has been accepted in quality and quantity. This receipt, signed by at least two members of the SFC, is the most important document for the supplier to request payment from the school headmaster, and it authorizes the headmaster to make the payment for this amount of food according to the price agreed and documented in the contract.

A template for a food receipt is attached as Annex 14:.

Step 13: With the receipt of delivered food in hand, the supplier can now prepare and submit a bill to the school headmaster for payment. The frequency of payment has been established in the contract, and does not have to follow the frequency of food deliveries. For example, where fresh food is delivered on a daily basis, the supplier could be asked to submit one bill for all the deliveries during the week, or even during a longer period, to reduce workload and e.g. transaction costs.

Step 14: The headmaster is one of the signatories for the school's bank account. The headmaster is also authorized to make payments from this account. In preparation of such payments, the school accountant (or the teacher entrusted with accountant tasks), checks the bills submitted by the suppliers for the different food groups and compares them with the call-forward note, the receipt issued (or the delivery note endorsed) by the SFC, and the food supply contract. If the figures add up, s/he issues a memo requesting the head teacher (including the relevant documentation) to go ahead and make the payment to the supplier; if not, the supplier is requested to correct the bill.

Step 15: The SFC prepares a procurement report, that summarizes information of all the food bought during the term and the year. It annexes

- The procurement plan,
- The bid evaluation report,
- The supply contracts,
- The call-forward notes sent to suppliers,

- Duplicates of all signed food receipts; and not least
- The food stock reports (see further below).

Together with these annexes, the procurement report constitutes the full documentation of how schools have used the funds for school meals and ensure full transparency and accountability. This full report should be kept at school and be available for regular inspections as well as for any evaluation.

Step 16: Specific 'Food management' and 'resource management' windows have been developed, which are foreseen to be incorporated into SDMS. This will ensure that all procurement and other use of school-feeding related resources used by schools are automatically available for aggregation and analysis at district level. If districts are carrying out part of the procurement, they will add their reports on this, too. The consolidated information can be used for district audits and inspection, and in the different NSFP implementation reports as relevant (see below section 6).

4. Food management at school

Beyond procurement, proper food management is crucial to ensure that sufficient and safe food is available at school on each school day. Food management includes a number of important aspects:

- Inspection of food quality and safety at school
- Food storage, including requirements, use of, and maintenance of store rooms and Accounting for food

4.1. Inspection of food quality and safety at school

The control of food safety and quality is part of the responsibilities of suppliers (i.e. farmers, cooperatives and traders) before delivery. For this, they have specific guidance and standards to live up to.

Even before food is being brought to school by the supplier, a representative of the SFC (ideally the storekeeper), accompanied by a health sector officer, should visit the supplier to inspect the storeroom or other way how the supplier aggregates and keeps food items before delivery. If possible, the health officer should take samples, which could be analysed. Furthermore, to safeguard the safety and quality of food during transport, the contract with the supplier will have to include specific standards, tailored to the food item in question. A visit to the supplier could also include an inspection of the transport facilities the supplier plans to use, to verify their adequacy in relation to these standards.

The adherence to these standards also has to be verified by the SFC representatives at the reception of food at school.

Once food has been accepted by a school during and immediately after reception, the supplier's responsibility for the safety and quality of food ends. After this, ensuring that all food is safe for human consumption and of good quality is the sole responsibility of the school.

4.1.1. Overview of control methods and control points at school

At the school itself, there are three 'control points' at which the quality and safety of food has to be checked:

- At reception – to avoid that any food not fit for human consumption (or becoming unfit for human consumption due to short shelf life) is even entering the school's food store;
- During storage – at the occasion of regular storeroom inspections (see section 4.2 below);
- Before use – when cooks fetch food from the storeroom and / or start cooking (section 5.4 above).

Not all methods or controlling food safety and quality are equally relevant at each of these control points. The following table provides an overview of the most relevant ways of checking food safety and quality at each of these:

	At reception	In the storeroom	Before use
Food in containers	<ul style="list-style-type: none"> ➤ Verify contractual transport standards ➤ Study the label ➤ Check if containers are intact (no oozing, losses, dry, no signs of tapered seals, etc.) ➤ Take samples and look, smell, or feel 	<ul style="list-style-type: none"> ➤ Check if containers are intact (no oozing, losses, dry, no signs of tapered seals, etc.) ➤ Check if there is infiltration of water or infestation in the storeroom 	<ul style="list-style-type: none"> ➤ All food, look, smell, or feel
Food not in containers	<ul style="list-style-type: none"> ➤ Verify contractual transport standards ➤ All food, look, smell and feel 	<ul style="list-style-type: none"> ➤ All food, look, smell and feel 	<ul style="list-style-type: none"> ➤ All food, look, smell and feel

Table 8: Most relevant control methods at different control points at school

4.1.2. Food in containers

Many of the food items to be used for school feeding will be brought to the school by the supplier in containers, e.g. bags (maize, flour, beans, salt) or cans (cooking oil). For storage at school, food should remain in these containers until they are opened for food to be used. The quality of this food is inspected in three ways: (1) studying the label on the container; (2) ensuring that the container is intact; and (3) taking samples.

SFCs do not normally have the capacity to carry out proper phyto-sanitarian analysis of sampled food. Sampling carried out only by the SFC will therefore focus on the ‘look-smell-feel’ control described below. For a more scientific analysis of food, a cooperation of the NSFP with a qualified service provider who can carry out such analysis could be established, so that this capacity can be present at food reception or be scheduled to visit the school and carry out testing within a short while after reception (within 2 weeks). In the latter case, food receipts issued by the SFC should include a field where the phyto-sanitarian analysis confirms the safety and quality of the food.

- (1) The legal requirements for food labelling in Rwanda are summarized in the box below. If an SFC at reception of food is not satisfied with the fulfilment of these requirements, it should request the supplier to replace the concerned containers with corresponding ones with correct labelling.

Legal requirements to food labelling in Rwanda

According to the regulations³⁵ governing the registration of food products, any pre-packaged food sold in Rwanda must be registered and must be labelled in accordance with Food Labelling Regulations that may be in force. According to these regulations,³⁶ no manufactured, processed and prepacked or packed food may be sold in Rwanda “unless a label has been affixed or applied to the container of that food.” (Art. 5). Art. 6 of the regulations lists the declarations that must be included on the label:

The label applied to a food shall carry –

- a) on the main panel:
 - (i) the brand or trade name of that food;
 - (ii) the common name of that food;
 - (iii) the net contents in terms of weight, volume or number in accordance with the usual practices, in describing the food;
 - (iv) Batch or lot number of that food;
 - (vi) A statement which says this food is for human consumption.
 - (vii) Storage conditions
 - (viii) Date of manufacture and the expiry date or end of shelf life;
 - (ix) The declaration of shelf life may be placed on any other panel of the label provided a statement is made on the main panel to direct users on the placement of the dates.
- b) grouped together on any panel:
 - (i) a declaration by name of permitted food colour added to the food;
 - (ii) a declaration by name of any preservative used in the food;
 - (iii) a declaration by name of any artificial or imitation flavouring preparation added to the food;
 - (iv) in the case of a food consisting of more than one ingredient, a complete list of all ingredients with their acceptable names in descending order of their proportions unless the quantity of each ingredient is stated in terms of percentages or proportionate compositions; ...
- c) on any panel and of adequate size explicitly written, a declaration for addition or abstraction of any food constituent; and
- d) on any panel the name and address of the manufacturer ... of the food.

The above declarations have to be in Kinyarwanda, English and/or French or all (Art. 7).

Any grade designation and pictorial information on the label ... (shall not be) ... misleading, deceptive or falsely describing a food. (Art. 9).

Where an ingredient of a food has more than one component, the name of all the components shall be included in the list of ingredients (Art. 11).

Any imported food shall bear a label on its container declaring the country of origin or the country of manufacturing of such imported food (Art. 12).

³⁵ Rwanda Food and Drugs Authority, Regulations No..... Rev. No ...Governing Registration of Food, 2019, http://www.rwandafda.gov.rw/web/fileadmin/the_republic_of_rwanda_food_registration_regulations_amended.pdf

³⁶ Rwanda Food and Drugs Authority, Regulations No.....Rev. No....Governing Labeling of Food Products, 2019, http://www.rwandafda.gov.rw/web/fileadmin/the_republic_of_rwanda_food_labeling_regulation_amended.pdf;



(2) If containers are not intact, this carries several risks:

- a. Someone may have tampered with the content of the container, so that its content does not anymore correspond to the declarations on the label, either in terms of quantity or quality (e.g. taking out part of the content; taking out and replacing part or all of the food with something else of lower value or in the worst case not fit for human consumption; etc.)
- b. Containers that are not intact may lose some of their content, thus reducing the food which in the end can be used for cooking; and
- c. Insects, other animals or any other contamination can easier reach the food and make it unsafe.

For this reason, it is important that at reception of food, the SFC checks meticulously if all containers are in good condition. If any containers are not intact or show signs of having been tampered with, the SFC should request the supplier to replace the concerned containers with corresponding ones which are intact (with original sealing). Simple re-bagging may be admissible, but only if the SFC has the capacity of ensuring the quality and safety of the food it includes (e.g. maize or other grains, whole beans, etc.). By contrast, where this is difficult for the SFC (e.g. manufactured products such as fortified flour or meal), only bags with the original sealing should be accepted.

(3) Taking samples is impossible without breaking the seal of the container. Systematic and laboratory-supported sampling should mainly be carried out by public health authorities at the store of the supplier. At school level, sampling should be limited to a minimum, and only concern bags. For deliveries of up to 10 bags, every second bag, and above that, about 10 percent of bags should be checked. For this, a member of the SFC should carefully open the bag (so that it can be closed again) and take out a handful of food. SFCs will not be able to carry out laboratory tests, but they can check how the food looks, smells and feels, and if there are traces of living or dead insects or other pests in the bag. If food in any of the sampled bags is found unsatisfactory, the consignment should be rejected.

SFCs should reject the following food at reception:

- Underweight bags, that is, bags that weigh less than the specified quantity
- Signs of live infestation
- Wet bags
- Soiled bags
- Tampered bags or signs of siphoning
- Contaminated bags or cartons
- Leaking containers
- Expiry date is before the end of expected consumption period or missing

All rejected food should be set aside, and the supplier should be asked to replace it.

4.1.3. Food not in containers

Fresh food is normally not sold in sealed storage containers – if it come in containers, these are usually meant to facilitate transport, may be open – and the supplier may keep these containers after hand-over of the food. This means, that there is no label required; and there are no containers to check. On the other hand, food is easily accessible.

For this reason, there is only one method for to ensure the safety and quality of such food, i.e. checking the look, smell and feel of the food; on the other hand, this method can be applied to ALL food supplied to food without a container. Not least, this kind of quality control is something everyone who uses food in the community is used to:

Look:	<ul style="list-style-type: none"> ➤ Is the food decoloured (as a whole, or does it have stains)? ➤ Does the food look mouldy? ➤ Can you see signs of living or dead insects (bites, holes, excrements, insects)?
Smell:	<ul style="list-style-type: none"> ➤ Does the food smell fresh and as it should? ➤ Can you smell mould or rot, or any other form of decomposition?
Feel:	<ul style="list-style-type: none"> ➤ Does the food feel as it should, when it is fresh? ➤ Any undue softness (e.g. banana, mango)?

Table 9: Physical inspection of food

Any food that is not satisfactory according to any of these three methods should be rejected. If unsatisfactory food can easily be separated from the rest, the satisfactory rest can be accepted. If this is not possible, the supplier should be requested to replace the whole part of the food that cannot be easily separated from the unsatisfactory food.

4.2. Food storage at school

Food for school meals has to be stored in a storeroom at school for considerable time, often for the duration of an entire term – or even beyond. To avoid that food remains in good condition during this time, so it is not lost for school meals, there are a number of requirements to (1) the physical conditions of a storeroom; (2) its use; and (3) its maintenance.

4.2.1. Physical conditions of a storeroom

The proposed design for improved kitchens shown in Annex 6: includes space for storage as part of the kitchen. This is a good idea, for a number of reasons:

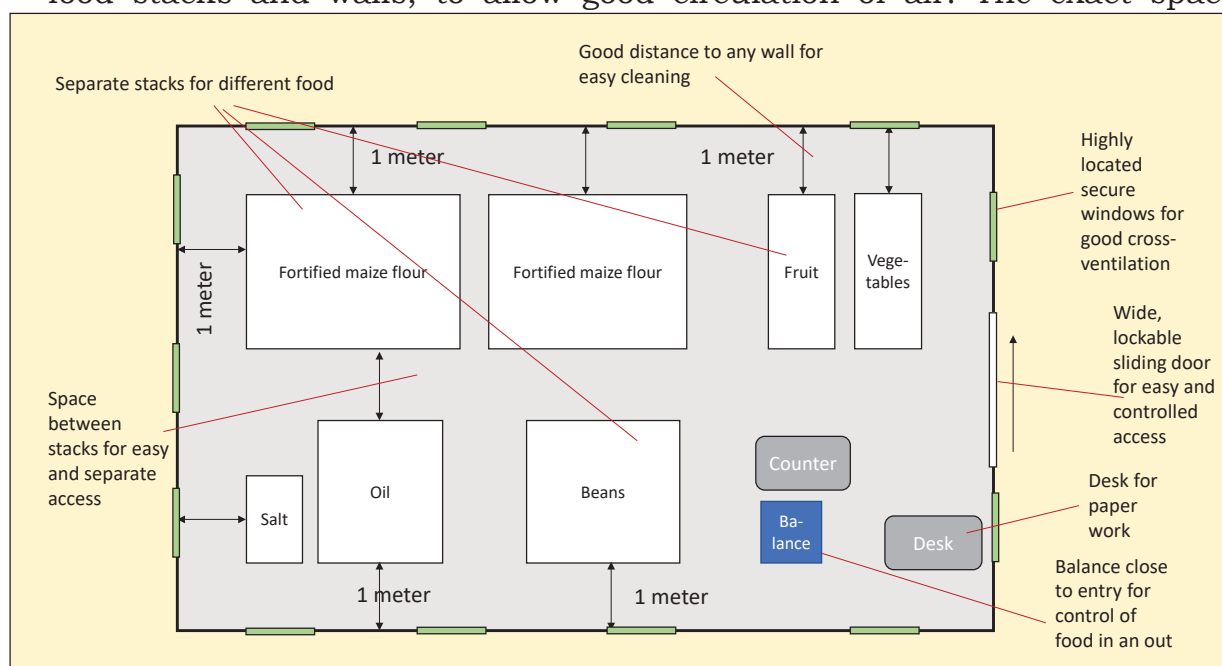
- Schools often do not have adequate storage space which could easily be used, which often leads to inadequate storage with increased risks of food losses or infringement on the other functions of the school, in particular available classroom space, or office space.

- As the kitchen should allow vehicle access within the school compound, this would simultaneously ensure vehicle access to the storeroom, which will facilitate food deliveries.
- The food will be close to the kitchen, reducing transportation work load between the two.
- At the same time, the proposed kitchen design also foresees a separate door to the storeroom, which makes effective food management possible.

At the same time, kitchens are potential sources of fire. This means that the separation between the kitchen and the storeroom is advised to be fireproof, also at the roof construction.

Where a school does not (yet) have a storeroom for food, it should be established as close as possible to the standard design proposed. The following are important criteria which school management, SFCs, communities and constructors should follow. In general, food storerooms should:

- **Be away from the dumping area and toilets:** Toilets and food dumping areas can be serious sources of contamination, which would make food unfit for human consumption. They also attract pests.
- **Be spacious:** This is important, so food can be adequately stacked (see next section), with sufficient space between stacks of different food and between food stacks and walls, to allow good circulation of air. The exact space



required depends on the amount of food to be stored – which in turn depends on the number of children participating in meals every day. An example for a spacious lay-out of a storeroom is shown here: this is larger than what is included in the proposed standard for kitchen-cum-storeroom:³⁷

Figure 7: Generic lay-out of a spacious food storeroom

³⁷ The design proposed here is significantly larger than what is included in the present MINEDUC kitchen-cum-storeroom design. The design here is meant to guide on general principles, and can be followed as closely as possible as available resources allow.

- **Be secure:** The storeroom must have a strong door, and locks. In addition, windows should either be fixed, or lockable, or be fitted with burglar bars. This is important, so it can be controlled, who enters the storeroom and has access to the food inside.
- **Be well-ventilated:** Circulating air will help keeping food dry, and avoid moulding or rotting, or smells accumulating and affecting the food. This means that the construction should include ventilation channels or e.g. open windows with metal screens, which prevent the entering of persons and pests, but allow the entry and exit of air.
- **Keep pests out:** If insects, rodents and other pests get into a food storeroom, they can quickly destroy storage containers, access food, and make it unfit for use in school meals. This means that windows and doors have to shut tightly; that there should be no cracks or holes in the wall; that the connection between roof and walls should be tight, or reinforced with small-meshed wire-fence; and that windows are fitted with fine-mesh, intact screens to allow ventilation without letting pests in.
- **Be dry:** It is important that no water can enter the storeroom through the roof, the windows, the walls, the door, or from below. The exposure of stored food to water can quickly make it unfit for human consumption. For construction, this means that
 - The roof must be tight and intact, and well-secured against strong winds / storm. Roofs should also have a certain overhang over walls, both to give shadow on the walls and keep the storeroom cooler, but also to avoid rainwater hitting the wall or windows directly.
 - Walls should not have cracks; windows should either be closable from the inside; or brick-holes should be so small, that rain, even in strong winds, cannot enter the storeroom.
 - To avoid surface water entering the storeroom, it should be built on a natural or artificial elevation; and the door to the storeroom should have a high threshold.
- **Have proper lighting:** It must be easy to see inside the storeroom, both for good food management, for controlling the storeroom and checking food and food containers, and for cleaning.
- **Be easy to clean:** Storerooms must be regularly cleaned – see next section. If it is difficult to clean the storeroom, this will probably not be done adequately or often enough. The following should therefore be avoided:
 - Rough or cracked walls and floors, where dirt cannot easily be swiped away;
 - Surfaces that cannot be washed without dissolving. This means that walls and floors should ideally be lined to allow at least wiping with a wet rag.
 - ‘Hidden corners’ in the construction, which make it difficult to access all areas.
- **Have fire precautions:** If the storeroom is close to the kitchen (as in the proposed standard design), the separation between the storeroom and the

kitchen is advised to be fireproof, wherever possible. In addition, a storeroom, regardless of its location, should have a fire extinguisher, sand buckets, quick access to water, or similar, so a potential fire is easier to stop.

- **Be clean:** see more details below.

A specific checklist can be found in Annex 15:, which consists of two parts:

- (1) a checklist that can be helpful during the design and establishment of a storeroom; and
- (2) a checklist for the daily / weekly control of the storeroom.

4.2.2. Use of a storeroom

The use that is made of a storeroom, too, is important for the safeguarding of the food. The most important rules in this are the following:

- A storeroom for school feeding food **should not be used for storing any other things** for several reasons:
 - Such other things may easily contaminate the food (e.g. jerry cans of fuel and oil, vehicles, chemicals etc);
 - If other things are stored in the storeroom, other persons than those in charge of managing the food may require access to the storeroom, which may jeopardize the effective management of food.
- Perishable food (e.g. fruit, eggs, vegetables, milk, meat etc) will stay much shorter time in a storeroom, but is also far more vulnerable to rapid deterioration than dry food or oil in storage containers. For this reason, perishable food should be stored under special conditions as appropriate to prevent spoilage. This may mean
 - Having separate shelves where food can be kept in relative darkness and relative coolness; and
 - Having racks where perishable food items can be stored without squeezing each other.

- All **food should be placed on pallets or poles**, as shown in the figure for a number of reasons:
 - Keeping food away from the floor will avoid moisture seeping up into the food.
 - Securing air flow under the food will ensure ventilation and help keeping food dry.
 - Keeping food on pallets or poles helps keeping dirt on the floor coming into contact with food and makes cleaning of the storeroom easier.
 - If food is stored on pallets or poles, rodents and other pests cannot easily hide under it.
- Finally, **food should not be stacked against any wall** of a storeroom: this will make cleaning difficult and allow pest that have invaded a storeroom to hide. Ideally, there should be one meter between any wall and the closest stack.

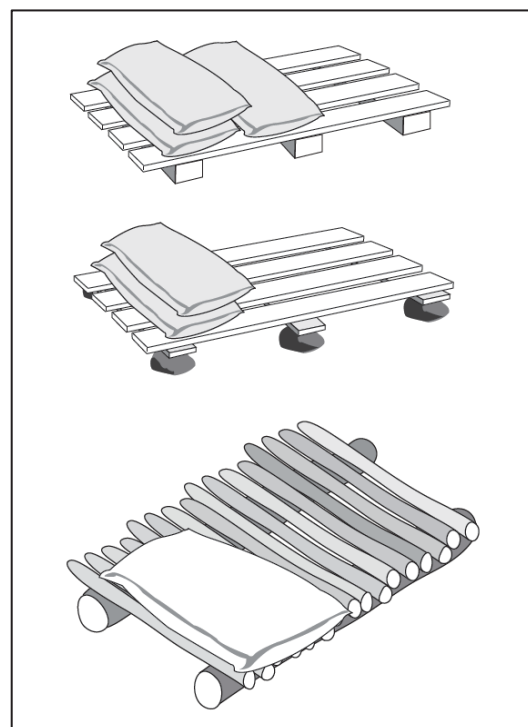


Figure 9: Examples of pallets or poles under food stacks³⁸

4.2.3. Maintenance of a storeroom

There are two important aspects to the maintenance of a storeroom: (1) the physical structure of the storeroom has to be maintained at all times; and (2) the storeroom has to be maintained in a hygienic condition which safeguards the food inside.

Maintenance of physical structure: The storekeeper is in charge of monitoring if the structure of the storeroom remains intact. S/he has to check daily, if any of the conditions described above has deteriorated. The checklist in Annex 15: can be useful for this task.

This is particularly important e.g. after heavy rains or a storm, but also e.g. after attempts of breaking into the storeroom. Any person (school children, teachers, cooks, parents) should be aware of the importance of the intact structure of the storeroom, and should, in case they observe any deterioration, alert the storekeeper.

If a deterioration is observed, the storekeeper has to inform the SFC, which will discuss how to address the issue, organize the community to help, and appeal to

³⁸ This drawing has been copied from the Home-Grown School Feeding Programme Implementation Guide of the Ministry of Education and Sports, Kenya.

the school headmaster or the district to provide support where items have to be bought for repairs (fine-meshed screen, cement, burglar bars, etc.).

Maintaining the storeroom in a hygienic condition: the storekeeper has to ensure the regular cleaning of the storeroom. If s/he has to carry out cleaning or only has to supervise this work to be done by cooks/cleaners or community members is decided by the SFC, which is in charge of the job description of all staff with tasks in the implementation of the school feeding programme.

The regular cleaning of a storeroom should proceed from the ceiling to the floor, and should include

- Removal of spiderwebs and dust
- Sweeping down walls
- Dusting food stacks
- Sweeping the floor and afterwards washing the floor with water (mopping)

Control: Every time the storekeeper enters the storeroom (i.e. in principle on every school day), s/he should check if there are any signs of water infiltration, of pests, or of food spillage (from open bags or broken cans). In case any such signs are found, s/he has to find the source of this immediately, so that adequate countermeasures can be taken, before more food is lost.

Outside the storeroom: The maintenance of a storeroom also includes cleaning the area around it. In particular, vegetation and waste around the store have to be removed, as they provide cover and breeding ground for rodents.

Fumigation: Once in a while, or whenever infestation with pests is observed, a food storeroom should be fumigated. It is important that this is done by licenced personnel, using approved products.

4.3. Accounting for food at school

The previous section focussed on storing food in a safe and hygienic condition to ensure that it remains fit for use in school meals for the entire period foreseen. The present section addresses the question, how food should be managed so its use is efficient and transparent, and so schools at any time know if and for how long they still have which food in store, so they can ensure new deliveries in good time.

4.3.1. Reception and food stacking

The SFC has controlled all the delivered food at reception. The accepted food can now be brought into the storeroom. For this, it is important that

- All food entering the food store is registered in the Food Management Sheet. (see below, and Annex 16:).
- Inside the storeroom, different food is stored separately – if possible, at the location with the best location for this kind of food. For example, for fruit, vegetables and similarly perishable food it is more important than for dry food in bags, or for oil in cans, to be stored in the shadow and as cool as possible.

- Where food of some kind (e.g. fortified maize meal) is already inside the storeroom, and now more of the same kind of food is entering, it is important that the new food is stacked separately of the old food, that both stacks are easily accessible; and that the storekeeper must know exactly which stack is the old one, and which the new one.
- Food should be stacked in a way that makes it
 - Easy to clean around it; and
 - Easy to count. As shown in the illustration, well-arranged stacks allow quick counting of all the bags in the stack by multiplying the number of layers with the number of bags in each layer.

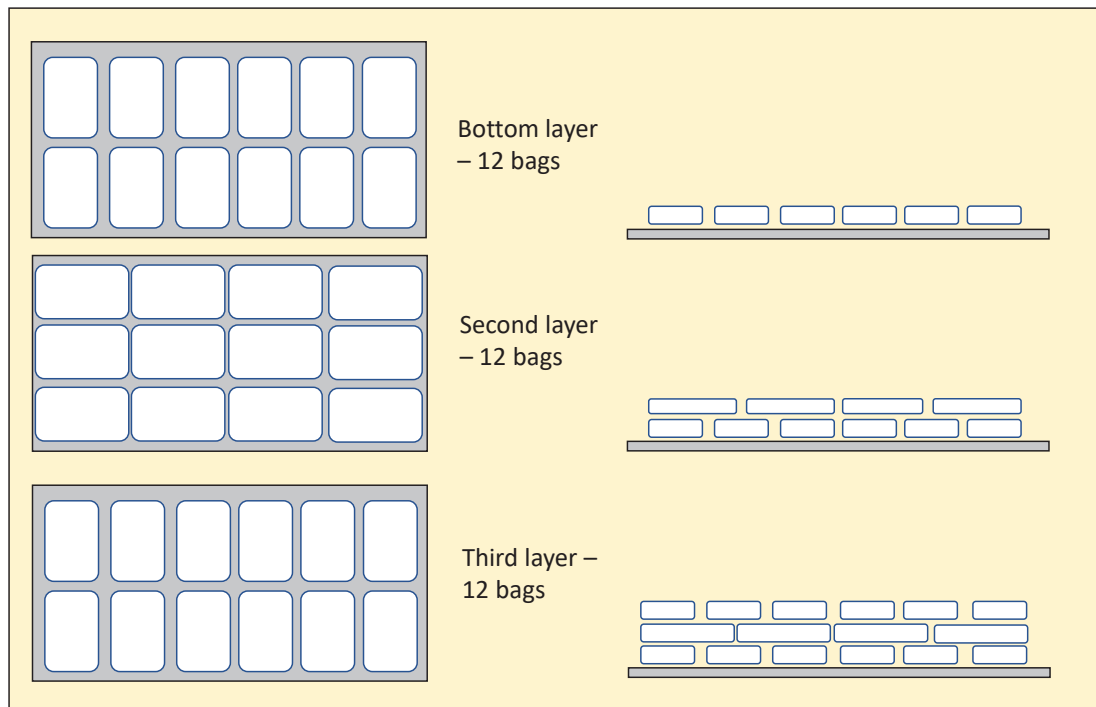


Figure 10: Illustration of good food stacks

4.3.2. Handing out food to cooks

Every school day, the storekeeper will hand out food to the cooks for the preparation of the planned daily school meal. This is simple where each child should e.g. receive one piece of fruit, an egg, etc. Where different food items are prepared jointly and then dished out on children’s plates, the amount of food to be taken from the storeroom needs to be calculated by a simple formula:

Number of children attending at the school level	x	Amount of food per child (g)	=	Required amount of food in kg
1,000				

The exact calculation of the amount of each food type to be used is the same as the one that the cooks will prepare (for the formula to be used, see above section 5.3).

The storekeeper should – make her/his own calculation based on the planned meal for the day, and compare with the one the cooks have prepared. If the two results do not tally, both cooks and storekeeper should control their respective calculations until the reason for the difference is found. This will mean a good control of the calculations, and will also train both parts in becoming efficient and accurate in their calculations.

Once the correct amount of each food item required is established, the storekeeper should work food item by food item:

For single items (e.g. one or half a piece of fruit per child), take the required number of items to the counter. For items in bags / containers, take the required number of containers to the counter; place full containers next to the counter, ready to be taken away by cooks; and, if required, open one container and measure out the additional amount required. For solids (salt, maize flour, beans, etc.), use the weigh, for liquids (e.g. oil), use a measuring cup or vessel. For all food to be handed out to cooks, it is important that storekeepers follow the ‘First in first out’ (FIFO) rule, meaning that for each food item, the food the has entered the storeroom first has to be used first. This is important to avoid that food exceeds its expiry date or deteriorates, while other food, which could have stayed fit for school meals for a longer time, is used.

Example: The school used in the example in section 5.3 needs the amount of food summarized in the right column of the calculation table below.

- If fortified maize is stored in 50 kg bags, this means that the storekeeper should hand out 1 full bag; and weigh an additional 16.5 kg from an open bag.
- If vegetable oil comes in 5 litre cans, the storekeeper should hand out 1 full can, and measure out an additional 1.65 litres from a different, open can.

Total food required for the day (kg)			
Food	Nursery	Primary	Total
Fortified Maize Meal - dry	8.40	58.10	66.50
Fortified Oil	0.84	5.81	6.65
Avocado	13.44	46.48	59.92
Dodo Leaf / Amaranth	16.80	58.10	74.90
Beans (dry)	3.36	23.24	26.60
Iodized Salt	0.50	1.74	2.25
Milk	10.08	34.86	44.94

When weighing out dry food, consider spreading a clean cloth on the ground to capture any spilled food, so it can easily be re-entered in the open bag, before going to the next food item.

Once this is done for all food items, before food is taken away by cooks, ascertain the different quantities one more time, and enter these quantities as ‘handed out to cooks’ in the Food Management Sheet in Annex 16:

4.3.3. Food stock control

At least once every week, ideally every Friday, the storekeeper should carry out a stock control. This includes

- the active look-out for any signs of intrusion of water (such as staining, caking and moulding caused by water, water puddles, etc.);
- the active look-out for any signs of pests (e.g. damaged grain, droppings, living or dead pests themselves, sounds, and warming of the grain - heating can be checked by lifting a top bag and feeling the bag underneath);
- the active look-out for any signs of spilled food (e.g. leaking containers and stained cartons especially in the case of vegetable oil)
- the active look-out for any signs that food containers have been tampered with; and
- the counting of remaining food containers or single-items in the storeroom.

Where signs of water or pest intrusion are found, the storekeeper should

- control if and how many food items or containers are affected by this, and if they have become (or are suspected to have become) unfit for use in school meals or if it can be rescued;
- register food that is (or is suspected to have become) unfit for use in school meals in the Food Management Sheet;
- invoke the procedures for the safe disposal of this unfit food; and not least,
- find the reason for the intrusion: a leak in the roof, a crack in the wall, broken window screens, etc., and alert the SFC if e.g. the storeroom needs to be repaired.

If there are signs of any tampering with containers, the storekeeper should

- control how many containers are affected;
- weigh all the affected containers to establish, if and how much food of each item is missing;
- enter the missing food as missing in the Food Management Sheet; and
- alert the SFC, and engage together with the SFC into an investigation, of who may have gained access to the storeroom, and how.

If the count of remaining containers does not tally with the calculation on the Food Management Sheet of which remaining stock should be expected, the storekeeper should equally

- enter the missing food as missing in the Food Management Sheet; and
- alert the SFC, and engage together with the SFC into an investigation, of who may have gained access to the storeroom, and how.

Disposal of food that has become unfit

What should be done if food in the storeroom is suspected to have become unfit for use in school meals? The following procedures are meant to ensure that:

- neither the storekeeper nor any other person is wrongfully accused of having diverted food, claiming it was unfit for human consumption;
- neither school children nor any other person consumes unfit food, with high health risks for the person, and high reputational risks for the school meals programme.

For these reasons, the following steps should be observed:³⁹

1. Separate the suspected foods from the rest;
2. The storekeeper shall immediately notify the SFC and the Public Health Officer of the suspected food and seek guidance;
3. The head teacher will invite the PHO to visit the school, to assess the food and determine its suitability for human consumption.
4. If the PHO concludes that the food continues to be fit for human consumption, this is registered in the Food Management Sheet, and the food is re-entered to the place in the storeroom where it belongs.
5. If the PHO concludes that the food is unfit for human consumption, he or she will seize the food and issue a seizure form.
6. In the event that there is need for further analysis, the PHO will take samples and submit them for a conclusive laboratory analysis.
7. If the test results indicate that the food is unfit for human consumption, the PHO will condemn and issue condemnation certificate to the head teacher, copied to the SFC.
8. The SFC shall write to District Education Office with an attached copy of the condemnation certificate and request for authority to dispose the condemned food.
9. The District Education Office shall issue written authorization to the head teacher through the SFC for the disposal of the condemned food.
10. The disposal of the food shall be done in the presence of the MOE representative and the Public Health Officer.
11. The District Education Office in conjunction with the District health Office will support the storekeeper to establish the cause of contamination and provide guidance for proper mitigation.

³⁹ This list of steps are directly inspired by the Food Safety and Quality Guidelines for Public Health Officers, Food Suppliers and School Boards of Management prepared by the Ministry of Education, the Ministry of Health, and the Council of Governors of the Republic of Kenya; it has, however, been adapted to the context of the Rwandan NSFP.

4.3.4. Food register

The food register is the main tool for the school, through the storekeeper, to ensure that all food received by the school is used in an efficient way, and that any shortfalls are detected as early as possible. The food register, in form of the Food Management Sheet, thus serves two purposes:

- The complete transparency and accountability on the use of public resources; and
- The adequate management of the food pipeline to ensure, that food will indeed be available at the school for each school day.

The storekeeper uses the Food Management Sheet (see Annex 16:) to register all movements of food, with exact quantities for each kind of food, i.e.

- Stock at the beginning
- Food entering the storeroom
- Food being handed out to cooks
- Food losses (with sub-entries for)
 - Food missing (whole containers / items, or siphoned out of containers)
 - Food suspected to be unfit/seized (including reason, e.g. water, pests, contamination, etc.)
 - Food confirmed to be unfit/condemned
 - Food disposed
- Stock at the end of the period (e.g. the week)

Food losses have to be recorded immediately when they are observed, at the latest at the occasion of the weekly stock control.

The SFC and any inspection can at any time ask to see the up-to-date Food Management Sheet.

For the time being, the Food Management Sheet functions in paper form, which can be applied at all schools. For schools with access to a computer, a simple excel-sheet has been prepared which can help with the calculations.

For the future, digital tools (e.g. WFP's 'School Connect') could form a good innovation for the real-time, reliable and efficient registration of all food movements as well as other school feeding related data. The storekeeper will be trained in the use of the food management sheet.

Name of school:		Community:		School ID:		District:		Month/year:					
Food item 1 (e.g. fortified maize flour)													
Date	Unit (kg; piece; etc.)	Stock at start	entry:		Food used in meals		Losses				Total	Stock at end	Remarks
			food received	handed out	signature	cook rep	Missing	Suspected unfit	Confirmed unfit	Disposed			
		0	0	0	0						0	0	
		0	0	0	0						0	0	
		0	0	0	0						0	0	
		0	0	0	0						0	0	
		0	0	0	0						0	0	
		0	0	0	0						0	0	
		0	0	0	0						0	0	
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		0	0	0	0						0	0	
		0	0	0	0						0	0	
		0	0	0	0						0	0	
		0	0	0	0						0	0	
		0	0	0	0						0	0	
		0	0	0	0						0	0	
		0	0	0	0						0	0	
		0	0	0	0						0	0	

Figure 8: The Food Management Sheet (extract for one food item)

4.3.5. Looking ahead

It is crucial that cooks as well as the storekeeper cooperate in looking ahead to assess, for how long the present food stocks are sufficient to guarantee school meals.

For this, cooks should establish a schedule of meals planned for at least two weeks ahead, including the quantities required for each day (using the substitution tables and the calculating the quantities required per day for each meal). They should hand this plan to the storekeeper latest on a Thursday, for the two weeks ahead.

The storekeeper, using the Food Management Sheet as well as the weekly stock control, establishes if there is sufficient food in the food store for the planned meals. If there are not sufficient quantities of a planned item, but other items which can substitute the planned item, the storekeeper should discuss with the cooks so that the planned meals can be adapted to this situation.

If substitution will not suffice to secure the planned meals for the coming two weeks, the storekeeper should alert the SFC immediately, so it can plan for the required replenishment, e.g. by calling forward more of the required food items from the contracted suppliers.



5. How to Prepare and Serve Healthy and Nutritious School Meals

This section explains in details the numerous aspects that have to be considered to ensure, that children receive healthy meals in a safe and hygienic manner every day. The following aspects are addressed by specific subsections:

- Requirements and preparation of cooks
- Requirements for kitchens
- Calculation of daily food quantities to be used
- Control of food quality by cooks
- Preparation of meals
- Preparation of pupils
- Requirements for toilets and hand-washing facilities
- Serving of meals
- Eating of meals
- After the meals

5.1. Cooks

At every school, there has to be a group of cooks who are responsible for the daily preparation and serving of meals. The following sub-sections explain aspects concerning (1) requirements for cooks; (2) the daily preparation and hygienic behaviour of cooks; (3) the management of cooks; (4) the number of cooks; and finally (5) the payment of cooks.

5.1.1. Requirements for cooks

In general, cooks need to be healthy, sufficiently strong to prepare large portions of food, they need to be motivated for their work, and they need to know why school feeding is important for the children they serve, how they can prepare healthy and nutritious meals, and how they have to ensure good hygiene at all times.

General requirements for cooks

Before recruitment:

- Each cook needs to hold a valid **health certificate**, and
- A cook should have a minimum level of **literacy and numeracy** (before recruitment, cooks should pass a simple test of food calculations)

After recruitment:

- Each cook has to have participated in **specialized training for school feeding** based on the present guidelines, at least once, and obtained a certificate for this. For this, districts will arrange training sessions at sector level in cooperation with TVET, which cooks need to attend.
- Display **positive behaviour** and ethics

Health certificates for cooks are issued by the relevant health authorities, based on a medical examination (including tests for highly contagious diseases to be determined by the Ministry of Health). They have to be renewed every 12 months.

Ideally, cooks should be from the community where the school is located and should have sufficient time to work on the programme for at least five to six hours on five days per week. In boarding schools, meals have to be prepared on seven days per week. The number of cooks therefore has to be adjusted so all cooks can rotate to ensure that each cook can have two days off each week. On average, cooks will work about 8 hours per day, but can flexibly rotate and share the labour among each other to adjust to own schedules and work requirements.

5.1.2. Daily preparation and hygienic behaviour of cooks

The cooks on duty on any given school day have to prepare properly for their work.

Before starting their work, cooks need to:

- come in clean clothes.
- wear a clean apron and head-dress (to be provided by the SFC, where funded from community contributions) and clean, closed shoes. Ideally, each cook should have two items of each, so they can be regularly washed and – if required – replaced.
- thoroughly wash their hands with clean water and soap. If they dry their hands, cooks should use a clean towel.

Once they are prepared like this, the cooks should ensure that the kitchen is still clean: all kitchen surfaces and utensils must be cleaned from any dirt, dust, pests etc. that might have penetrated the kitchen after the last cleaning (e.g. during the night, during the weekend, or the school holidays.). Only once the cleanliness of all surfaces and utensils is ensured can food be fetched from the storeroom.

During work time

During the entire time at work, cooks should

- Refrain from **unhygienic practices** in the kitchen (e.g. smoking, chewing tobacco spitting on the floor) and
- **wash their hands with water and soap after** every time they have visited the bathroom, sneezed in their hands, handled anything dirty or spoilt food or materials.

The kitchen and all utensils that were used have to be thoroughly cleaned and sanitized after each use and stored or covered in a way that they stay clean until the next meal is prepared – which cooks will verify upon arrival in the kitchen on the next school day (see above).

5.1.3. The management of cooks

The School Feeding Committee (SFCs, see below section 7) is responsible for the management of cooks. This task includes among others the following:

- Deciding the number of cooks required
- Pre-selecting cooks to be supported to obtain the required health certificate
- Recruiting cooks
- Deciding on the monthly salary of cooks
- Approval of the work schedule of cooks, including ad hoc adaptation in case of sickness or other unforeseen events
- Supervising cooks, including ensuring cooks' adherence to the present guidelines and any other relevant standard in force.

SFCs can decide internally if they want to carry out all of these tasks as a group, or if one or two of their members should be in charge of (some of) these tasks, and only major decisions (recruitment, salary, disciplinary action) to be taken by the whole group.

5.1.4. The number of cooks

The required number of cooks depends on the number of pupils and daily meals to be prepared, and on the question, if there should be several 'shifts' of cooks who can work e.g. in alternating weeks or on alternating days, or only one group of cooks that works every week or day (to be decided by the SFC). In boarding schools, each day three meals have to be prepared. The SFC shall decide if this is done by groups of cooks rotating to serve the breakfast, lunch or dinner shift.

As a minimum,

- Each school, regardless of the number of pupils, should have at least 2 cooks; where a school is so small that only one cook is required for the daily meal preparation, these two cooks could work in alternating weeks – but the minimum of two cooks makes sure that there is always at least one cook, in case the other one falls sick, has a family emergency, or similar.
- Furthermore, as a rule of thumb, for each **250 - 300 pupils** there should be at least one cook working; accordingly, with an average number of pupils of about 640, schools in Rwanda should normally have about two to three cooks working;
- The exact number of cooks will be decided by the SFC. In doing so, SFCs will make sure that there are sufficient cooks to ensure the continuity of meals, even if one cook falls ill or cannot work as planned for any other reason. This can mean that for the example above, where three cooks are required at work each day, the SFC may decide to recruit a total of four or five cooks, who rotate their working shifts so that on any day there are three cooks at work, and one or two who can step in if required.

Once cooks are selected and recruited by the SFC, they should among themselves establish a feasible and fair work schedule for the approval by the SFC. This means that

- No cook should work more than can be harmonized with her or his other chores, either at school (e.g. cleaners) or at home;
- Labour law requirements must be respected, meaning that no cook can work more than 45 hours per week.
- All of the recruited cooks should carry out an equal amount of work.

5.1.5. Payment of cooks

The provision of cooks is one of the contributions to be made by communities. In many countries, this is done by a group of women volunteers rotating to carry out school feeding services. This model, however, has a number of disadvantages (without discouraging the spirit of volunteerism): (1) It causes additional workload for already overburdened women, who often struggle to keep up their motivation; (2) Volunteer cooks also often face resistance of their families, who may feel neglected; and (3) these aspects cause high turnover of cooks, which makes their training and obtaining of health certificates difficult.

By contrast, increasingly, communities are ready to collect money which is used to pay cooks. This practice has very strong advantages:

- Being a school feeding cook becomes a ‘real’ job, with a decent salary;
- Motivation is high,
- Cooks’ households gain higher and more resilient income
- Cooks take pride in their work, and feel acknowledged and respected;
- Cooks can be professionalized through training and health certificates

- Cooks can enhance their business by taking up other cooking or catering jobs outside school feeding.

For the Rwanda school feeding programme, cooks shall be paid

1. SFCs should agree on an adequate level of salary, oriented at local wages for unskilled labour.
2. Districts should collect information on the level of salaries paid in different schools under their authority.
3. SFC will decide whether cook salaries should be increasingly over time, aligned to each other, with differences becoming mainly based on objective criteria, e.g. prevailing local food prices.

The SFC should draw up simple agreements with each cook which will include

- The expected number of hours a cook will on average work per month;
- The monthly salary that the cook will be paid for her or his work; and
- The obligation of the cook to follow the guidance of the present guidelines, any other relevant standards, and to participate in training to be offered by districts.

A template for an agreement between SFCs and cooks is provided as Annex 5:.

5.2. Requirements for kitchens

A kitchen for school meals must respond to a number of requirements. If well designed, good quality kitchens can often be established and maintained at affordable costs.⁴⁰ MINEDUC has prepared a standard design for improved kitchens, which also includes a storeroom (see Annex 6:). The establishment of improved schools following this design is costly, and can only be implemented over a number of years. In the meantime, schools should establish school feeding kitchens that follow the annexed design as closely as possible, taking into account the following general rules:

Location: First of all, a kitchen-must be away from potential sources of infection, such as latrines, garbage sites, etc. Furthermore, a kitchen should be as close as possible to a water point. Not least, within the school compound, the kitchen should be accessible for vehicles (to bring food to the kitchen, remove waste, and allow access for fire fighters in case of emergency.)

Space: A kitchen should have sufficient space for the required number of stoves (see below), for all cooks to freely move around, including the washing and cutting / pounding of food, cooking, and the dishing out of meals. There should also be space for storing some food, e.g. during meal preparation, some condiments, etc. A school feeding kitchen should also

⁴⁰ Work is presently under way for the preparation of a standard design for good quality, low-cost school feeding kitchens in Rwanda.

have a serving area, which both pupils and cooks / servers can easily access from each their side.

Surfaces: A kitchen should have sufficient free surfaces away from the floor, where food required for the daily meal can be placed and treated (washed, cut, chopped, pounded, etc.) before being put into the pot on the stove. Surfaces should also suffice to be used for the washing and drying of dishes. Surfaces should be easy to clean (e.g. smooth wood).

Construction: The kitchen roof, walls and floor should protect cooks, food and utensils from heat, cold, rain and wind, as well as the intrusion of insects, pests and other animals.

Ventilation: The kitchen should allow free circulation of air for cooling and air quality. Often, half-walls (with screens) would be ideal; in areas with (occasional) strong winds, it could be considered to furnish the kitchen with movable shutters to reduce exposure of the interior.

Stoves: Schools are encouraged to use fuel-efficient stoves,⁴¹ which can save up to half of the expenses for fuel wood, and considerably reduce the negative impact of school feeding on the environment (forest cover and climate). Stoves should also be equipped with chimneys to ensure adequate indoor air quality for the cooks. The size and number of stoves required depends on the size of the school and the number of meals to be prepared at a time. An average-sized school with about 650 students should have at least four stoves.

Utensils: Not least, a kitchen needs adequate utensils. These include the adequate number of pots in the right size, depending on the number and kind of meals to be prepared; some pans (e.g. for frying onions, tomatoes etc. for sauce; mortars or mills, cutting boards, knives, and lapels. Not least, some measuring cups for e.g. measuring quantities of oil and salt, and for dishing out adequate portion sizes should be part of kitchen equipment, as well as an adequate number of plates and spoons (ideally one set for each pupil in the school, plus a certain reserve for replacements).

The basic construction of kitchens-storeroom can normally be done by communities, with the technical support of a district officer knowledgeable of good school kitchen design, which will have be provided by the Ministry of Education, and material inputs for roofs, flooring, etc. Fuel-efficient stoves and possibly stoves using different fuel than wood, as well as cooking utensils will be provided through the investment programme of the NSFP. Plates and spoons should be bought by the SFC, with funds contributed by parents.

If the cooks observe that any of the above is not in order, or missing, they should notify the supervising teacher or a member of the SFC. A checklist for the condition around a school kitchen is attached as Annex 7: its questions on location, space, construction and stoves can help in the proper planning and maintenance of the kitchen, questions on utensils can be used by cooks to check on their material, and alert the SFC of any shortfalls. Wherever some aspect is not deemed sufficient,

⁴¹ A separate, detailed guide is available at MINEDUC and WFP on how to construct such stoves.

the checklist asks for an indication of what should be done about this, by whom, and by when.

5.3. Calculating food quantities for daily meals

Based on the food basket determined by the SFC, and based on the available food in the storeroom, cooks can develop a wide range of diverse, tasty and healthy meals, using recipes that are most adequate for their specific region. Once cooks and the kitchen are properly prepared, cooks can fetch the food they require for the daily meal from the storeroom. For this, cooks and the storekeeper together need to calculate the amount or quantity of each food item they will need for the planned meal.

This calculation follows the following steps:

1. **Verify the food basket:** what is on the menu today? The planned meal should correspond to the food basket decided by the SFC and the recipe proposed by the cooks – either the base meal, or an amended meal which uses the substitution tables with the indicated quantities for each food item per child for the relevant level in the school.
2. Identify the **number of children at each level who will participate in the meal.** This is normally done on the basis of attendance lists provided by teachers first thing in the morning. Where a school covers more than one level of schooling (e.g. nursery and primary), make sure to keep numbers for different levels of schooling separate, because for a number of items, the food basket foresees different portion sizes for children of different age.
3. Ascertain the **amount of food required** for the planned daily meal. This will partly be a simple repetition of the number of children, e.g. 1 cup of milk, one piece of fruit, one egg, etc. In other instances, where different food items are prepared jointly for all children and then dished out on children’s plates, the amount of food to be taken from the storeroom needs to be calculated by a simple formula:

Number of children attending at the school level <hr style="width: 80%; margin-left: 0;"/> 1,000	X	Amount of food per child (g)	=	Required amount of food in kg
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Schools with more than one level of education need to carry out this calculation for each level separately, and then add the results of these separate calculations.

Example: A school has 173 children in nursery and 592 children in primary school. At nursery level, 5 children are absent (sick), at primary level 11 children are absent. The school uses the base meal.

How many kilos of each element of the base meal do the cooks need to get from the storeroom?

Calculation:

At nursery level, the attendance is 173 minus 5 children, i.e. **168** children. The quantities of each food item in the base meal (see section 2.2.3.1) are entered in column b. Column c calculates 168 x quantity of each food item, e.g. 50 g x 168 = 8 400 g of fortified maize. Column d divides the amount by 1,000 to arrive at kilograms.

Attendance (a)	(b)	c = a x b	d = c : 1,000
168	Gram / day	Amount in gram	Amount in kg
Nursery level			
Fortified Maize Meal - dry	50	8 400	8.40
Fortified Oil	5	840	0.84
Avocado	80	13 440	13.44
Dodo Leaf / Amaranth	100	16 800	16.80
Beans (dry)	20	3 360	3.36
Iodized Salt	3	504	0.50
Milk	60	10 080	10.08

For the primary school level, this calculation looks as follows:

Attendance is 592 minus 11 = **581**. Quantities follow the base meal indications for primary level.

Attendance (a)	(b)	c = a x b	d = c : 1,000
581	Gram / day	Amount in gram	Amount in kg
Primary level			
Fortified Maize Meal - dry	100	58 100	58.10
Fortified Oil	10	5 810	5.81
Avocado	80	46 480	46.48
Dodo Leaf / Amaranth	100	58 100	58.10
Beans (dry)	40	23 240	23.24
Iodized Salt	3	1 743	1.74
Milk	60	34 860	34.86

Now the total amount of food required at the school for the day can be summed up:

Total food required for the day (kg)			
Food	Nursery	Primary	Total
Fortified Maize Meal - dry	8.40	58.10	66.50
Fortified Oil	0.84	5.81	6.65
Avocado	13.44	46.48	59.92
Dodo Leaf / Amaranth	16.80	58.10	74.90
Beans (dry)	3.36	23.24	26.60
Iodized Salt	0.50	1.74	2.25
Milk	10.08	34.86	44.94

Answer: The cooks have to fetch:

- 66.5 kg of fortified maize meal
- 6.65 kg of fortified oil
- 59.92 kg of avocado
- 74.90 kg of dodo leaf
- 26.6 kg of beans
- 2.2 kg of iodized salt; and
- 44.94 kg of milk.

In reality, cooks and storekeepers can simplify their lives in several ways:

- They can prepare one easy calculation sheet for e.g. each 100, 10 and 1 child for each food item, and then just add the quantities up for the exact number of children attending;



- They can also prepare full lists of food quantities required for each dish in their menu, based on the number of children enrolled in their school, and then adjust this slightly to account for children who are not attending on a specific day.
- The fetching of the right quantities of food can also be facilitated by adequate measuring tools (e.g. a scale, bucket, can, etc.) which one knows contains a certain amount of food.

5.4. Control of food quality by cooks

If cooks are receiving food out of the storeroom from the storekeeper, **the first thing they have to do is to check the quality of the food.** Cooks can identify a deterioration of food quality / freshness in several ways:

- If food is in packages (cans, bags, etc.), there should be a proper label, which states the content, and includes an expiry date. This has already been checked when the food was received by the school, but should be checked again before using the food. Cooks must make sure that the expiration date has not yet passed. (for this reason, storekeepers must ensure the proper storeroom management, and ensure that the first food that came into the storeroom is used first – see above in section 4).
- Deteriorating food normally changes its appearance, and cooks can observe smell, see decolourization, feel inadequate softness, etc.
- Of course, cooks can also see if there is any pest infestation, e.g. by weevils, mice, etc.

Cooks will be used to handling food – not least for their own households, and should therefore be fully capable of carrying out his kind of quality control. Basic questions to be addressed are the following:

Look:	<ul style="list-style-type: none"> ➤ Is the food decoloured (as a whole, or does it have stains)? ➤ Does the food look mouldy? ➤ Can you see signs of living or dead insects (bites, holes, excrements, insects)? ➤ Check the expiry date
Smell:	<ul style="list-style-type: none"> ➤ Does the food smell fresh and as it should? ➤ Can you smell mould or rot, or any other form of decomposition?
Feel:	<ul style="list-style-type: none"> ➤ Does the food feel as it should, when it is fresh? ➤ Any undue softness (e.g. banana, mango)?

If cooks observe any food deterioration, they must notify the storekeeper immediately, so s/he can

- Verify and either confirm the unsafe state of the food, or confirm that the food can be used;
- In case that the food is in fact unsafe, immediately address the problem by

- Isolating and removing the spoiled food from the storeroom and proceed with its disposal;
- Provide the cooks with a replacement quantity of food the daily meal preparation
- Investigate how the deterioration could take place, and take adequate countermeasures, or – where required – suggest such countermeasures for the discussion of the SFC.

For more details, please refer to section 4.1 above on the inspection of food safety and quality at school.

5.5. Preparation of meals

The cooks have a valid health certificate, are trained, dressed cleanly, and have washed their hands. The kitchen is well prepared and clean. The right quantity of food in good quality has been taken from the storeroom and is at the kitchen. Now the cooking can begin, using tested recipes (A cookbook with such recipes will be developed and shared with all cooks).

Regardless of any specific recipe to follow, cooks must observe a number of rules to ensure that the meals are safe to consume. The World Health Organization (WHO) has formulated five keys to safer food: ⁴²

1. **Keep clean** (see above: *Preparation of cooks*):

- a. Wash your hands before handling food and frequently during food preparation.
- b. Wash your hands after going to the toilet.
- c. Wash all surfaces and equipment used for food preparation with water and soap.
- d. Protect kitchen areas and food from insects, pests and other animals.

2. **Separate raw and cooked food:**

- a. Separate raw meat and poultry from other foods.
- b. Use separate equipment and utensils such as knives and cutting boards for handling raw foods.
- c. Store food in containers to avoid contact between raw and prepared foods.

3. **Cook thoroughly:**

This rule is particularly important, as bacteria – which make food unsafe to eat – grow rapidly in food between 4° C and 60° C, the so-called ‘danger zone’.

- a. Cook foods thoroughly, especially meat, poultry and eggs
- b. Bring foods such as soups and stews to boiling point to make sure that they have reached 70 °C. Make sure that juices of meat and poultry are clear, not pink. Ideally, use a thermometer.

⁴² http://www.who.int/foodsafety/areas_work/food-hygiene/5keys/en/.

- c. Reheat cooked food thoroughly.

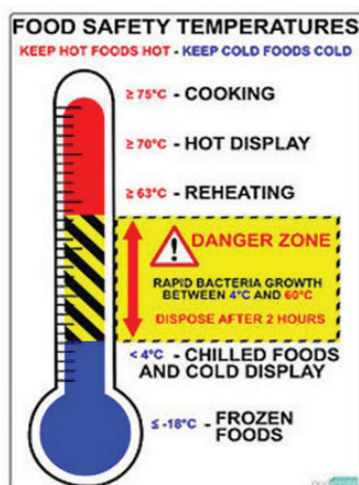


Figure 12: Food safety temperatures

4. Keep food at safe temperatures:

- Do not leave cooked food at room temperature for more than two hours.
- Refrigerate all cooked and perishable food promptly, preferably at below 5°C. (This general rule may not be applicable in Rwanda, where refrigeration is normally not available. Cooked food should not be kept; perishables should be delivered in intervals short enough to prevent spoiling.)
- Keep cooked food piping hot – at higher than 60 °C – prior to serving.
- Do not store food for too long, even in the refrigerator.
- Do not thaw frozen food at room temperature.

5. Use safe water and raw materials:

- Use safe water or treat water to make it safe.
- Select fresh and wholesome foods.
- Choose foods that have been processed to increase their safety, such as pasteurized milk.
- Wash fruits and vegetables, especially if they are to be eaten raw.
- Do not use food after its expiry date (see above section 5.4)

5.6. Preparation of pupils

There are a number of aspects to consider when ensuring that pupils are well-prepared for their meals:

- Receiving and eating meals should not take too much time, so keep the disruption of classes and of the time available for play to a minimum. So time spent in cues should be as short as possible. At the same time, cooked food should be served as quickly as possible to avoid it cooling down and staying long time in the ‘danger zone’ – see above.
- Children should ideally not use the bathroom during their meals – so any pupil who might need to, should be asked to use the bathroom before getting ready to receive their meal.

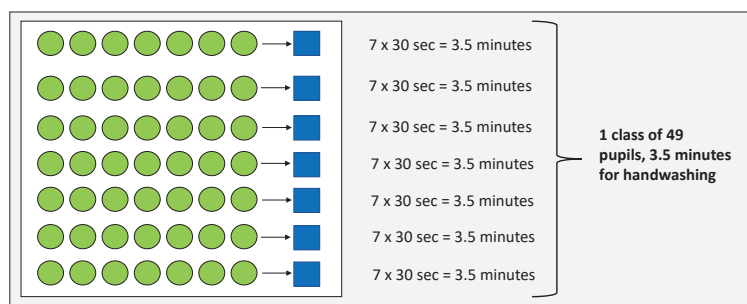
- Thorough handwashing by all pupils with soap and water is essential – after every visit to the bathroom, and before they receive food (regardless of having visited the bathroom or not).
- Thorough handwashing takes about 30 seconds for each child time – with a large number of pupils and a limited number of handwashing facilities (say: one per class) this can take a lot of time.

To ensure good hygiene and efficiency, pupils should therefore be organized as described below:

1. Establish a standing eating sequence, ensuring that the youngest children eat first.
2. Prepare pupils by class or by groups of classes to use the available time as efficiently as possible – e.g. while pupils in the first class wash their hands, the others can play or – in very large schools – the higher classes may even have an additional lesson, before getting ready to eat.
3. Pupils should go – in the established class sequence – go to the toilet before lining up for handwashing – they may also go after they have eaten, but not during the serving or eating of meals.
4. Use a number of handwashing stands for each class; teachers should supervise handwashing.
5. Once all pupils in one class have washed their hands, they cue up to receive their meals, while the next class washes hands.

The following example shows how well-organized handwashing can make the preparation of pupils more efficient and give the pupils more leisure time.

Example: A school has 7 classes with 49 pupils each. If each class cues up behind one handwashing stand, and each pupil uses 30 seconds for thorough hand-washing, each class will have to use 24.5 minutes for hand-washing, and after that cue again to receive meals. If, by contrast each class uses several handwashing stands, and classes cue up in an



established sequence, each class only spends 3.5 minutes in the handwashing cue, and can then proceed to receive meals, giving every child 30 minutes more of free time.

Figure 9: Efficient handwashing

Figure 9: Efficient handwashing

This means that each class in the example school can go through the sequence of lining up, handwashing, receiving meals, and eating, in an efficient way, if they are properly trained and the process is well supervised by their teachers. The following figure shows how a sequenced routine can ensure that within a 60 minutes break, all pupils in our example school can have prepared (15 minutes), eaten (15 minutes) and enjoyed 30 minutes of free time.

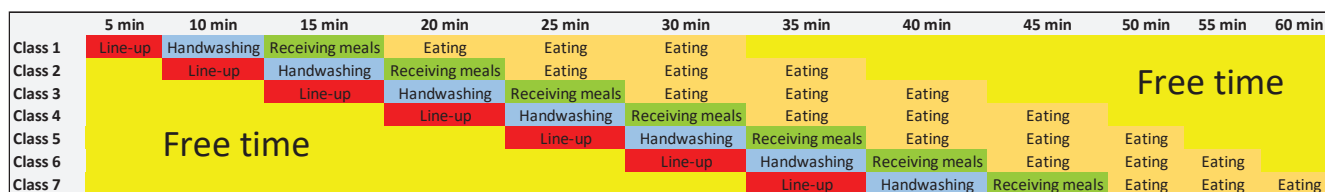


Figure 13: The use of time in a sequenced routine

5.7. Requirements for toilets and handwashing facilities

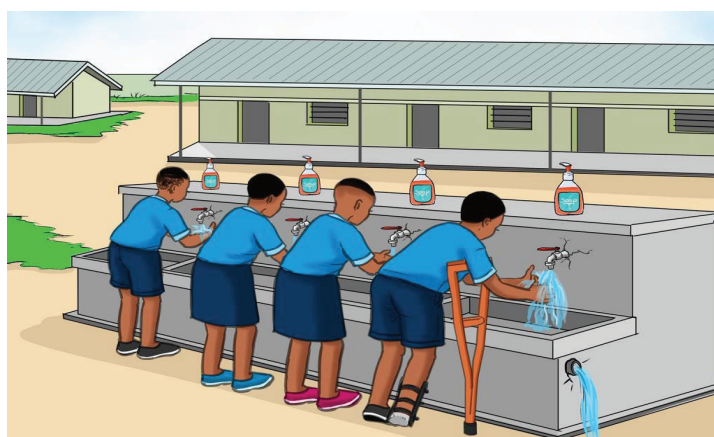
Safe water

While latrines can function with rainwater, which e.g. can be collected from the school’s roofs, or even function without water, for both handwashing and cooking or drinking, safe water is indispensable. For this reason, every school should have access to safe water. Such access can be secured through a piped and controlled water system, through a separate borehole to safe ground water, or by safely disinfecting water.

This will often require infrastructure investments to be ensured through the district school feeding coordination platform and joint work plans between the participating sectors.

Handwashing facilities

There should be at least one handwashing facility per class. Hand-washing facilities for school feeding,⁴³ either fixed (a normal tap, or handpump) or mobile (large dispenser buckets, pedal cans (see photo) etc.) should be located not too far from the place where children receive their food.



Toilets and sanitation

There are many organisations who provide design plans for adequate school latrines.⁴⁴ In recent years, the design of latrines that also produce biogas, which can be used for cooking, has advanced.⁴⁵ Where communities assist with the establishment of latrines, it is important that they are guided and supported

⁴³ I.e. in addition to handwashing facilities at latrines

⁴⁴ Detailed design instructions for different types of adequate school latrines can be found at <http://washinschoolsmapping.com/wengine/wp-content/uploads/2015/10/Sudan-KhartoumTechnGuidelinesSchoolLatrines.pdf>

⁴⁵ See for examples: http://www.hydroaid.org/uploads/2/6/1/3/26130567/case_study_-_biolatrine_-_waya_school.pdf



technically with respect to good design. At this occasion, participating workers should be trained on the job, so that they in principle can replicate the building of adequate latrines for their own household – or even others.

Every school should have a sufficient number of toilets: for every 30 girls and for every 50 boys, there should be at least one cubicle, and for each sex, one disability accessible cubicle. In addition, there should be at least one meter of urinal for each 50 boys; and at least one “girls’ room” where adolescent girls can safely address menstrual hygiene. For each 2 cubicles, there should be 1 hand-wash point with tap and soap.⁴⁶

With respect to location, latrines should be as far away from classrooms and kitchen as possible.

Training and supervision

In addition to infrastructure and equipment, it is also essential that pupils are properly trained in the use of the latrines and handwashing. This will have several advantages: the health at school is ensured; handwashing facilities and toilets will be used adequately and will require less maintenance / replacement work; and the pupils acquire good hygiene and sanitation habits, which they will take with them after their life in school.

Finally, it is important that the adequate handwashing is supervised, both to ensure that all pupils wash their hands properly, but also to repeat training, where necessary.

The following table summarizes considerations with respect to latrines and handwashing facilities:

Aspect	Latrines	Handwashing facilities (school feeding)
Number ⁴⁷	Cubicles: 1 : 30 girls and 1 : 50 boys Urinals: 1 meter for each 50 boys Disability accessible: 1 for girls and 1 for boys	For latrines: 1 for each 2 cubicles For school feeding: 1 per classroom (for sequenced use)
Location	Far from classrooms and kitchen	Close to meal distribution area
Water	Rainwater or no water (depending on design)	<u>Safe water</u> for handwashing; plus at least 2 litres of per child per day for drinking;
Separate	For boys and girls	No, joint
Initial training:	Yes	Yes
Supervision	No	Yes

Table 10: Summary of considerations for latrines and school feeding handwashing facilities

⁴⁶ MINEDUC “Child Friendly Schools Infrastructure Standards and Guidelines” Primary and Tronc Commun schools, t May 2009; <http://humanitarianschools.org/downloads/Rwanda-Child-friendly-School-Infrastructure-Standards-2009.pdf>

⁴⁷ Based on “Child Friendly Schools Infrastructure Standards and Guidelines” in Primary and Tronc Commun schools, MINEDUC 2009

5.8. Serving of meals

With respect to the temperature of cooked meals, the following is important:

- Food shall be served while hot;
- When prepared earlier before time of consumption, the food shall be hygienically covered and kept under appropriate temperature;
- Keep cooked food piping/uniformly hot (more than 60°C) prior to serving;
- Cooked food shall not be left at room temperature for more than 2 hours;
- Reheat cooked food thoroughly for not less than 5 minutes at boiling temperatures.

Each school should for each child have at least one plate, one cup, and one spoon – the cup will be used, if e.g. a cup of milk is served during some of the meals, or when children want to drink some water. To allow for some possible losses, schools should ideally have at least 10 percent of each of these items. Before using these utensils, cooks or helpers must ensure that they are clean. The choice of material for these utensils should respect the ‘no plastic’ rules of Rwanda in force.

It is important that children receive the adequate portion sizes. As with the calculation of the amount of food required for a day, this is easy where one item of food has to be given to every child (e.g. 1 egg, one piece of fruit, one cup of milk, etc.). It is more difficult, where a meal is cooked in large containers, e.g. a porridge from one pot, and a sauce or vegetables from another.

In Rwanda, school meals are served by selected students, who must be trained in portioning food accurately, so that all girls and boys receive the food they need. This can be supported by ladles or measuring cups, or other tools (large spoons, bowls, plates, etc.) which can help to divide portions accurately. Such measuring tools and the training to use them accurately can either be provided by the district, or the SFC and cooks can organize them for themselves, if they can be funded from community contributions. To find the right tool and use it well, students can experiment until the size of a specific tool fits with the ration size of the foreseen meal for nursery, primary and secondary level, using the proposed quantities for cooked items in the substitution table provided in Annex 4:

An alternative way of facilitating the serving of adequate portions to boys and girls at different ages could be to arrange for the different groups specific plates which indicate the area of the plate that should be covered by the different food items (staple, fruit, vegetable, animal-based food) – corresponding to the plate-models often used in nutrition education. In addition to guiding the serving of adequate portions, this would help raise awareness on healthy nutrition.

Supervision of meal serving

It is important that the serving of meals is supervised:

On every day, the teacher of the class should supervise the students serving the meals, to ensure that this work is carried out adequately. The SFC can establish a

supervision schedule, so all teachers bear an equal burden of supervision. In principle, teachers can eat when their class eats.

In addition, a member of the SFC should at least once a week supervise the serving of meals to ensure, that the quantities prepared and served correspond to the menus foreseen. This is important to ensure, that food is not 'stretched', e.g. to cover up diversions or other losses.

The serving of meals should be supervised by a member of the SFC to ascertain that all dishes are clean before being used for serving meals, and that cooks / helpers provide the adequate portions foreseen, and items are not stretched.

5.9. Eating of meals

Pupils should ideally eat their meals in a designated, shaded / protected and cool area. Where no designated adequate refectory (e.g. a multi-purpose hall, or a specific eating area) is available, this can be done in classrooms – however, these must be thoroughly cleaned after the meal before classes resume.

When eating, pupils should be able to sit down, and enjoy their meal calmly. At the same time, eating together is also a fundamentally social activity, so ideally, children should sit together in groups / tables for 6 - 10 pupils.

5.10. After the meal

Consistent maintenance of the kitchen and all eating utensils is important to ensure the quality and safety of the food preparation process. The kitchen must be cleaned every day after the meal preparation has ended and if necessary, right before the next meal preparation, in order to minimize the risk of pest infestation, including mice and rats.

Once pupils have eaten, they should return all the utensils they used to the kitchen or otherwise designated area for dish washing. SFCs and cooks / cleaners will agree on how best to organize the efficient and reliable washing of dishes.

Before dishwashing, all dishes should be cleaned for larger food leftovers into one designated receptacle, which should be adequately disposed of / emptied once full, and at least before the kitchen is closed. For disposal of food leftovers, the school should either feed leftovers to livestock; and otherwise use the existing system of public waste disposal, or have a separate area where food leftovers can be burned. Food leftovers should not be just dumped, as this will attract rats, mice and other pests.

Cleansed dishes should be washed thoroughly with soap. The kitchen should have a good system for run-off water.

Once washed, utensils should be left for drying in adequate racks, or shelves. Plates should be stacked, where possible face down, to avoid dust and dirt settling on the surfaces on which food will be served the next time.

All utensils used for cooking and serving should be cleaned in the same way as the dishes.

All surfaces of the kitchen must be thoroughly cleaned, starting from the top, and working downwards. As the last item, the floor should be washed / swiped.

Before leaving, cooks should briefly discuss if there is anything they need to bring to the attention of the storekeeper or the SFC – state of the kitchen and stoves, number and state of cooking and eating utensils, quality of food, food required during the next week, etc.

6. How the programme will monitor and report on its activities and results

The programme needs to closely monitor which resources it receives, how these are used, what the programme is providing, and what it is achieving. The following table provides an overview of the indicators that will be monitored for each of these areas, and in which reports these will be included. The subsequent sub-sections then go into more detail.

	Use	Indicators	Frequency	Responsible	Documentation
Which resource has the school received?	Part of the documentation of responsible, transparent and accountable use of resources	Funds received from NSFP / MINEDUC / Treasury Funds / in-kind support received from donors	Monthly	Head teacher / accountant using SMDS	SDMS + Quarterly SF report
		Community contributions (cash, food, other in-kind)	Monthly	SFC	
How has the school used the received resources?		Food purchases Other SF purchases, such as equipment/utensils for storage, cooking or eating	Monthly	Head teacher – SF focal point	
	Stock management	Reception and release of food; losses;	Movements, weekly stock control	Storekeeper	Food Management Sheet
What has the programme done?	Shows the efficiency of resource use	Number of school meals provided to girls and boys Number of food groups included in daily meal	Daily	Head teacher – based on information from the SFC	SDMS + Quarterly SF report
Achievements of the programme	Shows the effects of the programme	<u>Education</u> Enrolment, attendance, retention, completion, performance	Annually	MINEDUC / DEO using EMIS / SDMS	Annual district and national school feeding report
		<u>Nutrition/Health</u> Absence due to sickness Average BMI / growth charts per school	Annually	SFC – in conjunction with health centre	

		Micronutrient deficiencies			
		<u>Social protection</u>	Annually	SFC	
		Transfer value of meals	Annually	District authorities	
		Child marriages and pregnancies			
		<u>Local agriculture /economies</u>	Annually	SFC – SF focal point	
		Amount of food bought from local smallholders/FOs			
		Amount of funds injected into local economies			

Table 11: Overview of indicators to be monitored and their use

The specific responsibilities with respect to monitoring and reporting will be explained in the following subsections. In principle, monitoring responsibilities are located at the most decentralized level possible, i.e. where the relevant actors have the best access to the information required. By contrast, the preparation of school feeding reports will be the responsibility of higher-level actors (Education Officer or Director of Human Capital Unit), which have the position and the capacity to consolidate and analyse the data provided by monitoring actors.

All of the different tools and sheets developed for the programme (food requirements, kitchen and storeroom checklists, food and resource management sheets) should be integrated into SDMS, so that regular reports can efficiently be produced through this system.

6.1. Transparent and accountable use of resources

The transparent and accountable use of resources is documented by three sets of information:

- All the resources that have been made available from different sources during the reporting period
- All the resources that have been used for different purposes during the reporting period
- The comparison of the two, including information on remaining resources, or outstanding payments to be made

Resources can be provided from different sources, and in cash, food or other in-kind form. All these resources should be kept track of by the head teacher in the Resource Reception Sheet shown here and in Annex 17:, based on information s/he will receive from other sources:

National School Feeding Programme													Resource Management Sheet				
Name of school: <input type="text"/>			Community: <input type="text"/>			School ID: <input type="text"/>		District: <input type="text"/>		Month / year <input type="text"/>							
Funds	Date	RWF	Funds at start	entry: funds received (1)	Source (NSFP, community, donor)	Food payments	Cooks' salaries	Storekeeper	Other SF items	Total	Missing	Other	Total	Funds at end	Remarks		
			0	0		0	0	0	0	0	0	0	0	0			
			0	0		0	0	0	0	0	0	0	0	0			
			0	0		0	0	0	0	0	0	0	0	0			
			0	0		0	0	0	0	0	0	0	0	0			
Food	Date	Food item	Stocks at start	entry: food received	Source (supplier / community /)	Food used (only monthly total)					Losses (only monthly totals)					Funds at end	Remarks
			0	0		Item 1	Item 2	Item 3	Item 4	Item 5	Item 1	Item 2	Item 3	Item 4	Item 5	0	
			0	0												0	
			0	0												0	
			0	0												0	
Other items (fuel, wood, material, etc.)	Date	Other item	Stocks at start	entry: food received	Source (supplier / community /)	Items used (only monthly total)					Losses			Items at end	Remarks		
			0	0		Number	Remarks				Missing	Spoilage		Total	0		
			0	0		0								0			
			0	0		0								0			
			0	0		0								0			

Figure 14: NSFP Resource Management Sheet

The head teacher will be in charge of keeping the resource management sheet up-to-date. For this, he will be able to use

- bank statements for any reception of funds on the school’s bank account;
- overviews prepared by the cashier of the SFC on any funds or other items contributed by parents;
- the stock reports prepared by the storekeeper for food, and (to the extent her/his tasks also include other times than food) for other items; and
- headteacher’s own records on any funds or other items received from other donors

The head teacher will be trained in the use of the sheet.

The resource management sheet captures information on the receipt of resources, on their use, and on losses.⁴⁸ The latter are identified either by the storekeeper when carrying out stock control (see above), or by comparing the amounts received minus the amounts used with what is actually left in the account or the cash box of the SFC.

The identification of losses, explaining them and addressing the causes that led to them are crucial to minimise such losses and maintain the trust in the efficient use of resources by the programme.

In addition, the information captured in the resource management sheet will also allow a systematic comparison between the food actually bought, and what had been planned at the beginning of the year. This comparison, and not least the analysis of any discrepancies between the two, will be an important source of learning on how local supply chains and food systems can be strengthened over time.

⁴⁸ Ideally, instead of completing this separate resource management sheet, all the information captured by it should be entered directly into the SDMS for real-time monitoring.



All of the information in the resource monitoring sheet should be included in the quarterly / termly school feeding reports which the district education offices will prepare.

6.2. What has the programme done and provided?

As mentioned above, in addition to documenting the transparent use of available resources, NSFP monitoring will also comprise the documentation of what the programme has provided, i.e. (1) the number of school meals provided to girls and boys; and (2) the number of food groups included in daily meals.

For the documentation of the number of school meals provided, the head teacher will enter into SDMS, how many girls and boys have attended school and participated in the school meal provided each day, based on information on attendance collected by class teachers. (This information should ideally be entered offline on a daily basis, and uploaded once in a while when internet connection is established (e.g. by taking a lap-top to the sector or district on a weekly basis.)) Once entered into SDMS, this information can simply be added for all the schools in the sector, district and country, disaggregated by level of education, type of school, etc. This information will allow analysis of where which children and households benefited how much from the provision of school meals. The comparison with the intended plans of school meal provision will help to reveal discrepancies, and allow further analysis on how the programme reliability can be improved. Not least, the comparison with the resources used for the number of meals provided will allow an analysis of the cost-efficiency of the programme, by calculating for each school, sector, district and the country as a whole the average cost of a meal.

For the documentation of the number of food groups included in daily meals, the relevant SDMS module will include a section where the headteacher for every day of school can mark pre-selected food groups, based on the daily storekeeper's stock report which includes specific information on the kind and amount of food handed out to cooks. Formulas in the SDMS will then allow aggregation on the number of days in each school on which at least 5 of the six food groups proposed in section 2.2.2 have been used.

Once this number is established for each school, the NSFP management can analyse in which areas schools have performed better with respect to dietary diversity of the meals they provided, and what the underlying reasons were (e.g. different prioritisation of resources, rather providing diverse meals on fewer days; larger contributions by parents; a good school garden or community field; etc.), which in turn can help to learn and share important lessons with all schools.

In addition to these quantitative data, school should also provide narrative information on any additional activities, e.g. the establishment of a school garden, repairs of kitchen and storeroom, etc.

As for the use of resources, also the information on what the programme has provided at each school will be analysed at district level and included in quarterly/termly school feeding reports.

6.3. What has the programme achieved?

As laid down in the CNSFP, school feeding should lead to improvements in a number of inter-related sectors, including education, nutrition/health, social protection, and not least local agriculture and economies at large. A number of indicators have been proposed in the overview table above. The collection of information will differ strongly for each of these areas.

Education related information will originate at schools, normally entered into SDMS by the head teacher. The crude information to be captured includes

- (1) the number of girls and boys enrolled for each class in a school at the beginning of the year;
- (2) the number of girls and boys enrolled for each class in a school at the beginning of the next year;
- (3) the number of girls and boys attending school each day; or (better): the attendance or not of each pupil, for each school day (including ideally an indication if absence was due to sickness or other causes)
- (4) the repetition or passing to the next class of each pupil; and, if applicable, the score of an annual exam achieved by each pupil.

From these crude data, the rates for enrolment, attendance, retention, completion, as well as pass rates and average scores can be calculated.

If each pupil is allotted an individual learner ID number, which accompanies her or him throughout the entire education, this would not only making the registration and calculation of individual enrolment, attendance, passing or repetition, completion and performance far easier and more reliable; it would allow tracking education performance of pupils that change from one school to another.

Tracking individual or average attendance?

In many education management information systems, information related to attendance tracks the average attendance in a school, simple by capturing the number of pupils present on each day of school, and comparing this number with the total number of girls and boys enrolled. This information is useful and allows some general insights into the effects of school feeding, however, it would not allow seeing if a lower attendance rate is due to a few children being absent on many days, or many children being absent on a few days – which are two completely different things and will have completely different reasons. By contrast, registering the attendance or not of each pupil on each school day would allow a far more in-depth and disaggregated analysis of the development in the attendance and its effects in terms of performance. It would not only allow the simple calculation of an average, but ALSO the calculation of the attendance rate for each girl or boy – which is often a prerequisite information for social protection

cash transfer programmes conditioned by school attendance of a household's school-age children). From this individual attendance rate it is then easy also to calculate the share of girls and boys that has attended school on at least 80 percent of school days.

With respect to nutrition and health, the NSFP would hope to contribute to reduced sickness, healthy growth, and reduced micronutrient deficiencies. If a school can track, if a girl or boy has been absent on any school day due to sickness, this would provide a good indication if the overall levels of morbidity increase or decrease, and if there is a correlation with the provision of school meals. In addition, if e.g. adolescent girls have a greater tendency to be absent due to 'sickness' in regular intervals, this may raise the question if the school's facilities are adequate to allow for good menstrual hygiene.

Average or individual growth charts or Body-Mass Index tables could be kept at school, with information being obtained on annual (or termly) health days at the beginning of the term, which could be organized at school jointly with health authorities. Such health days could also be used for community discussions on nutrition, organize cooking competitions, carry out regular health checks (e.g. for hearing and seeing), etc.

Micronutrient deficiencies are more difficult to document, and this should not be done through normal monitoring at school level. MINISANTE and MINEDUC could discuss if and how representative samples could be taken at selected schools as part of e.g. regular demographic and health surveys.

School feeding can achieve important benefits in terms of social protection. The easiest indicator to monitor is the calculation of the value of school meals which is transferred to households by providing meals to their children. This value would be the simple difference between the cost of the food provided, and the contribution that parents themselves have made to these costs. Where parents, due to their poverty, are exempted from contributing to school meals, this transfer value will be considerably higher.

Other important benefits which school feeding can achieve in the area of social protection include the reduction of child labour, and – of particular importance for girls – child marriages and pregnancies. Data on these indicators are not for schools to collect or report, but should be used from other surveys that are being carried out. For this, the NSFP should pro-actively seek to engage in the design of such surveys (e.g. through the coordination mechanisms established at national and district level) to ensure that the data to be collected by these surveys will allow some analysis and conclusions with respect to the influence of school feeding on these indicators.

Finally, with respect to local agriculture local economies, it is easy to calculate the total amount of funds injected into local economies from the data included in the procurement reports. The effects of this cash injection on local economies could be

monitored through market monitoring systems or occasional surveys e.g. on the level of employment or household income in different areas.

Information on the effects of purchases from local farmers and cooperatives on local agriculture and food systems would have to be obtained through specific surveys as well as data e.g. from RCA which will work with local cooperatives.

All these achievements will only develop gradually, and movements can only be observed from year to year. For this reason, the indicators proposed in this sub-section will only be reported on in the annual school report.

6.4. Sharing results and learning

The previous sub-sections have introduced a number of data collection tools and reports, which together constitute the reporting structure of the NSFP. They include

- Food management sheets
- Resource management sheets
- Procurement reports
- SDMS data
- Termly school feeding reports, prepared by district education offices based on information provided by schools
- An annual school feeding report, prepared by the school feeding office at MINEDUC based on termly district school feeding reports, SDMS and EMIS data, as well as any additional relevant and available data (such as DHS, agricultural surveys, etc.)

A template for an Annual School Feeding Report is attached as Annex 18:.

These reports will not only document the programme's use of resources, as well as what it has provided (programme efficiency) and what it has achieved (effectiveness). The termly and annual reports will also include analysis into the underlying reasons of discrepancies between plans and actual performance, differences between various regions and seasons, etc. Building on this, they will seek to identify potential gaps and weaknesses, and propose ways of addressing these.

While the primary responsibility for the preparation of the above mentioned reports lies with schools, district education offices and the school feeding office at MINEDUC, it is important that preliminary findings are discussed at the established coordination fora at district and national level with the aim of involving all the relevant stakeholders in the identification of challenges, and in particular in devising ways of addressing them, which will often depend on a wide and cross-sectoral cooperation, which could be included in joint action plans. This way, the NSFP continuously become more reliable, more efficient, and more effective.

The core information of the annual school feeding report should also be included in the Education Statistical Yearbook, not only to make this part of the

documentation of the programme widely available, but also to enhance the awareness of as many stakeholders as possible of the programme and its importance.

7. How the programme is governed and managed

7.1. Overview of the governance structure of the programme

The CNSFP states that “The implementation of the School Feeding Policy and its Strategic Plan shall be governed by both political and technical structures” and specifically proposes the following structures:

- A **National School Feeding Steering Committee** (NSFSC) with the responsibility
 - to guide the coordination, development, implementation, budgeting, advocacy and oversight of the National School Feeding programme and related interventions, in line with the national school feeding policy and strategy to enhance the efficiency, effectiveness and impact; and
 - to streamline school feeding into the national development agenda and advocate for prioritisation and budgeting.
- A **School Feeding Technical Working Group** (SF-TWG) supporting the SFSC and providing regular updates on progress and plans.

The following illustration shows how these two structures interact with each other, and with the different ministries who will be involved in the implementation of the NSFP and related complementary activities.

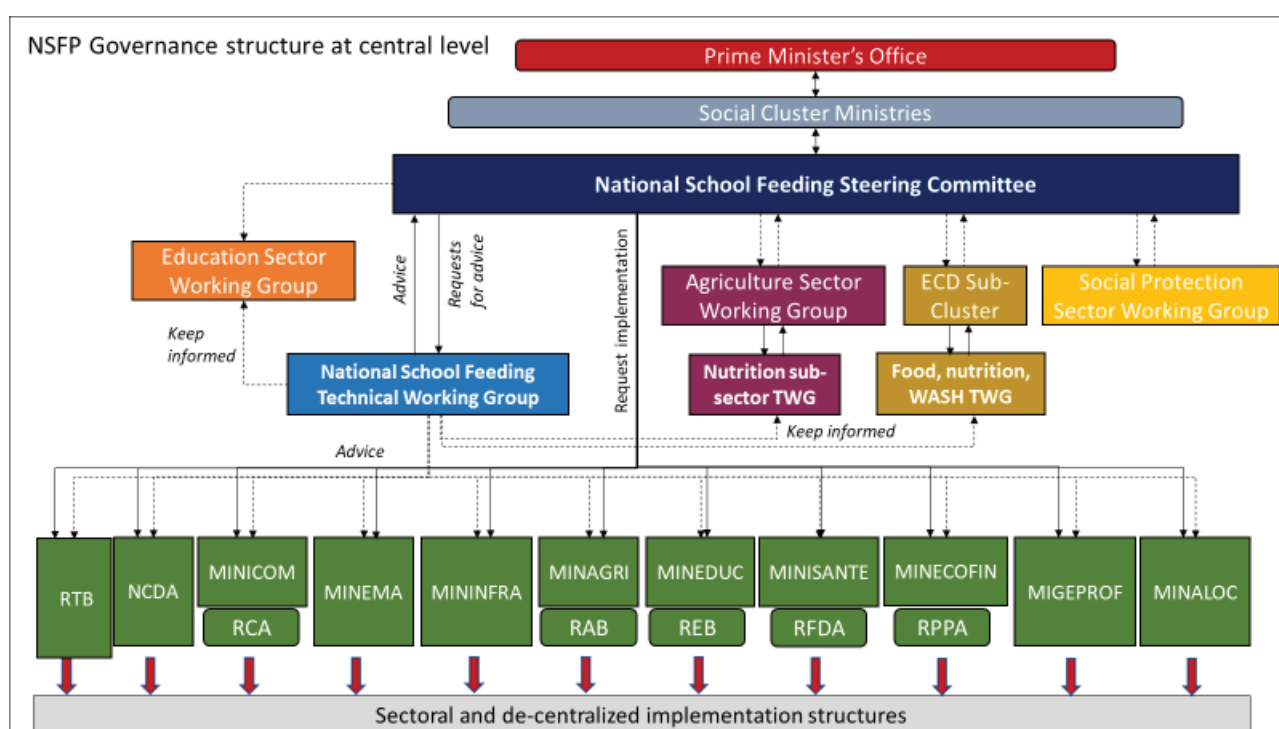


Figure 15: Overall governance structure of the NSFP

Besides the SF-TWG, three additional technical working groups will support the NSFSC, within different thematic focus areas:

- The Agriculture Sector Working Group (nutrition, local supply chains, farmer cooperatives, etc.)
- The ECD Sub-cluster (Food, nutrition, WASH); and
- The Social Protection Sector Working Group.

7.2. The National School Feeding Steering Committee

Composition / membership

The National School Feeding Steering Committee (NSFSC) will include decision makers from key national institutions:

- The Ministry of Education (chair) – MINEDUC;
- The Ministry of Agriculture and Animal Resources (Co- Chair) – MINAGRI
- The Ministry of Health (MINISANTE)
- The Ministry of Environment
- The Ministry of Local Government (MINALOC)
- The Local Administration Entities Development Agency (LODA)
- National Childhood Development Authority – NCDA;
- Rwanda Basic Education Board – REB;
- Rwanda Agricultural Board – RAB;
- Rwanda Public Procurement Authority – RPPA;
- Rwanda Food and Drugs Authority – RFDA;
- Rwanda Cooperative Agency – RCA;
- Rwanda Biomedical Centre (RBC); and the
- Rwanda TVET Board (RTB)

In addition, decision-makers of the following partners will be invited to participate in the NSFSC:

- World Food Programme – WFP (co-chair),
- Food and Agriculture Organization – FAO
- United Nations Children Fund – UNICEF
- United States Agency for International Development – USAID
- United Kingdom Department for International Development – DFID and
- World Vision International – WVI

The participation in the NSF-SC includes the responsibility of each member to ensure that activities agreed on by the Steering Committee are implemented as well as possible within the sphere of the member's influence. In preparation for each Steering Committee meeting, each member will draw up a concise briefing which explains the progress made by the member and its implementation structure towards each action items resolved upon at the previous meeting.

Duties and Responsibilities

The NSFSC will request –advice on specific issues from the SF-TWG on any issue regarding the NSFP with a copy to ESWG Based on the advice received, and its

own discussions, the SFSC will issue guidance with request of implementation to the coordination bodies and implementers involved in the programme. In particular, the NSFSC will

- Oversee the implementation of the national school feeding policy and strategic plan;
- Provide overall guidance and orientation on key national school feeding priorities
- Act as a national coordination organ of all school feeding programmes in Rwanda, engaging all relevant ministries and stakeholders;
- To provide strategic direction and guidance for coordination and implementation of the national school feeding program including the review and advice on final implementation plan and budget;
- Build high level political support and advocate for national school feeding budget allocations into a single budget line and incorporation of school feeding in national development priorities;
- Review of the annual school feeding budget provisions & implementation plans prepared by key ministries, agencies, programme and Development partners and monitor funds disbursement and budget execution;
- Provide overall guidance and orientation on key national school feeding priorities;
- Lead the development of SF implementation material
- Receive and approve the progress reports of school feeding interventions on a bi-annual basis and provide recommendations and feedback for policy and program adjustment towards effective implementation
- Support & guidance to lower levels of the governing structure including Sector working groups and technical working group on matter related to school feeding
- Engage in Resource mobilization for school feeding.
- Initiate research requests for the development of the national school feeding knowledge base in support of strategic decision making and policy development.

Steering Committee Chair

The National School Feeding Steering Committee (NSFSC) will be chaired by the Ministry of Education; two co-chairs will be elected for one year at the first meeting of the steering Committee of each year. The NSFSC co-chair will support the chair in his duties and responsibilities.

In the absence of the Chair, one of the co-chairs shall honour the position of chair and presume all his duties and responsibilities. If neither the Chair nor co-chairs are present at a Steering Committee mee, a delegated member by the chair or co-chair present shall act as Chair for the duration of the session.

The chair will be responsible to fulfil the following tasks:



- ensure that all members are duly invited to participate in the SC meetings;
- convene and chair Steering Committee meetings;
- represent the committee on high level School Feeding events; in particular, when invited, represent the committee in meetings of the Social Cluster meetings and report on the national status of school feeding.

Steering Committee working modalities

The NSFSC will convene bi-annually in Quarter 1 and Quarter 3. The meeting in Quarter 1 will discuss the annual school feeding report of the previous, draft work plan for the coming year and other relevant discussions as deemed necessary.

A special or urgent steering committee may be organised by the chairperson upon specific request by either one of the members of the committee.

Members of the NSFSC shall designate one alternate members from the same organizations who will be called upon to attend committee meetings in the event of absence of the regular member. Those representatives, subject to approval by the relevant NSFSC members, will be able to actively participate in the decision making.

The Steering Committee will decide on its internal rules of functioning, including what constitute a quorum for different kind of decisions, at its first meeting. This meeting will also discuss and confirm or revise the relationship between the NSF-TWG, the NSF-SC, the Education Sector Working Group and the other working groups established under the Social Cluster.

Meetings are normally open to NSFSC members only. The Steering Committee might invite additional participants, as deemed necessary. Consultation may involve, but is not restricted to, participation in meetings with the Committee or through correspondence on technical points. A proposed list of attendants, if applicable, will be shared with all members by the Chair or Secretary of the NSFSC via email before each meeting.

Task forces

The NSFSC can establish dedicated task forces or work with existing sector or technical working groups to deal with specific technical matters for a limited period and based on a clear scope of work. To this effect, the NSFSC can ask other relevant Sector Working groups and relevant technical working groups (School Feeding Technical Working Group, Agricultural Sector Working Group, Nutrition Sector TWG, WASH TWG, etc.), who are continuously held informed of the NSFP-related discussions and developments by the NSF-TWG (see below), to provide one or more representatives to participate.

Reporting

The NSFSC shall submit reports to the Social cluster and all its members once a year with an update on all school feeding related matters (Annual National School Feeding Report).

NSFSC secretariat

The Directorate of Education Policy and Analysis at MINEDUC will function as the secretariat for the NSFSC, supported by the School Feeding Unit /SFU). The NSFSC secretariat has the following tasks:

- prepare each meeting in close cooperation with the chair, including agenda, and ensure the availability and quality of relevant documentation for any point on the agenda to be discussed;
- communicate all relevant information concerning the NSFSC meetings and events to all members at least 2 working days prior to the meeting. This may include strategic documents, reports, meeting agenda and schedules;
- ensure that appropriate minutes of meetings are taken, signed and distributed to members and made publicly available through posting on appropriate websites. The minutes will take the form of an official Steering Committee report. It will be prepared within five working days of the Steering Committee's meeting, and signed by the Chair and co-chair. The report shall include the main recommendations made by the Steering Committee, action items and a proposed timeline/calendar for implementation. The report will be submitted to the Chairs as well as the representatives of all members. (Concise reports on the action taken and progress made against these action points will be prepared by each member in preparation of each meeting of the committee, see above).
- prepare bi-annual progress reports to the NSFSC on the basis of information provided by schools, sectors and districts as well as quarterly NSF-TWG reports. The bi-annual progress reports will focus on activity-level indicators and information and will form one main input into the Annual School Feeding Report for the Social Cluster (see above).

7.3. The School Feeding Technical Working Group

The members of the **School Feeding Technical Working Group** (SF-TWG) will include, but are not limited to, the following:

- The Director General of Education Policy Analysis, MINEDUC (chair)
- Director of School Feeding Unit, MINEDUC
- Home- Grown School Feeding Program Manager, MINEDUC
- Social Cluster, Education Sector Policy Analyst, The Office of the Prime Minister
- Representative, REB
- Director, Non - Credit and Savings Cooperative Coordination, RCA
- Head of Nutrition & Hygiene Department, NCDA;



- Director General of Agricultural Development, MINAGRI, potentially represented by a Food Crops Production Specialist;
- Director, Directorate of Internal Trade, MINICOM;
- Director, Budget Policy Formulation & Reforms Specialist, MINECOFIN;
- Director, Health Policy and Regulation unit, MINISANTE;
- Food and Nutrition Specialist, Social Affairs Unity, MINALOC;
- Planning and LG Imihigo Specialist, MINALOC;
- Director, RTB, potentially represented by Rwanda Polytechnic;
- Division Manager, Malaria and other parasitic diseases, Rwanda Bio Medical Centre
- Strategic Outcome 2 Manager, WFP, Rwanda Country Office (co-chair)
- UNICEF
- FAO
- European Union
- World Bank
- USAID
- Japanese International Cooperation Agency (JICA)
- DFID
- Deputy Chief of Party, Home Grown School Feeding programme, World Vision Rwanda
- SNV
- Plan International
- Save The Children
- Any other party upon the agreement of the TWG Co-Chairs.

Duties and responsibilities

The overall objectives of the SF-TWG are

- to provide policy and strategy advice related to school feeding;
- to oversee the implementation of the national school feeding policy;
- to provide technical support for the development and implementation of a national school feeding programme;
- to coordinate and unify school feeding interventions to leverage its cross-cutting impact across all relevant sectors, mainly education, agriculture, social protection and health;
- to advise all relevant stakeholders on the most appropriate course of action regarding the implementation of school feeding programmes, as well as building their capacity for effective service delivery;
- to monitor progress towards the efficiency, effectiveness and impact of school feeding interventions in the country;
- to provide regular reports, workplans and updates to the Education Sector Working Group (ESWG); and National school feeding steering committee

- to identify specific technical areas that require additional, often intensive support and commission the setting up of short term, task and time bound Task Forces to carry out such work.

In pursuing these objectives, the SF-TWG will fulfil the following key responsibilities:

- Follow up on the implementation of the national school feeding strategy and provide regular updates on the strategy and workplans;
- Lead the development and implementation of guidelines for the national school feeding programme;
- Lead the capacity building of national school feeding stakeholders, including measures to institutionalise such capacity strengthening
- Lead Review and approve research and knowledge transfer with respect to school feeding, and spearhead national awareness creation;
- Create and strengthen multi-sector collaboration on school feeding; this also include a continuous link to other relevant actors, in particular the other technical working groups in the Social Cluster, with a view to exchange information and to ensure, that all working groups keep each other in mind in their discussions.

As part of these responsibilities, the SF-TWG will discuss specific aspects of the NSFP upon request of the NSFSC, the school feeding office / cross-cutting programme unit, or any of its members, with the aim to ensure high cost efficiency and maximizing the impact of the programme. Such aspects include, (but are not limited to) the following:

- Coverage and targeting (until national coverage is achieved)
- Guidance material for the programme, including the present Operational Guidelines
- Food baskets
- Nutritional education
- Forms of procurement and required support activities
- Resources, and which actors should provide them
- Required infrastructure for the programme (storerooms, kitchens, water and sanitation and hygiene (WASH) – including the development of efficient and effective standard design, construction guidance, and technical / infrastructure works; and the sequenced work plan for establishing this infrastructure;
- Indicators to be monitored and reported on – including relevant data sources, forms and templates, tools and systems, and the integration with national data management systems (IFMIS, EMIS, etc.);
- Form, content and frequency of required reports for different issues (finance, activities, results) – based on the proposal made in section 6 below; and

- Specific consultancies concerning any of the above – or other relevant – aspects related to the development and continuous enhancement of the NSFP.

The TWG, represented by its chair and co-chair, reports to the NSFSC; at the same time, the TWG keeps the Education Sector Working Group as well as all other working groups in the Social Cluster, informed of its discussions and proposals and promotes the mutual consideration of all relevant issues by all working groups.

Chair and Co-Chairs of the TWG

The school feeding TWG will be chaired by the Director General of Education Policy & Planning from the Ministry of Education on the government side and co-chaired by the Strategic Outcome 2 Manager World Food Programme (WFP) on the side of the development partners. Between them the Co-Chairs will be responsible for:

- agreeing on the frequency of meetings;
- preparing meetings (with support of the secretariat (cross-cutting unit / school feeding office). This includes
 - setting the agenda in consultation with group members,
 - inviting all members at least two weeks before any scheduled meeting;
 - ensuring that required documentation for all agenda items is available and shared with TWG members at least two workdays prior to any meeting; and
 - ensuring that all relevant government and DP members participate in the TWG meetings;
- convening and chairing meetings. This includes ensuring that the agenda is followed and all items are adequately addressed and required decisions are taken or recommendations are made; and the agreement on the date for the next meeting.
- ensuring that appropriate minutes of meetings are taken, signed and distributed to members and made publicly available through posting on appropriate MINEDUC website;
- preparing quarterly progress reports as well as updates for JRES, ESWG meetings and NSFSC ;
- communicating all relevant information concerning the TWG to all members. This may include strategic documents, reports, meeting agenda and schedules;
- attending meetings of the Basic Education Strategic group.

Frequency of meetings

The frequency of TWG meetings will vary according to the need and intensity of work. The TWG should meet at least quarterly. The TWG will maintain a calendar of events, including meetings.

Secretariat of the SF-TWG

The work of the SF-TWG will be facilitated by a secretariat (School Feeding Unit in MINEDUC), supported by at least one Development Partner. The secretariat will report to the TWG Chair.

The purpose of the secretariat is to ensure the effective functioning of the TWG. Its specific tasks include:

- Developing agendas for the TWG meetings and adequately preparing these meetings;
- Recording meeting minutes;
- Ensuring effective dissemination of information to TWG members through e-mail or web-site,
- Managing any additional logistics for the TWG.

Task forces

The TWG has the right to establish dedicated task forces to deal with specific technical matters for a limited period of time and based on a clear scope of work. The main purpose and function of such a task force will either be to gather and analyse specific data, to make recommendations on specific challenges or opportunities or any other specific, timebound and well-defined activities which the TWG co-chairs deem necessary for the effective execution of its mandate in line with the stated objectives.

7.4. Multi-sectoral coordination at decentralized levels

A multitude of actors are involved in the implementation of the NSFP, across different sectors and levels of government, each providing important, complementary inputs and activities in addition to the provision of school feeding itself, such as infrastructure, WASH, nutrition and health education, school gardens, support to farmers, etc. At each of these levels, their activities need to be coordinated to ensure, that they jointly achieve the intended high-quality results.

The following illustration provides an overview:

NSFP Management and Implementation Structure

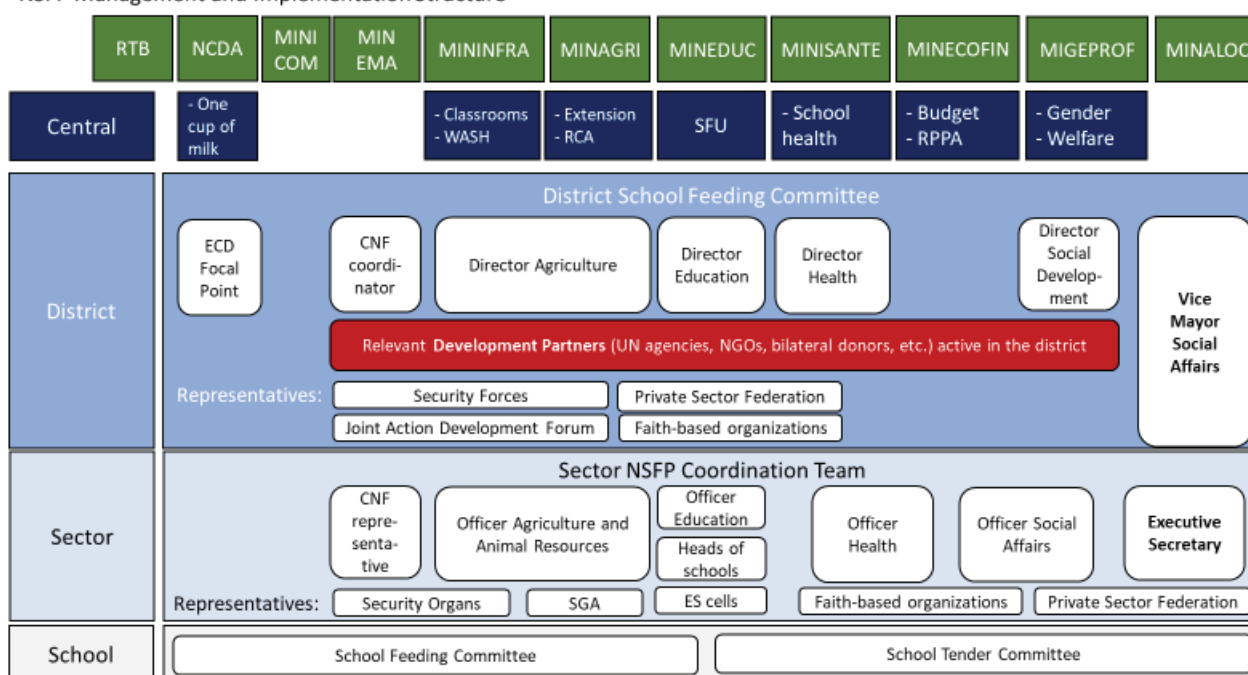


Figure16: Overview of NSFP implementation actors

Multiple actors are involved in the management and implementation of the programme at central, district, sector, and school level. At each of these levels, specific coordination committees will be established to ensure that joint action plans with respect to school feeding are developed and implemented in a coordinated way.

The composition of the coordination mechanisms at each level and their respective responsibilities are specified below:

At **central level**, this coordination will take place through the NSFSC and the NSF-TWG – see above.

At **district level**, the district school feeding committee (DSFC) will be composed of the

- Vice Mayor in charge Social Affairs (chair);
- Directors of Education, Health, Agriculture and Natural Resources, and the Social Development unit,
- The CNF Coordinator,
- Dean of Head Teacher at District level
- The Joint Action Development Forum (JADF) Officer as well as
- Representatives of security organs, Faith-Based organisations, and the Private Sector Federation.

The DSFC will be responsible to

- develop mechanisms for resource mobilization from the community and Development Partners at district level for school feeding activities;



- carry out joint action planning, implementation and monitoring of School Feeding activities; and
- periodically report on the progress of implementation to the national level.

The DSFC will meet at least once every three months, or more frequently, if required. The chair can at any time call for additional meetings of the DSFC, either on its own initiative or upon request by any of its members.

The District Education Unit or Director of Human Capital Development will function as the secretariat of the DSFC, preparing and facilitating, in conjunction with the chair, its meetings and ensuring that its decisions are followed up on by its members.

At sector level, a NSFP coordination team (SFCT) will be

- Led by the Sector Executive Secretary and shall include
- Sector/Cell Officers for Education, Agriculture, and Social Affairs, Animal Resources Officer,
- Dean of Head Teacher at sector level
- A representative of each CNF, Faith-Based organisations, and Private Sector Federation and Security Organs;
- Heads of schools, School General Assembly Representatives, and Executive Secretary (ES) Cells.

Key responsibilities delegated to the Sector/Cell for the implementation of the School Feeding shall include

- advocating and sensitizing the community about school feeding and its benefits;
- carrying out joint action planning at the at school and sector level;
- assisting in the implementation of monitoring activities; and
- periodic reporting on the progress of school feeding implementation to the District level.

The SFCT will meet at least once every three months, or more frequently, if required. The chair can at any time call for additional meetings of the SFCT, either on its own initiative or upon request by any of its members.

The sector Education Officer will function as the secretariat of the SFCT, preparing and facilitating, in conjunction with the chair, its meetings and ensuring that its decisions are followed up on by its members.

7.5. Implementing actors and their respective tasks.

A number of actors will be responsible for the implementation of activities that are required to make the NSFP function and perform as foreseen. Faithful to the spirit of decentralization, implementation tasks become most specific and tangible at school and district level, whereas tasks at province and in particular central level

mainly concern the overall oversight, promotion, planning and funding of the programme.

In addition to the government and school level actors mentioned below, the active involvement of additional actors will be crucial for the success of the programme, as is reflected by their inclusion in e.g. the NSF-TWG. These actors include

- International NGOs
- Local NGOs
- Faith-based organisations
- Community-based organisations and not least
- Private sector actors.

Such actors are encouraged to actively engage in relevant coordination committees at central and decentralized level, and to align their activities in such a way that they form a valuable contribution to the NSFP as a whole.

At central level:

MINEDUC is the lead management agency for the national school feeding programme. Within the Ministry, the programme is managed by the School Feeding Unit (SFU), under the Directorate General of Education Policy Analysis. Within this unit, a school feeding office will work with contracted staff (and potentially integrate present staff working on Environment Hygiene and Nutrition and on HGSF in the single-Project Implementation), until potentially a designated National School Feeding (or School Health and Nutrition) Office can be established.

The key management responsibilities of MINEDUC, to be executed by the SFU are:

- In general, to ensure the efficient and effective implementation of the programme, and to coordinate its day-to-day activities;
- to lead and follow-up on the development of the policy and strategy governing school feeding, and to cooperate with other sectors on the adequate integration of the programme into their respective sector strategies and plans;
- to set standards by developing guidelines and tools for use by the district, sector, cell and school level teams;
- to support and guide all lower governance levels involved in school feeding;
- to lead the preparation of the annual budget for school feeding to be reviewed by the National Steering Committee, in which the direct contribution per meal per student will be determined;
- to guide and lead all planning, monitoring and evaluation regarding school feeding at the national level, including the consolidation of annual work plans, overseeing of monitoring and consolidating data and information, preparation of consolidated school feeding reports, and guiding the planning and implementation of periodic evaluations;

- Prepare a plan and oversee its implementation for the inspection of school feeding provision at school level, and overall adherence to established guidance, budgets and plans;
- to support the Director, Education Policy and Planning at MINEDUC, in her/his function as secretariat for the SFSC, and to function as the secretariat for the SF-TWG, preparing all work sessions, following up on the decisions and recommendations of the two mechanisms, and providing them with relevant feedback, including on the implementation by partner sectors such as health, agriculture, infrastructure of complementary activities which are crucial for the success of the NSFP;
- to mobilize and coordinate external partners to contribute to the implementation of school feeding programme with technical as well as financial inputs;
- to advise on capacity strengthening needs and development plans; and
- to conduct research and analysis on best practices within the country and beyond.

In addition to MINEDUC, all the Ministries participating in the SFSC and the SF-TWG also have implementation tasks with respect to complementary activities:

MINECOFIN: Support resource mobilisation and budget planning and execution, specifically by

- consolidating the existing budget lines for school feeding and ensure sufficient budgetary allocation for the School feeding programme and related operational costs;
- advocating for and facilitating the mobilization of local and international resources to support School Feeding programmes;
- providing guidance and assistance to the School Feeding team when preparing budget and multi-year funding proposals;
- provide funding to relevant ministries to ensure implementation of complementary interventions; and
- developing strategies and guidance for innovative financing of school feeding programmes; and Provide guidance on financial management systems.

MINISANTE:Support the design of food baskets, and carry out deworming campaigns as well as school health activities, as well as health and nutrition education, including sanitation and hygiene; regular examination of and provision of health certificates to cooks. Specifically,

- Development of a school menu that provides adequate and nutritious meals to the relevant groups of children;

- Support to complementary health and nutrition interventions including adequate WASH facilities, hand washing stands, deworming, etc;
- Secure complementary funding for potential nutritional supplements (e.g. sprinkles) and/or fortification processes;
- Provide school-based health services;
- Carry out capacity-development on nutrition issues at all levels;
- Prepare and disseminate a comprehensive nutrition document;
- Conduct operational research on school nutrition status and identify best practices that can be replicated in the different schools; and
- Set up waste management systems.

MIGEPROF: Support to the nutrition and social protection side of the school feeding programme by

- Sensitizing relevant stakeholders on promoting children rights to nutrition services;
- Including school feeding contribution in the minimum package of OVCs; and
- Mobilizing and encouraging families to participate in the school feeding programme

MINAGRI: Support to farmers and farmer organisations and cooperatives with a view to agricultural techniques, post-harvest handling (aggregation, storage, food safety and quality), organizational governance, and participation in public procurement (), by

- Creating an appropriate frameworks linking the supply chain of local farmers produce to the school feeding programme;
- Capacity development of local farmers to increase production, improve the processing and ensure quality of their (produce) production;
- Providing technical and financial support in school gardening;
- Assisting livestock resources extension in schools;
- Strengthening the supply chain of milk (production, processing, quality control, distribution, etc) for the scale up of the one cup of milk per child component

MINALOC: Support to district authorities in their tasks (see below), including

- overseeing the implementation of School Feeding policy at decentralized entities;
- ensuring that School Feeding activities are integrated in performance contracts at all local levels;
- developing mechanisms for community and local leaders resource contribution to the School feeding programme;

- mobilizing resources to support school feeding programme for children from poor families at all levels of education; and
- providing guidelines for community involvement in the School Feeding programme.

MININFRA: Support to relevant infrastructure investments at school, including classrooms, storerooms, kitchens, and not least WASH (adequate sanitation, access to safe water) by

- Enhancing the provision of clean running water in schools;
- Enhancing the provision of flexi biogas systems to reduce the use of firewood in schools; and
- developing, in consultation with relevant ministries, standards for the establishment of school feeding infrastructure, including solid waste management systems.

MoE: The Ministry of Environment will provide guidance and support in mainstreaming environmental protection

MINICOM: Through Rwanda Cooperative Agency support organizing farmers into cooperatives, offer legal registration, inspection and capacity building. Through RPPA offer flexible alternative procurement mechanism to schools

NCDA: Implement additional complementary nutrition programmes, including the 'One cup of Milk' programme, and supporting its full integration into the NSFP and ensuring nutritious meals/adherence to nutrition SF guidance within the national SF program

RTB: Support to the professionalization of cooks and other actors involved in the school-feeding related value chains

LODA: The Local Decentralized Entities Development Agency will support the programme with training and other capacity strengthening of relevant decentralized entities.

RBC: The Rwanda Biomedical Centre will support the programme with coordinated, regular deworming of school children, as well as with the elaboration of specific guidelines with respect to school health.

For the implementation of these tasks, the Ministries and bodies will instruct their respective implementation structures

- to fully participate in the work of the coordination mechanisms at different levels, including the development of joint action plans, and
- to ensure that they implement their activities as agreed on an included in these joint action plans.

In addition, all these Ministries and bodies will ensure that they adequately reflect the NSFP, their benefits from it and their contributions to it, in their respective plans, strategies, and budgets.

At province level:

Although implementation management will fall under the responsibilities of district authorities, provincial authorities will monitor the implementation of school feeding across all districts within their respective provinces. This will allow for accountability, coordination and learning across districts.

The key management responsibilities of the provinces, in relation to school feeding, include:

- Provide technical guidance, coordination and oversight at the Provincial level to ensure proper implementation;
- Incorporate the school feeding programme into the Province performance contract (Imihigo);
- Supervise and advise districts in their implementation of school feeding, and advocate for districts in school feeding activities;
- Resource mobilization and sensitize local education, health and agriculture partners on school feeding;
- Regular monitoring and evaluation of district level performance and implementation of school feeding;
- Provide guidance and capacity building to lower levels.

At district level:

District authorities are responsible for the education outcomes in their respective districts. Decentralized budget allocations also imply district authority and control over the education budget. Within the district there is an education unit. All school feeding and capitation grant responsibilities will be taken on by this unit.

The key management responsibilities of the District Education Unit/ Director of Human Capital Development , in relation to school feeding, include:

- Function as the secretariat of the DSFC and ensure good coordination of school feeding related activities;
- Provide technical guidance and oversight at district level to ensure proper implementation, including inspection of school feeding implementation at school level to ensure adherence to school feeding budgets, plans, and operational guidance.;
- Incorporate the school feeding programme into the District performance contract (imihigo);
- Oversee school feeding grants management and financial reporting;
- Support school level committees (see below) with the management of school feeding, including the procurement and management of food items;

- Resource mobilization and sensitization of education, health and agriculture partners on school feeding;
- Regular monitoring and evaluation of sector and school level performance and implementation;
- Collect and compile NSFP procurement plans for approval by the RPPA;
- Collecting and compiling all school feeding related data at the district level on a school term basis and submit them to the SFSC;
- Provide guidance and capacity strengthening to sector, cell and school levels; and

In addition, the respective implementation structures of partner Ministries and bodies will engage in the DSFC, and implement the complementary activities agreed on in the joint district action plan.

At sector level

Sector authorities are responsible for the education outcomes in their area. The school feeding portfolio is added to their curriculum, and therefore, is the sector's direct responsibility. The key management responsibilities of the Sector, in relation to school feeding, include:

- Provide technical guidance, coordination and oversight at the Sector level to ensure proper implementation;
- Support the SSFC;
- Incorporate the school feeding programme into the Sector performance contract (Imihigo);
- Oversee school feeding grants management and financial reporting;
- Support schools with the procurement of food items and the management of SFC and STC (see below);
- Resource mobilization and sensitization of local education, health and agriculture partners on school feeding;
- Regular inspection of schools, including school feeding, and evaluation of school level performance and implementation of school feeding;
- To collect and compile all the school feeding data at the Sector level on a school term basis and submit to the DSFC;
- Provide guidance and capacity building at the school level.

The respective implementation structures of partner Ministries and bodies will engage in the NSFP coordination team, and implement the complementary activities agreed on in the joint sector action plan.

At school level

For the delivery of this delegated tasks, each school will establish two committees: the School Feeding Committee (SFC) and the School Tender Committee (STC). To the extent necessary, schools will use their capitation grants to provide for per diem and travel costs of the committee members. SFC and STC are complemented by

two additional bodies that exist at all schools regardless of school feeding, i.e. the School Audit Committee and the School General Assembly.

The **SFC** will be composed of nine members: namely:

- Two representatives of parents (male and female), one of them being the chairperson;
- Head teacher, Secretary;
- Two representatives of teachers (male and female), one of them, vice chairperson;
- Two representatives of students (male and female), members;
- Store manager, member;
- Representative of cooks, member

The representatives of teachers, students and parents will be elected by the School General Assembly and must not be a member of the School Audit Committee (SAC). In addition, as SFC can also include as advisory members the sector education and/or officer, a nutritionist of the nearest health centre, and a representative of the sector education sector cell.

The SFC will be responsible to

- Decide on the food baskets / Menu to be provided, following the guidance on the minimum nutritional requirements, diversity, and costs;
- Establish procurement plans for the coming school year, based on the available budget, the required amount of food items, the number of children in school, and the lead price for each food item (see below);
- Request the STC to procure the required food, once procurement plans are approved;
- Ensure monitoring of contract execution.
- At reception of food, control the quality and quantity of food items supplied, and sign receipts for delivered items; (at least three members of the committee, one parent must be available);
- Alert the STC of any irregularities with respect to the fulfilment of procurement contracts;
- Ensure the school-level management and use of food, including the monitoring and reporting of food used, remaining stocks, preparation of new call forwards / purchase orders, etc.;
- Determine equipment, materials and other services that should be paid from school feeding funds in addition to food (dishes, tools, cook aprons etc.),
- In collaboration with local leaders, mobilize parents and stakeholders for school feeding contribution;
- Collect and manage these contributions, and determine which households should be exempted from these contributions – or should be allowed to contribute through labour or in-kind

- Determine the required number of cooks, setting their monthly salary, recruiting cooks, ensuring that cooks have health certificate, supervising their work and settle salary payments;
- Support the inclusion of school feeding into Imihigo at school level; and
- Promote the inclusion of school feeding aspects into school improvement plans.

Meetings of the School Feeding Committee: The School Feeding Committee shall meet once (1) a month and whenever necessary upon the invitation by its Chairperson or Vice-Chairperson in case the Chairperson is absent, or upon request, in writing of one third (1/3) of its members. The School Feeding Committee shall legally meet if at least two thirds (2/3) of its members are present.

Resolutions and minutes of the meetings of the School Feeding Committee: The meeting minutes and resolutions of the School Feeding Committee shall be signed by its members who are present, immediately following its completion, and the copy should be submitted to the school administration.

Term office of members of School Feeding Committee: The elected members of the School Feeding Committee serve for a period of two (2) years renewable.

Reasons for loss of membership to the School Feeding Committee and replacement modalities

A member of the School Feeding Committee shall lose membership if:

- he/she resigns in writing;
- he/she is no longer able to perform his/her duties due to disability or illness;
- he/she is absent in meeting for three (3) consecutive meetings without valid reasons;
- he/she manifests behaviors contrary to his/her responsibilities;
- he/she jeopardizes functioning of the Committee;
- he/she dies.

The Head teacher loses the status of a member of the School Feeding Committee when he leaves the position of Head teacher. In case of miss conduct by head teacher, School feeding community should report him / her to the sector school feeding committee for further decision. A member of the School Feeding Committee who has lost membership is replaced by the way by which he or she is invested.

Facilitation allowance: Allowances for committee members (transport) should be determined by the School General Assembly Committee and will be given only to parents and other members (opinion leader) who are not part of the school staff

The **School Tender Committee** (STC) will consist of

- One Parent, Chairperson;



- Deputy head teacher/Dean of Teachers; Vice chairperson;
- Representative of school owner for Government aided schools and Opinion Leader appointed by sector for Public schools;
- Teacher, Secretary;
- Parent, member.

None of these members should be part of the school feeding committee.

The STC will be responsible for all procurement to be carried out by the school, including of food for the National School Feeding Programme, i.e.

- Manage the entire procurement process;
- Verifying tender documents before they are published by the school leadership (In case of request for quotation and open tenders);
- Evaluating bids, determine and recommend the successful bidders to be awarded the tender (in case of request for quotation and open tenders);
- Advise the SFC on all matters related to school feeding procurement while ensuring transparency and value for money.
- To advise the school on decision related to contract amendment, extension or termination.
- In case of procuring, school feeding items is done through shopping, at least three out of five members of STC will receive funds from the school administration for requested food items and go to buy the requested items from the nearest market.
- Once procurement contracts are signed, ensure all relevant communication with selected suppliers (call-forward / purchase orders) is done.
- For the specific case of shopping the STC will submit to the school administration a report on the use of the received money comprising the following information:
 - Total amount received.
 - Total amount used;
 - List, quantity and cost of food items purchased on a specific day;
 - Detailed identification (names, contacts, ID number) and signatures of local farmers who sold food items and received the money.
 - Acceptable mode of payment like cheques and online payments are encouraged where applicable.

Meetings of the School Tender Committee and decision making: The School Tender Committee shall meet once (1) a term and whenever necessary upon the invitation by its Chairperson or Vice-Chairperson in case the Chairperson is absent, or upon request, in writing of one third (1/3) of its members. The School Tender Committee shall legally meet if at least two thirds (2/3) of its members are present.

Resolutions and minutes of the meetings of the School Procurement Committee: The meeting minutes and resolutions of the School Tender Committee

shall be signed by its members who are present, immediately following the meeting's completion, and should submit a copy to the school administration.

Term office of members of School Procurement Committees: The elected members of the School Tender Committee serve for a period of two (2) years renewable.

Reasons for loss of membership to the School Tender Committee and replacement modalities: A member of the School Tender Committee shall lose membership if:

1. he/she resigns in writing;
2. he/she is no longer able to perform his/her duties due to disability or illness;
3. he/she is absent in meeting for three (3) consecutive meetings without valid reasons;
4. he/she manifests behaviors contrary to his/her responsibilities;
5. he/she jeopardizes functioning of the Committee;
6. he/she dies.

A member of the School Tender Committee who has lost membership is replaced by the way by which he or she is invested.

Facilitation allowance: Allowances for committee members (transport) should be determined by the School General Assembly Committee and will be given only to parents and other members (opinion leader) who are not part of the school staff

List of Annexes

Annex 1: Estimated required daily macro- and micronutrient intake for children and adolescents

Macronutrients (energy, protein and fat)

Education level	Age (years)	Daily energy requirements (kcal)		Daily energy and macronutrient requirements – boys and girls		
		Boys	Girls	Energy* (kcal)	Protein (10–15% of energy) (g)	Fat (15–30% of energy) (g)
Pre-primary	3–6	1 360	1 240	1 300	33–49	22–43
Primary	6–12	1 930	1 780	1 850	46–69	35–62
Lower secondary	12–16	2 870	2 400	2 600	65–98	44–88

* Average of daily requirements for boys and girls.

Sources: Adapted from FAO. 2001. *Human energy requirements: Report of a Joint FAO/WHO/UNU Expert Consultation*. Rome; and Bhatia, R. 2013. *Operational guidance on menu planning*. London, Partnership for Child Development (PCD).

Micronutrients (vitamins and minerals)

Age (years)	Micronutrient requirements for boys and girls*				
	Vitamin A (µg RE) ¹	Iron, based on bioavailability (mg)		Iodine (µg)	Calcium (mg)
		Low ²	Very low ³		
1–3	400	5.8	11.6	90	500
4–6	450	6.3	12.6	90	600
7–9	500	8.9	17.8	120 ⁶	700
10–16	600	31.9 ⁴ 16.7 ⁵	63.7 ⁴ 33.4 ⁵	150 ⁷	1300

* Average of requirements for boys and girls.

¹ µg RE = µg equivalent retinol; 1mg retinol = 1 RE.

² Bioavailability of 10% in developing countries.

³ Bioavailability of 5% for diets with low meat intake in developing countries.

⁴ Girls aged 11–17 years.

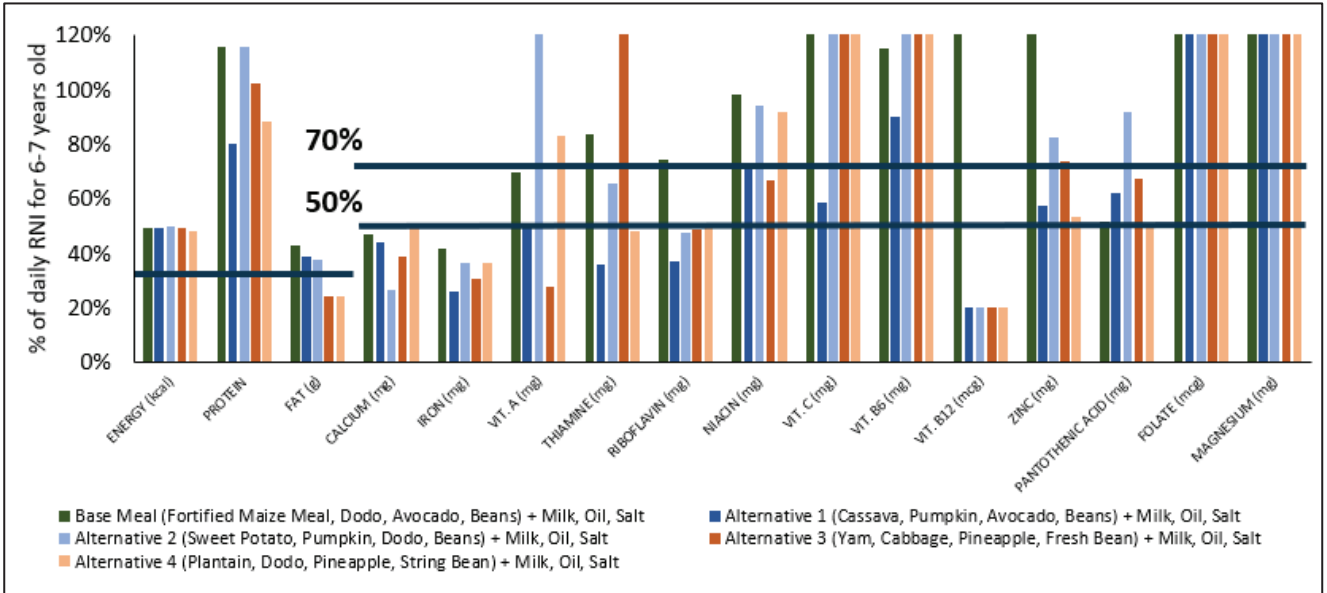
⁵ Boys aged 11–17 years.

⁶ Boys and girls aged 6–12 years.

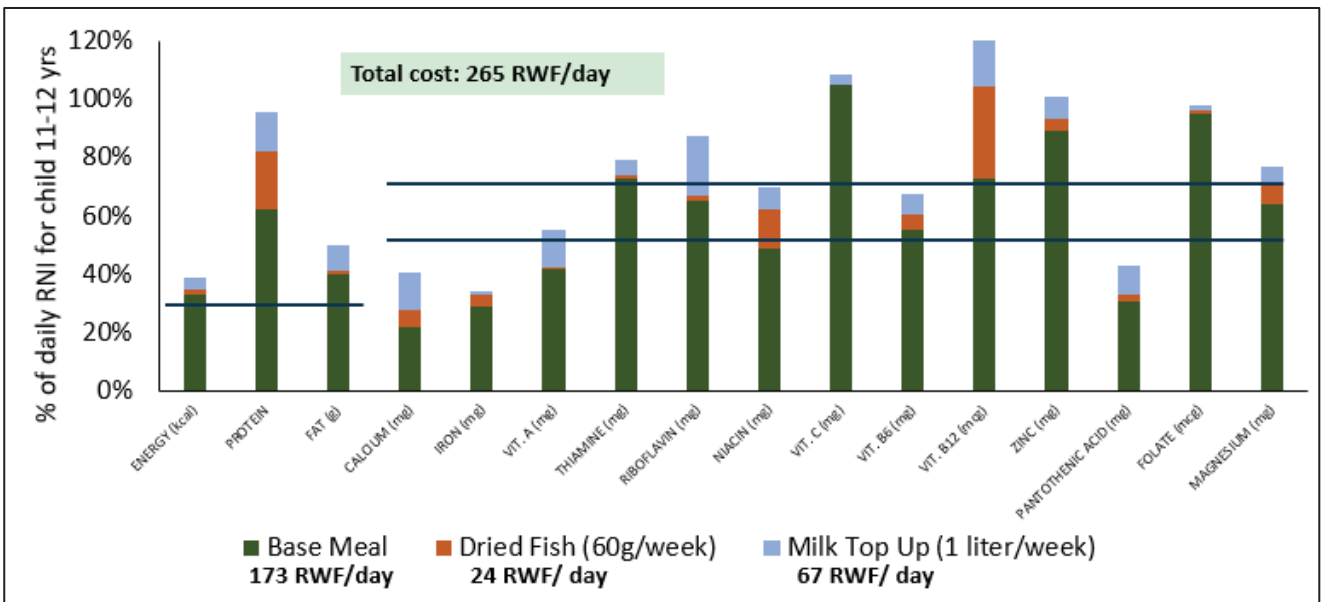
⁷ Boys and girls aged 13–18 years.

Source: Adapted from FAO/WHO. 2004. *Expert Consultation on Human Vitamin and Mineral Requirements*. Rome.

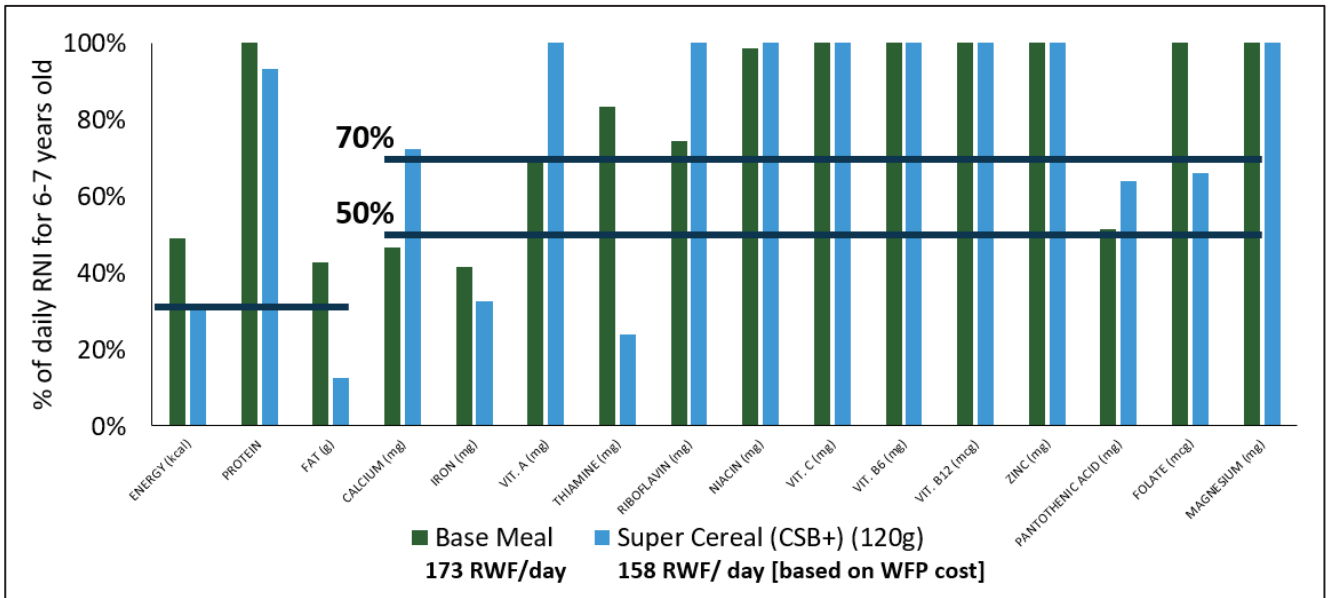
Annex 2: Level of macro- and micronutrients provided by base meal and alternatives



Percentage of Recommended Nutrient Intake provided for a child 6-7 years of age for base meal in Eastern Region and four seasonal alternatives.



A primary school base meal with additional fish and milk top-ups.



Comparison between the school base meal and a Fortified Blended Flour (Corn Soy Blend / “Super Cereal”)

Annex 3: National fortification requirements

For fortified maize meal (RS EAS 768)

SI No	Nutrient	Fortificant compound	Recommended factory level (mg/kg)	Regulatory levels, Mg/kg	
				Minimum	Maximum
(i.)	Vitamin A	Vitamin A (Retinyl) palmitate	1.0 ± 0.4	0.5	1.4
(ii.)	Vitamin B ₁	Thiamin Mononitrate	6.5 ± 2.9	3.0	N/A*
(iii.)	Vitamin B ₂	Riboflavin	4.0 ± 1.8	2.0	N/A*
(iv.)	Niacin	Niacinamide	30.0 ± 13.4	14.9	N/A*
(v.)	Vitamin B ₆	Pyroxidine	5.0 ± 2.5	2.0	N/A*
(vi.)	Folate	Folic acid	1.2 ± 0.5	0.6	1.7
(vii.)	Vitamin B ₁₂	Vitamin B ₁₂ , ES, 0.1%	0.015 ± 0.007	0.007	N/A*
(viii.)	Zinc	Zinc oxide	49.0 ± 16.0	33.0	65.0
(ix.)	Total iron	Total iron	31.0 ± 10.0	21.0	41.0
(x.)	Added iron	FaFeEDTA	20.0 ± 10.0	10.0	30.0

N/A* - not applicable. Setting the maximum level for these nutrients is not necessary because the upper tolerable limit for these nutrients is very high.

http://ffinetwork.org/about/calendar/2016/documents/Maize_standard_East_Africa.pdf

For fortified oil: RSEAS 769

Parameter	Level	Method of test
Matter volatile at 105°C, % by mass, max.	0.2	ISO 662
Insoluble impurities, % by mass, max.	0.05	ISO 663
Soap content, % by mass, max.	0.005	10539
Iron (Fe):		
Refined fats and oils, mg/kg, max.	2.5	ISO 8294
Virgin fats and oils, mg/kg, max.	5.0	
Cold pressed fats and oils, mg/kg, max.	5.0	
Copper (Cu):		
Refined fats and oils, mg/kg, max.	0.1	ISO 8294
Virgin fats and oils, mg/kg, max.	0.4	
Cold pressed fats and oils, mg/kg, max.	0.4	
Acid value:		
Refined fats and oils, mg KOH/g fat or oil, max.	0.6	ISO 660
Virgin fats and oils, mg KOH/g fat or oil, max.	4.0	
Cold pressed fats and oils, mg KOH/g fat or oil, max.	4.0	
Peroxide value²:		
Virgin oils and cold pressed fats and oils, milliequivalents of active oxygen/kg oil, max.	15	ISO 3960 or ISO 27107
Other fats and oils, milliequivalents of active oxygen/kg oil, max.	10	

¹The impact of these parameters on the stability of vitamin A in fortified edible fats and oils is not conclusively known. Users of the standards should evaluate such impacts.
²In order to ensure the stability of vitamin A in fortified oil, edible fats and oils should be fortified only at peroxide values below 2 milliequivalents of active oxygen/kg oil

http://www.eacquality.net/fileadmin/eac_quality/user_documents/3_pdf/DEAS_769_2011_Fortified_edible_oil_and_fat_-_SpecificationPRD.pdf



For fortified salt: RS EAS 35

Characteristics	Requirements			Method of Test
	Coarse salt	Crushed salt	Table salt	
Chloride content as (NaCl), % on dry matter basis, min	96.0	96.0	97.0	Annex B
Moisture content, drying at 105 ⁰ C, %, m/m, max.	4	4	3	ISO 2483
Matter insoluble in water, %, on dry matter basis, max	1	1	0.2	ISO 2479
Calcium (as Ca) water soluble, % on dry matter basis,, max	0.5	0.5	0.10	ISO 2482
Copper, (as Cu), mg/kg, on dry matter basis, Max	2.0	2.0	2.0	Annex C
Magnesium (Mg) water-soluble, % on dry matter basis, max	0.5	0.5	0.10	ISO 2482
Sulphate (as SO ₄), % on dry matter basis, max	0.5	0.5	0.50	ISO 2480
Total alkalinity (Na ₂ CO ₃), %, by mass, max	0.5	0.5	0.20	ANNEX D
Acid insoluble matter % m/m, max	-	-	0.2	Annex E
pH of solution, 20g in 100ml distilled water, using standard laboratory pH meter.	7.0 - 8.0	7.0 - 8.0	7.0 - 8.0	NA

http://www.eacquality.net/fileadmin/eac_quality/user_documents/3_pdf/DEAS_35_2011_Fortified_salt_-_SpecificationPRD.pdf

Annex 4: Substitution tables for proposed base meals

	Weight per portion (g)			Average Price 2019 per portion (across rural regions & Kigali)		
	Nursery	Primary	Secondary	Nursery	Primary	Secondary
Staples (uncooked weights)	g			RWF		
<u>Fortified Maize Meal (reference)</u>	50	100	130	28	56	73
Cassava flour	55	110	140	16.5	33	42
Cassava root	140	280	350	29	58	73
Sweet Potato	225	450	550	32.5	65	79
Rice	50	100	130	34.5	69	90
Green Banana/Cooking Banana	235	470	580	41.5	83	102
Yam	175	350	450	45.5	91	117
Irish Potato	235	470	560	53.5	107	127
Pulses, Legumes and Nuts						
<u>Bean (dry) (reference)</u>	20	40	40	10	19	19
Bean (cooked)	50	100	100	10	19	19
Bean (fresh)	50	100	100	33	66	66
Lentil (dry)	20	40	40	-	-	-
Groundnuts/Peanuts (dry)	20	40	40	21	41	41
Groundnuts/Peanuts (ground/pate)	15	30	30	18	35	35
Pea (dry)	20	40	40	23	46	46
Vegetables (all weights are fresh weights)						
<u>Dodo / Amaranth (reference)</u>	100	100	100	19	19	19
Spinach	100	100	100	20	20	20
Cabbage	150	150	150	20	20	20
Cassava Leaf	100	100	100	28	28	28
Pumpkin	150	150	150	28	28	28
Eggplant	160	160	160	28	28	28
Carrot	100	100	100	35	35	35
Tomato	160	160	160	74	74	74
Fresh Fruits (all weights are fresh weights)						
<u>Avocado (reference)</u>	80	80	80	19	19	19
Pineapple	250	250	250	57	57	57
Banana	150	150	150	57	57	57
Mango	150	150	150	80	80	80
Papaya	250	250	250	90	90	90
Orange	250	250	250	142	142	142
Animal Source Foods (all weights are fresh weights)						
<u>Milk (reference)</u>	60	60	60	29	29	29
Fish (dried)	15	15	15	30	30	30
Egg	25	25	25	50	50	50
Beef	25	25	25	60	60	60
Goat	25	25	25	80	80	80
Chicken	25	25	25	110	110	110
Fortified oil (no substitution)	5	10	15	7	14	21
Iodized salt (not substitution)	3	3	3	1	1	1
Total average cost of base meal				113	157	181
				Nursery	Primary	Secondary
				Average		
				150		

Cereals, roots or tubers	Reference (base meal)			Cassava flour	Cassava root	Sweet Potato	Rice	Green Banana / Cooking Banana	Yam	Irish potatoe
	Fortified maize meal	Nursery (g/meal)	50	55	140	225	50	235	175	235
		Primary (g/meal)	100	110	280	450	100	470	350	470
		Secondary (g/meal)	130	140	350	550	130	580	450	560
		Standard	1	1.1	2.8	4.5	1	4.7	3.5	4.7
Pulses, Legumes and Nuts	Reference (base meal)			Bean (fresh)	Lentil (dry)	Groundnuts / Peanuts (dry)	Groundnuts / Peanuts (ground/pate)	Pea (dry)		
	Bean (dry)	Nursery (g/meal)	20	50	20	20	15	20		
		Primary (g/meal)	40	100	40	40	30	40		
		Secondary (g/meal)	40	100	40	40	30	40		
		Standard	1	2.5	1	1	0.75	1		
Vegetables	Reference (base meal)			Spinach	Cabbage	Cassava Leaf	Pumpkin	Eggplant	Carrot	Tomato
	Amaranth / Dodo leaves	Nursery (g/meal)	100	100	150	100	150	160	100	160
		Primary (g/meal)	100	100	150	100	150	160	100	160
		Secondary (g/meal)	100	100	150	100	150	160	100	160
		Standard	1	1	1.5	1	1.5	1.6	1	1.6
Fresh fruit	Reference (base meal)			Pineapple	Banana	Mango	Papaya	Orange		
	Avocado	Nursery (g/meal)	80	250	150	150	250	250		
		Primary (g/meal)	80	250	150	150	250	250		
		Secondary (g/meal)	80	250	150	150	250	250		
		Standard	1	3.125	1.875	1.875	3.125	3.125		
Animal Source Foods	Reference (base meal)			Fish (dried)	Egg	Beef	Goat	Chicken		
	<i>Milk (reference)</i>	Nursery (g/meal)	125	30	50	50	50	50		
		Primary (g/meal)	125	30	50	50	50	50		
		Secondary (g/meal)	125	30	50	50	50	50		
		Standard	1	0.24	0.4	0.4	0.4	0.4		

Annex 5: Template for an agreement between SFCs and cooks



National School Feeding Programme

Name of School	School ID	Community, Address	District

- 1. This is an agreement between the School Feeding Committee (SFC) of the above identified school and Ms. / Mr....., hereafter the cook/cleaner.
- 2. The SFC and the cook / cleaner have agreed that
 - a. The cook will work an average of hours per month as cook and/or an average ofhours per month as cleaner.
 - b. For this work the cook/cleaner will receive a sum ofRWF per month from the SFC.
 - c. The cook / cleaner agrees to work with other cooks / cleaners as a team, and to participate in the establishment and management of a fair work schedule of all cooks / cleaners in the school.
 - d. Unless specifically agreed otherwise, all cooks / cleaners will on average work the same number of hours per month.
 - e. The cook/cleaner agrees to follow the provisions of the Rwanda National School Feeding Programme Operational Guidelines, as well as other relevant standards as advised by the SFC.
 - f. The cook / cleaner agrees to follow any instructions of the SFC.
 - g. In addition, the cook / cleaner agrees
 - i. To participate in any relevant training offered to her/him with respect to her tasks;
 - ii. To obtain a health certificate from the relevant authorities in the required intervals.
 - h. The SFC agrees to compensate the cook/cleaner for the costs of participating in training or of obtaining a health certificate.

The cook / cleaner:

_____ / _____ / _____
 Date Name Position Signature

For the School Feeding Committee:

_____ / _____ / _____
 Date Name Position Signature



Annex 6: MINEDUC Proposed Standard Design for School Feeding Kitchens

PROPOSED IMPROVED KITCHEN BY MINEDUC



PROJECT

PROPOSED MODEL
DESIGN FOR SCHOOL
KITCHEN/RWANDA

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

CONSULTANT

NOTES

1. The design is intended for the proposed site, and should be used as a guide for construction.
2. Read the design drawings carefully before construction.
3. If you observe any errors or omissions, you should report them to the consultant immediately.
4. All construction work should comply with the Rwandan Building Code and other relevant standards.
5. All work should be done in accordance with the approved drawings.
6. Water supply should be provided to the kitchen.
7. It is the responsibility of the contractor to ensure that the construction is done in accordance with the approved drawings.
8. All work should be done in accordance with the approved drawings.
9. It is the responsibility of the contractor to ensure that the construction is done in accordance with the approved drawings.
10. The contractor must ensure that the construction is done in accordance with the approved drawings.
11. All work should be done in accordance with the approved drawings.
12. All work should be done in accordance with the approved drawings.
13. The contractor must ensure that the construction is done in accordance with the approved drawings.
14. All work should be done in accordance with the approved drawings.

IMPROVED KITCHEN BY
MINEDUC/ 3D VIEW

REVISIONS		
NO.	DATE	DESCRIPTION

DETAILS

CLIENT: _____

LOCAL PLAN: _____

DRAWN BY: _____

CHECKED BY: _____

SCALE: 1:40 (A4), 1:20 (A3), 1:10 (A2)

DATE: 01/03/2020

PROJECT TITLE

IMPROVED KITCHEN BY MINEDUC/ 3D VIEW

PROJECT NO: A1

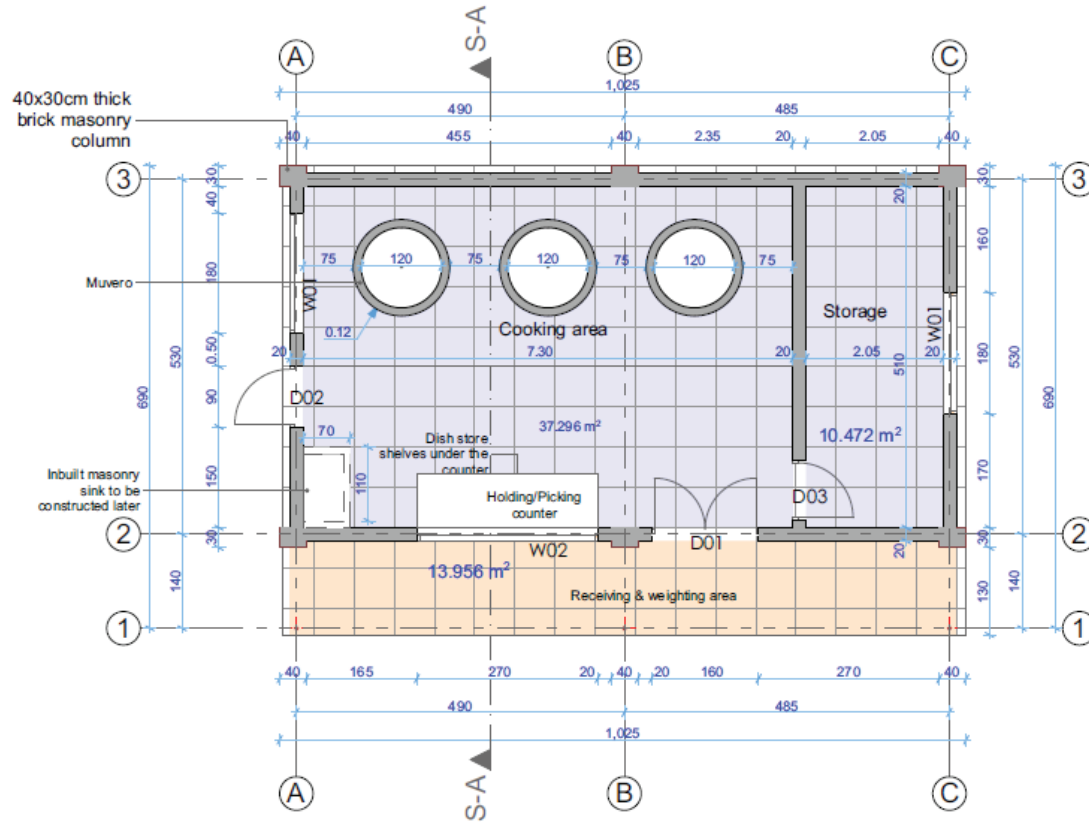
DRAWING CODE / SHEET NUMBER

4





PROPOSED IMPROVED KITCHEN BY MINEDUC



Total floor area: 68.50m²

Ground floor plan
Scale:1/35



PROJECT

PROPOSED MODEL
DESIGN FOR SCHOOL
KITCHEN/RWANDA

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

CONSULTANT

NOTES

1. This drawing is prepared under the copyright Act, and cannot be used or reproduced in part or in whole without authorisation.
2. Read and interpret drawings and dimensions in mm unless otherwise stated. All levels in metres.
3. P.V. devices permeable to water and must be constructed with slope and weep holes.
4. All construction work to comply with the latest R.D. standards and codes of practice, Local Authority By Laws and Fire regulations.
5. All walls less than 200mm thick to be reinforced with 10mm iron staves every alternate course.
6. Water level to be 500mm above G.L.
7. D.P.C. to be provided on all walls 500mm above G.L.
8. A.R.C. work to structural engineer's details.
9. Provide 1m of 400x400mm gravel concrete parking area around the building unless otherwise shown.
10. Consider ground water table and foundation level before commencing work. Any discrepancies must be reported to the architect before work is put in hand.
11. All levels shown are finished levels unless otherwise stated.
12. All surface levels to be cast on well compacted and well consolidated filling.
13. Depth of foundation to be as minimum 600mm below natural ground level.
14. All pipes and wires are to be minimum 400mm below natural ground level.

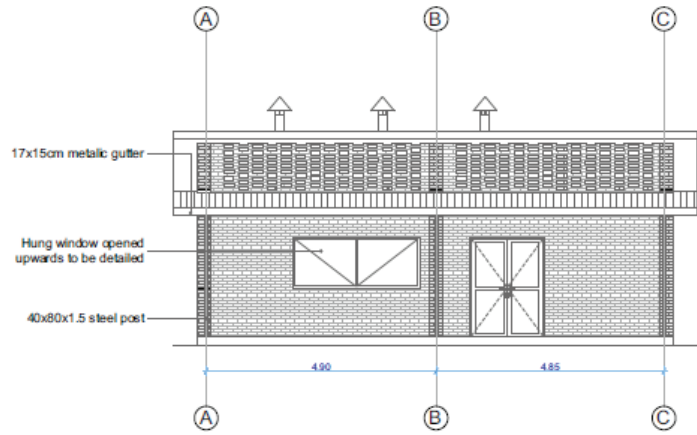
IMPROVED KITCHEN BY
MINEDUC/GROUND FLOOR
PLAN

REVISIONS		
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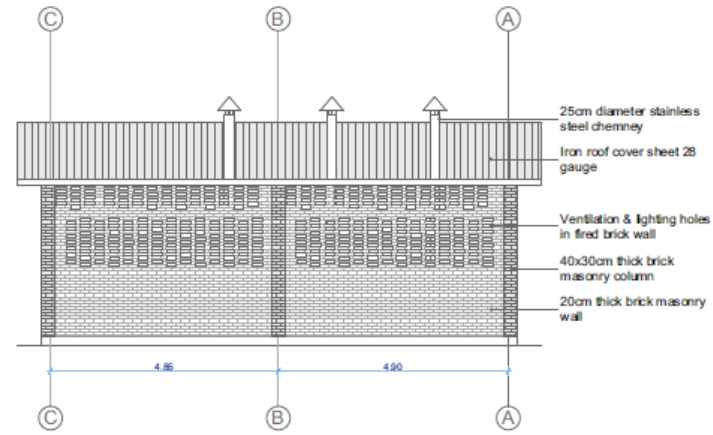
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LOCATION:	
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CHECKED BY:	
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DATE:	27/10/2020

SHEET TITLE	
IMPROVED KITCHEN BY MINEDUC/GROUND FLOOR PLAN	
SCALE:	A1
DRAWING CODE / SHEET NUMBER	

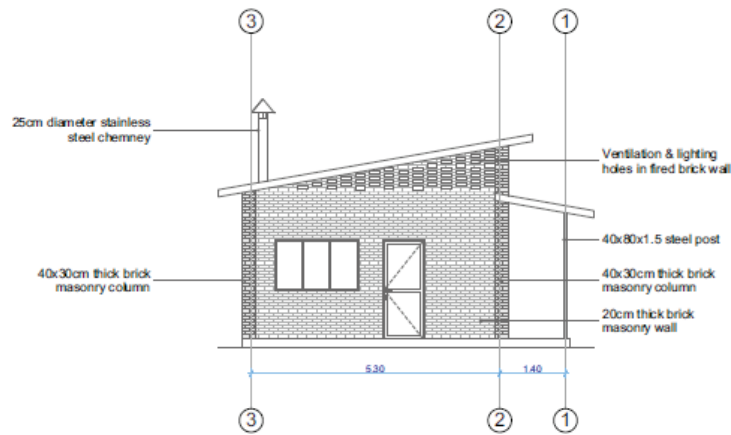
PROPOSED IMPROVED KITCHEN BY MINEDUC



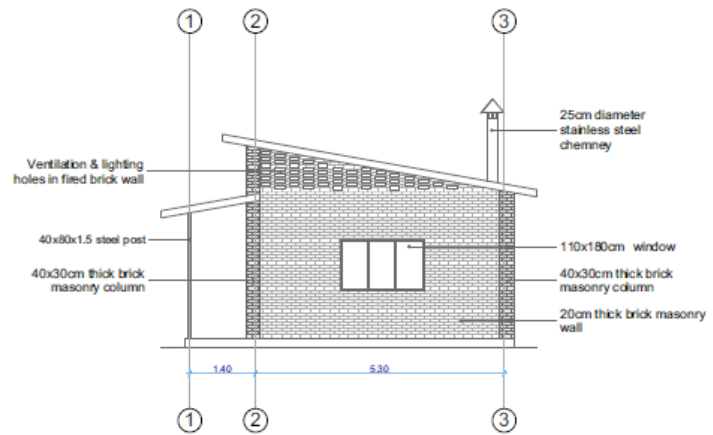
Front elevation
Scale: 1/50



Rear elevation
Scale: 1/50



Left side elevation
Scale: 1/50



Right side elevation
Scale: 1/50

PROJECT

PROPOSED MODEL
DESIGN FOR SCHOOL
KITCHEN/RWANDA

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

CONSULTANT

NOTES

- The drawing is protected under the copyright Act, and should be used or reproduced in part or in whole without authorization.
- Read and signed dimensions. All dimensions in millimetres otherwise stated. All levels in metres.
- P.V. details per approved details and must be provided to the client and architect.
- All construction work is to comply with the local R.C. standards of Rwanda, Local Authority By laws and Fire regulations.
- All walls less than 300mm thick to be reinforced with hoop iron already shown.
- Waterfall to be 300mm above G.L.
- D.P.C. details are to be provided to the client and architect.
- All R.C. work to structural engineer's details.
- Provide 1 row of 40x40x30mm gravel concrete base around the building unless otherwise shown.
- Consider structural verify all dimensions and levels are indicated on drawing. Any discrepancies must be reported to the architect before work is put in hand.
- All levels above an 800mm above unless otherwise stated.
- All surface beds to be well compacted and well consolidated.
- Depth of foundation to be minimum 600mm below natural ground level.
- All pipe and steel to be minimum 400mm below natural ground level.

IMPROVED KITCHEN BY
MINEDUC ELEVATIONS

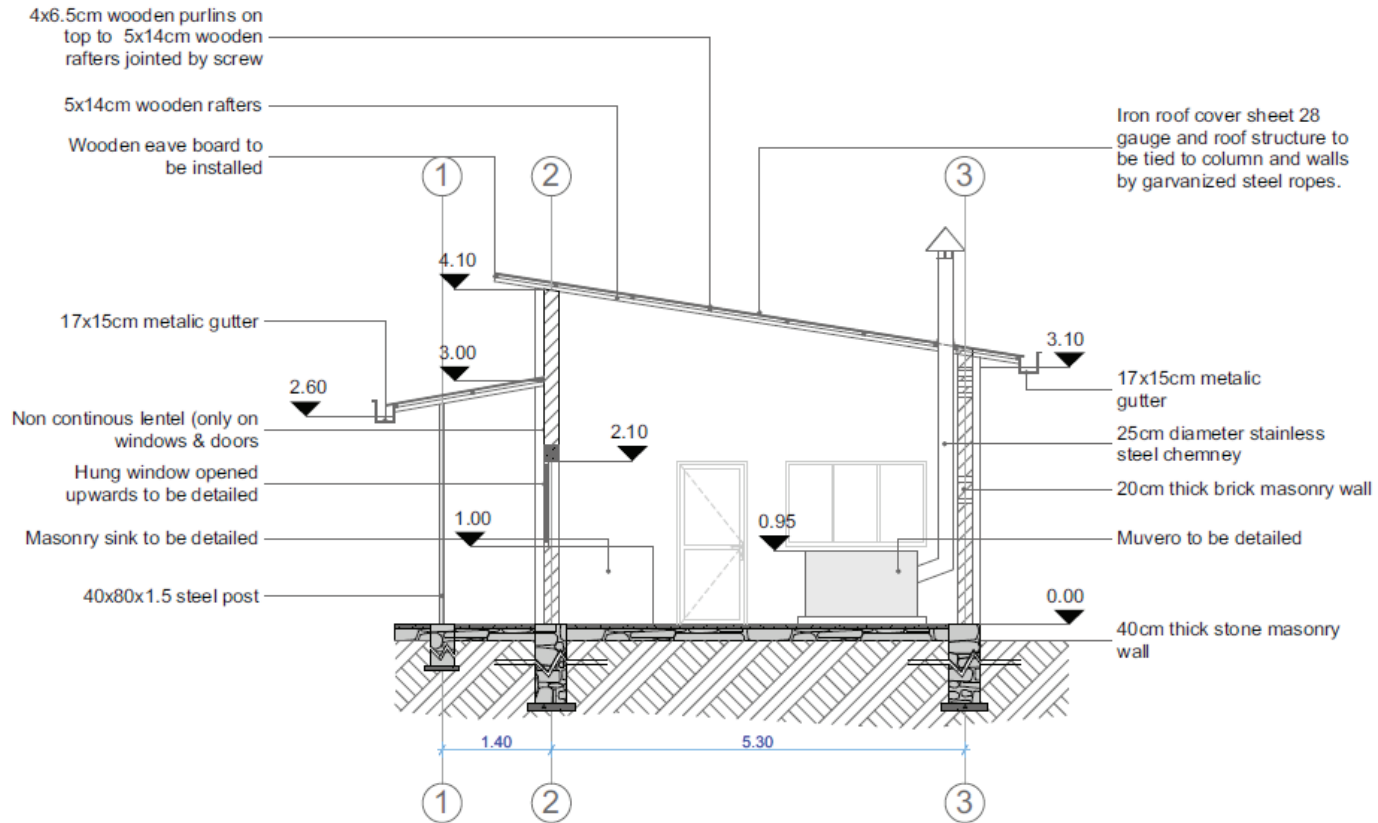
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NO.	DATE	DESCRIPTION

DETAILS	
CLIENT	
LOCATION	
DRAWN BY	
CHECKED BY	
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DATE	11/02/2020

SHEET TITLE	
IMPROVED KITCHEN BY MINEDUC/ ELEVATIONS	
PAPER SIZE	A1
DRAWING CODE / SHEET NUMBER	




PROPOSED IMPROVED KITCHEN BY MINEDUC



Section A-A
Scale: 1/30

PROJECT
PROPOSED MODEL DESIGN FOR SCHOOL KITCHEN/RWANDA

REPUBLIC OF RWANDA



MINISTRY OF EDUCATION

CONSULTANT

NOTES:

- This drawing is prepared under the copyright Act, and should be used or reproduced in part or in whole without written consent.
- Read and figure dimensions. All dimensions in mm unless otherwise stated. All levels in meters.
- P.V. stands for pressure ventilation and must be provided in all cases and windows.
- All construction work to comply with the latest B.S. standards code of practice, Local Authority By laws and Fire regulations.
- All walls less than 200mm thick to be reinforced with hoop iron every alternate course.
- Water table to be 200mm above G.L.
- In a dense concrete layer of 100mm thick to be provided under all walls 200mm above G.L.
- All R.C. work to structural engineer's details.
- Provide 1 row of 60x60x60mm gravel over paving slabs around the building unless otherwise stated.
- Coordinate with all dimensions and work to be undertaken by work. Any discrepancy must be reported to the architect before work is put in hand.
- All levels above sea level unless otherwise stated.
- All surface beds to be set on well compacted and well consolidated filling.
- Depth of foundation to be to the minimum unless below indicated ground level.
- All pipes and services to be minimum 40mm below indicated ground level.

IMPROVED KITCHEN BY MINEDUC/ SECTION

REVISIONS		
NO.	DATE	DESCRIPTION

DETAILS:
 CLIENT: _____
 LOCATION: _____
 DRAWN BY: _____
 CHECK BY: _____
 SCALE: 1:30, 1:100, 1:50
 DATE: 07/10/2020

SHEET TITLE:
IMPROVED KITCHEN BY MINEDUC SECTION

PAGE SIZE: A1

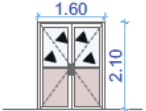
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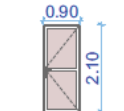
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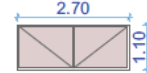


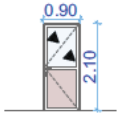
PROPOSED IMPROVED KITCHEN BY MINEDUC

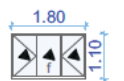
WINDOW & DOOR SCHEDULE

Door Schedule	
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Quantity	1 piece
Elevation	
Size	Height: 2.10m width: 1.60m
Location	Kitchen
Description	Metallic door, glazed upper part with internal rails

Door Schedule	
Door Number	D03
Quantity	1 piece
Elevation	
Size	height: 2.10m width: 0.90m
Location	Storage
Description	Metallic door with steel plate surface

Window Schedule	
Window Number	W02
Quantity	1 piece
Elevation	
Size	height: 1.10m width: 1.80m Sill height: 1.00m
Location	Kitchen
Description	Metallic hung window with steel plate surface to be opened upwards

Door Schedule	
Door Number	D02
Quantity	1 piece
Elevation	
Size	height: 2.10m width: 0.9m
Location	Kitchen
Description	Metallic door, glazed upper part with internal rails

Window Schedule	
Window Number	W01
Quantity	1 piece
Elevation	
Size	height: 1.10m width: 1.80m Sill height: 1.00m
Location	Kitchen
Description	Metal window glazed with internal rails

PROJECT
PROPOSED MODEL DESIGN FOR SCHOOL KITCHEN/RWANDA



CONSULTANT

NOTES

1. This drawing is prepared under the copyright Act, and cannot be used or reproduced in any form without permission.
2. Read original dimensions. All dimensions in mm unless otherwise stated. All levels in meters.
3. P.V. denotes permanent ventilation and must be maintained at all times and seasons.
4. All construction work done in compliance with the laws of R.W. standards codes of practice, Local Authority By-laws, and the regulations.
5. All walls over 300mm thick to be reinforced with hoop iron at every alternate course.
6. Window frame to be 50mm above G.L.
7. If a concrete structure is to be cast, it must be poured under all walls 60mm above G.L.
8. All R.C. work to be cast in engineer's class.
9. Provide 10mm of 60x60mm ground cover paving slab around building unless otherwise stated.
10. Construct roof with all dimensions and levels as shown on drawings and well covered and well constructed.
11. All levels shown are 600mm above finished ground level.
12. All surface treatments are to be completed and well constructed.
13. Depth of foundation to be minimum 600mm below natural ground level.
14. All pipes and cables to be minimum 40mm below finished ground level.

IMPROVED KITCHEN BY MINEDUC / WINDOW & DOOR SCHEDULE

REVISIONS		
NO.	DATE	DESCRIPTION

DETAILS
CLIENT:
LOCATION:
DRAWN BY:
CHECK BY:
SCALE: 1:50, E136/61
DATE: 27/03/2020
SHEET TITLE
IMPROVED KITCHEN BY MINEDUC / WINDOW & DOOR SCHEDULE
SHEET SIZE
A1
DRAWING CODE / SHEET NUMBER
8



Annex 7: Checklist for school kitchens

General	Name of school:	<input type="text"/>	Level	<input type="text" value="(nursery, primary, secondary)"/>		
	School registration:	<input type="text"/>	Community:	<input type="text"/>		
	How many children are enrolled in the school?	<input type="text"/>				
	How many cooks are working on each day?	<input type="text"/>				
				If no, what should be done?	By whom?	By when?
	Is the number of cooks sufficient?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Location	Is the kitchen located away from latrines and dumping site?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Is the kitchen close to the water point?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Space	Can all cooks and helpers move freely around the kitchen and work?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Surfaces	Are surfaces large enough for food, work, and dish washing?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Are there sufficient shelves and dish racks for storing utensils, and letting dishes dry?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Are surfaces easy to clean?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Are surfaces clean?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Construction:	Is the floor intact and smooth/easy to clean?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Are the walls intact and stable?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Is the roof intact? Does it protect against water intrusion when it rains?	<input type="checkbox"/> Yes	<input type="checkbox"/> No				
	Does the construction protect against the intrusion of insects, pests and other animals?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
		Are there good washing and hand-washing facilities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
			Is there a good drainage system for run-off water?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Ventilation	Is there sufficient fresh air in the kitchen while cooking is on-going?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
--------------------	---	------------------------------	-----------------------------	--	--

Stoves	How many stoves does the kitchen have?	<input type="text"/>			
	Is this sufficient?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
	Which kind of fuel do stoves use?	<input type="checkbox"/> Firewood <input type="checkbox"/> Charcoal <input type="checkbox"/> Gaz <input type="checkbox"/> Liquid fuel (kerosene, etc.) <input type="checkbox"/> Electricity <input type="checkbox"/> Solar <input type="checkbox"/> Other: <input type="text"/>			
			If no, what should be done?	By whom?	By when?
	Are the stoves fuel-efficient ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
	For stoves that produce smoke, do they have functioning chimneys ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		

Utensils for cooking	Are there sufficient pots ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
	Does each pot have a lid ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
	Are there sufficient pans ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		



	Are there sufficient knives ?	Yes	No			
	Are there sufficient cutting boards ?	Yes	No			
	Are there sufficient bowls and containers ?	Yes	No			
	Are there sufficient ladles ?	Yes	No			
Utensils for serving and eating	Are there sufficient and right-sized portioning cups / scoops?	Yes	No			
	Is there at least one plate per child?	Yes	No			
	Is there at least one spoon per child?	Yes	No			

Annex 8: Template for a school-meals request for quotations / tender notice



National School Feeding Programme

Tender Notice (TN) / Invitation for Bids (IFB)

Name of School = Client		School ID	Community, Address	District
Date: DD / MM / YYYY	Tender name: “NSFP food supply - (food item)		Tender number: School ID + running number, e.g. 001 etc.	
/ /	NSFP food supply -			
Mark the applicable:	<input type="checkbox"/>	Request for quotation (IFB)	<input type="checkbox"/>	Open bid (TN)

1. The..... School (hereinafter called “Client”) has received funds from the National Treasury through the Ministry of Education, as well as from the community and from for the exclusive use to procure food required for the provision of school meals to its pupils under the national School Feeding Programme (NSFP). The Client intends to apply a portion of the funds to eligible payments under the contract for which this Bidding Document is issued.
2. The school invites eligible bidders to submit bids for the supply of (**insert food item**) Tender Number as indicated in detail in the statement of requirements.

Formal requirements to participate in a NSFP bid:

- Bidder is a cooperative / farmer group, or a trader
- Evidence of cooperative / business registration
- Business permit
- Evidence of Bank name, branch & Account name
- Permit by Public Health Office to handle food
- Bid provides full name, address, phone number, and email address.
- Bid provides price for food commodity as specified in tender notice
- Evidence of capacity to deliver required food commodities required.

Additional requirements for traders:

- Has permanent store –provide support to show if the store is owned or rented. Traders with
- store in the section where school is located is an added advantage.
- Evidence of operations in selling food for at least one year
- Evidence of one year in food business
- Provide valid tax compliance certificate

Documentation of the above must be part of the submitted bid.

3. Tender Documents in *Kinyarwanda, French and English* may be obtained *free of charge* on any working day from *the headteachers office at the school* (start date) (start hour). Bidders may be asked to photocopy.
4. Bids are not required to be accompanied by a Bid Security.
5. Enquiries regarding this tender may be addressed to (name of the designated school feeding officer/teacher).
6. Well printed bids, properly bound and presented in 1 copy, which is the original, must be placed in the school's tender box at the address mentioned above not later than (date) at (hours). Bidders are requested to ensure that they register their bids with the school before placing them in the tender box. The entire bid shall be submitted in ONE SEALED ENVELOPE. This envelope should clearly indicate the tender name and title. Late bids will be rejected and returned unopened.
7. Bids will be opened in the presence of bidders or their representatives who choose to attend at the school on (date) at (hours).
8. Bidding will be conducted in accordance with the Law N° 62/2018 of 25/08/2018 on Public Procurement.

/ /

Date Name Position Signature



Annex 9: Template for a school-meals tendering document



National School Feeding Programme

Tender Document – Template for Bids

Part 1: to be completed by the school

Name of School = Client		School ID	Community, Address	District
Date: DD / MM / YYYY	Tender name: “NSFP food supply - (food item)		Tender number: School ID + running number, e.g. 001 etc.	
/ /	NSFP food supply -			
Mark the applicable:	<input type="checkbox"/>	Request for quotation (IFB)	<input type="checkbox"/>	Open bid (TN)

Food item required: _____

Indicative quantity of food required (to be specified in separate call-forward notices)*:

Period during which food has to be delivered: Start: _____ End: _____

Frequency of delivery: Termly _____ Monthly _____ Weekly _____
Daily _____

Call forward of specific quantities: _____ weeks before required delivery at the latest

Potential substitution: see attached substitution tables

* Final total amount called forward may differ from the indicative total amount mentioned above

End of bid specification

Part 2: To be completed by the bidder

For all bidders:

Identification and contact of the bidder:

Name: _____ Address of the bidder: _____

Phone number: _____ E-mail address: _____

Character of the bidder: Cooperative: _____ Farmer group: _____
Trader: _____

Cooperative / business registration number: _____ (attach
documentation)

Business permit: _____ (attach
documentation)

Bank: Name: _____ Branch: _____ Account number: _____
_____ (attach evidence)

Permit by Public Health Office to handle food: _____
_____ (attach documentation)

Price for the food item requested (or the corresponding amount of a substitute
item according to attached substitution tables):

Price for the total indicative amount of food requested (RWF): _____

Unit (bag of kg, can of litres, crate of pieces, kg, bushels etc.): _____

Number of units: _____ Price per unit (RWF): _____

Evidence of capacity to deliver required food commodities required: _____

_____ (attach documentation)

Additional requirements for traders:

Traders with store in the section where school is located is an added advantage.

Storeroom location: _____ Storeroom size (m2) _____ Storeroom capacity (m3) _____

(provide documentation that store is owned or rented by bidder)

Evidence of operations in selling food for at least one year: _____ (attach documentation)

Evidence of one year in food business: _____ (attach documentation)

Provide valid tax compliance certificate: _____ (attach documentation)

_____/_____
Date Name Position Signature



Annex 10: Template for the review of bids



National School Feeding Programme

Template for Bid Evaluation

Name of School = Client		School ID	Community, Address	District
Date: DD / MM / YYYY	Tender name: “NSFP food supply - (food item)		Tender number: School ID + running number, e.g. 001 etc.	
/ /	NSFP food supply -			
Mark the applicable:		<input type="checkbox"/> Request for quotation (IFB)	<input type="checkbox"/> Open bid (TN)	

Part 1: Review of formal requirements:

	Evaluation checklist	
	Yes	No
Bidder is fully identified:		
Bidder is a cooperative, farmer group or trader		
Cooperative / business registration number is provided and documented:		
Business permit is provided and documented:		
Bank details are provided and documented:		
Permit by Public Health Office to handle food is provided and documented:		
Price for the requested food is provided in total and per unit:		
Capacity to deliver required food is assured and documented:		

Additional formal requirements for traders:			
Location and capacity of store is specified			
Ownership / rent of store is documented			
Operations in selling food for at least one year is assured and documented:			
Tax compliance certificate is specified and documented:			

Part 2: Review of Prices (The tenderer with the overall lowest total price for the total indicative amount will be awarded the contract to supply the requested food.)

Bidder (only bidders that fulfil formal requirements above:		Units (e.g. bags of 50 kg, cans of 20 litres, etc.)	Number of units	Price per unit (RWF)	Price for total amount of food (RWF) (checked)
No.	Name				
1					
2					
3					
4					
5					

Bidder (no. + Name) _____ has offered the lowest price and will be offered the contract for the supply of the food.

Signatures of the participating members of the School Procurement Committee:

/ /
Date Name Position Signature

/ /
Date Name Position Signature

/ /
Date Name Position Signature

Annex 11: Template for an award notice



National School Feeding Programme

Award Notice

Name of School = Client		School ID	Community, Address	District
Date: DD / MM / YYYY	Tender name: “NSFP food supply - (food item)		Tender number: School ID + running number, e.g. 001 etc.	
/ /	NSFP food supply -			
Mark the applicable:	<input type="checkbox"/>	Request for quotation (IFB)	<input type="checkbox"/>	Open bid (TN)

This notice is to inform all who have provided bids for the above specified tender that after its review and evaluation of the received bids, the School Tender Committee has decided to award the contract for the supply of the requested to _____

Reason: Among the bidders that fulfil all formal requirements, the above bidder has offered the best price (including preference for local production and storage of food.

Right to request review: Any unsuccessful bidder may request a review of this decision within three days of reception of the present award notice. The written request (physical or email) must be received at the secretariat of the school no later than _____ at _____ hours.

Signature of the Chairman / vice-chairman of the School Procurement Committee:

/ /

Date Name Position Signature

Annex 12: Template for a bid evaluation report



National School Feeding Programme

Template for Bid Evaluation Report

Name of School = Client		School ID	Community, Address	District
Date: DD / MM / YYYY	Tender name: “NSFP food supply - (food item)		Tender number: School ID + running number, e.g. 001 etc.	
/ /	NSFP food supply -			
Mark the applicable:	<input type="checkbox"/>	Request for quotation (IFB)	<input type="checkbox"/>	Open bid (TN)

Request for quotations / bid invitation:

The School Tender Committee (STC) has published the open bid / requested quotations on _____. Deadline for the reception of bids was on _____ at _____. The request for quotations / invitation to bid is attached.

Opening of quotations / bids:

The bids were opened on _____.

The following members of the STC participated in the opening of bids:

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

Name: _____ Position: _____

The following persons were present as witnesses, representing specific bidders:

Name:	Representing:

Bids / quotations received:

Bids were received from altogether __ bidders.

No.	Name
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Fulfilment of formal requirements

The following bidders did not fulfil formal requirements:



No.	Name	Reason

Prices offered:

Potential calculation errors: the STC has controlled that the total prices offered is correctly calculated (number of units multiplied with the price per unit), and where this was not the case, has used the prices corrected price for the total amount. Such corrections were undertaken for bidders no._____.

Potential substitution errors: Where bidders have opted to substitute the requested food with items included in the substitution tables attached to the request for quotations / invitation to bid, the STC has controlled if the offered food corresponds to the required quantities according to the substitution tables. Where this was not the case, the STC has replace the incorrect quantities with the correct ones and thus established a comparable total amount offered. Such a correction of substitution quantities was undertaken for bidders no._____.

Results: With the above corrections, the bidders who fulfilled formal requirements offered the following prices:

Bidder (only bidders that fulfil formal requirements above:		Units (e.g. bags of 50 kg, cans of 20 litres, etc.)	Number of units	Price per unit (RWF)	Price for total amount of food (RWF) (checked)
No.	Name				
1					
2					
3					
4					
5					



Decision:

Bidder (no. + Name) _____ has offered the lowest price and will be offered the contract for the supply of the food.

Award notice:

The STC has sent an award notice to all participating bidders by physical mail _____ e-mail _____. The deadline for the reception of a written request a review of the above decision at the secretariat of the school was set as _____ at _____ hours.

Signatures of the participating members of the School Procurement Committee:

_____/_____/_____ Date	_____ Name	_____ Position	_____ Signature
_____/_____/_____ Date	_____ Name	_____ Position	_____ Signature
_____/_____/_____ Date	_____ Name	_____ Position	_____ Signature
_____/_____/_____ Date	_____ Name	_____ Position	_____ Signature
_____/_____/_____ Date	_____ Name	_____ Position	_____ Signature
_____/_____/_____ Date	_____ Name	_____ Position	_____ Signature



Annex 13: Template for a food call forward



National School Feeding Programme

Food Call Forward

Name of School = Client	School ID	Community, Address	District
Date: DD / MM / YYYY	Tender name: “NSFP food supply - (food item)	Tender number: School ID + running number, e.g. 001 etc.	
/ /	NSFP food supply -		

To the supplier contracted under the above tender number:

.....

According to the provisions of the food supply contract between the above-mentioned school and this supplier, this call forward note is issued to request the delivery of the following food items to the school

not later than

Please note that deliveries can only be made on work days (Monday to Friday) between 08.00 and 17.00 hours.

Please communicate the expected time of arrival of the food, so that the School Feeding Committee (SFC) can make arrangements for the proper inspection and reception of the food.

Food item	Unit (bags, crates etc.)	Pieces, kg or litre per unit	Total number of units	Total quantity (pieces, kg or litre)

For the SFC:

/ /
Date

Name

Position

Signature

Annex 14: Template for a food receipt



National School Feeding Programme

Food receipt

Name of School = Client	School ID	Community, Address	District
Date: DD / MM / YYYY	Tender name: “NSFP food supply - (food item)	Tender number: School ID + running number, e.g. 001 etc.	
/ /	NSFP food supply -		

This is to certify, that the School Feeding Committee (SFC) for the above-mentioned school

has today,// 20.. received the following food items in good quality

from _____ the _____ supplier
.....:

Food item	Unit (bags, crates etc.)	Pieces, kg or litre per unit	Total number of units	Total quantity (pieces, kg or litre)

For the SFC:

/ /

Date Name Position Signature

Countersignature for the supplier:

/ /

Date Name Position Signature

Annex 15: Checklist for storerooms

Part 1: Structural checklist for storeroom establishment (location, lay-out, etc)

General	Name of school:	<input type="text"/>	Level	<input type="text" value="(nursery, primary, secondary)"/>		
	School registration:	<input type="text"/>	Community:	<input type="text"/>		
				If no, what should be done?	By whom?	By when?
Location	Is the storeroom located away from latrines?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Is the storeroom away from the dumpsite??	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Space	Can all food be stored separately in the storeroom?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Can all food be accessed directly?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Can a distance of 1 meter be kept from any food stack to each wall?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Security	Does the storeroom have a door that can be locked?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Are windows small enough to prevent people from entering?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	If not, are windows fitted with burglar bars?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Construction:	Is the roof intact? Does it protect against water intrusion when it rains? Are the walls intact and stable?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Is the storeroom elevated and is there a high threshold to protect from surface water entering?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

	Does the storeroom have gutters to protect its walls from rain?	Yes	No			
	Does the construction protect against the intrusion of insects, pests and other animals? (fine-meshed screens in front of windows, no cracks, etc.)	Yes	No			
	Are there inaccessible corners that are hard to clean / where pests can hide?	Yes	No			
	Are walls and floor smooth to make cleaning easy?	Yes	No			
Ventilation	Is there good air ventilation in the storeroom?	Yes	No			
	Is the storeroom dry? Does the air smell fresh (not mouldy)?	Yes	No			
Lighting	Is there good light in the storeroom, even when doors / windows are closed?	Yes	No			

Part 2: Checklist for daily / weekly storeroom control

Checklist for state of storeroom / hygiene and food control	Is the ceiling clean (free from spiderwebs, dust, other dirt)?	Yes	No			
	Are the walls clean, with no cracks, and free from spiderwebs, dust, other dirt?	Yes	No			
	Is the floor clean, and free from dust, leaked or spilled food?	Yes	No			
	Is the air fresh, with no smell of pests (rodents / insects / other)?	Yes	No			
	Is the air fresh, with no smell of mould or rot?	Yes	No			

<p>Are the food containers intact, with no sign of broken seals, tampering, leakage or spillage?</p>	<p>Yes</p>	<p>No</p>			
<p>Do you see any living or dead insects, or traces of them?</p>	<p>Yes</p>	<p>No</p>			
<p>Do you see any other living or dead pests, or traces of them such as excrements, holes, etc.?</p>	<p>Yes</p>	<p>No</p>			

Annex 16: Food management sheet

This sheet should be filled separately for each food item, and for each month.

Name of school: Community: School ID: District: Month / year:

Food item:

Date	Unit (kg; piece; etc.)	Stock at start	entry: food received	Food used in meals		Losses				Total	Stock at end	Remarks
				handed out	signature cook rep	Missing	Suspected unfit	Confirmed unfit	Disposed			
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	
		0	0	0						0	0	



Annex 17: Resource management sheet

National School Feeding Programme					Resource Management Sheet																
Name of school:		<input style="width: 100%;" type="text"/>			Community:		<input style="width: 100%;" type="text"/>			School ID:		<input style="width: 100%;" type="text"/>		District:		<input style="width: 100%;" type="text"/>		Month / year		<input style="width: 100%;" type="text"/>	
Funds	Date	RWF	Funds at start	entry: funds received (1)	Source (NSFP, community, donor)	Funds used (2)					Losses (3)			Funds at end	Remarks						
						Food payments	Cooks' salaries	Storekeeper	Other SF items	Total	Missing	Other	Total								
			0	0		0	0	0	0	0	0	0	0	0							
			0	0		0	0	0	0	0	0	0	0	0							
			0	0		0	0	0	0	0	0	0	0	0							
			0	0		0	0	0	0	0	0	0	0	0							
Food	Date	Food item	Stocks at start	entry: food received	Source (supplier / community /	Food used (only monthly total)					Losses (only monthly totals)					Funds at end	Remarks				
						Item 1	Item 2	Item 3	Item 4	Item 5	Item 1	Item 2	Item 3	Item 4	Item 5						
			0	0													0				
			0	0													0				
			0	0													0				
			0	0													0				
Other items (fuel, wood, material, etc.)	Date	Other item	Stocks at start	entry: food received	Source (supplier / community /	Items used (only monthly total)		Losses			Items at end	Remarks									
						Number	Remarks	Missing	Spoilage	Total											
			0	0		0					0										
			0	0		0					0										
			0	0		0					0										
			0	0		0					0										



Annex 18: Template for an Annual School Feeding Report



National School Feeding Programme

Annual School Feeding Report

20xx

Prepared by the National School Feeding Steering Committee:

Logos of all participating entities

Executive Summary – main feature, events, amendments, priorities for the next year

1. Introduction – Background, decisions taken in the last year

2. Programme activities – quantitative data with narrative explanation and analysis

- Number of schools covered – analyze change to previous year, actual vs. plans
- Number of children who received school meals (disaggregated by sex and age; and districts), actual vs. plans
- Quantity of food used (disaggregated by food item, source of food, kind of supplier)
- Supplementary activities – e.g. investments in school feeding infrastructure and equipment; training provided (to whom, in what); assessments; study tours and meetings organized, etc.

- Conclusions of actual vs. plans

3. Programme achievements – quantitative data with narrative explanation and analysis

- Education outcome indicators
- Nutrition outcome indicators
- Social protection outcome indicators
- Agriculture outcome indicators
- Local economy outcome indicators
- Conclusions

4. Use of resources and programme efficiency

- Summary of all contributions received by source (national government subsidy, sector contributions, local governments, parents, external donors (disaggregated))
- Disaggregation of how resources were used – food procurement by schools and by districts; other items, supplementary activities
- Cost of a daily meal – potentially disaggregated by districts; analysis of content of meals, comparison with previous years
- Conclusions

5. Partnerships

Who has contributed directly or indirectly to the programme – which Ministries / sectors, national non-state partners (private sector, NGOs, etc.), international partners (UN, donors, NGOs, etc.)

6. Overall assessment and future directions

- What worked, what didn't work; underlying reasons
- Options that were discussed, with their pros and cons
- Priorities for the next year

Annex 19: Template for a contract with supplier

AMASEZERANO YO KUGEMURA IBIRIBWA BY'ABANYESHURI NO.....

1. Ingingo ya 1: IRIBURIRO

Nyuma y'uko abagize akanama gatanga amasoko ku kigo cy'ishuri cya gasuzumye ibyangombwa byatanze mu gupiganirwa isoko ry'ibiribwa biramba no kubisesengura kakemeze ko Rwiyemezamirimo(izina ry' Ikigo/ umuntu uhawe isoko)..... ihagarariwe na (Umuyobozi niba ari ikigo) ikorera mu ka Karere ka..... Intara ya....., ufite /gifite TINTelephone..... na E-mail: ahawe/gihawe isoko ryo kugemurira abanyeshuri ibiribwa biramba mu gihembwe cya..... gitangira tariki ya/...../.....kikarangira tariki/...../.....

Hagati y'ikigo cy'ishuri na rwiyemezamirimo hemejwe amasezerano akurikira:

Ingingo ya 2: Ikiyamijwe muri aya masezerano

KUGEMURIRA ABANYESHURI IBIRIBWA BYO KUBATUNGA MU GIHEMBWE CYA GATATU (.....) CY'UMWAKA W'AMASHURI WA/.....

Ingingo ya 3: Ibiribwa bizagemurwa n'agaciro kabyo

Nomero	Ubwoko bw'ibiribwa	Ingano y'ibikenewe	Igipimo /Urugero	Igicirocya kimwe	Igiciro rusange
1	Umuceli (urugero)	1000	Kirogarama	870	870,000
2	Amavuta (urugero)	50	Litiro	1000	50,000
3					
	IGITERANYO			

Ibiribwa bizagemurwa bifite agaciro k'amafaranga
.....

Ingingo ya 4: Uko ibiribwa bizajya bigemurwa

- Hashingiwe ku biribwa bikenewe ishuri riha uwatsindiye isoko **'bon de commande'**
- Uwatsindiye isoko akabigeza ku ishuri mu masaha y'akazi akabishyikiriza ubuyobozi bw'ikigo butanze iri soko
- Uwatsidiye isoko agomba kandi kuza yitwaje ibaruwa yishyuzwa iherekejwe na facture igaragaza amafaranga ikigo kimufitiye agomba kwishyurwa.

Ingingo ya 5: Ibyo rwiyezeza mirimo asabwa.

- Kugemura ibiribwa by'abanyeshuri bigasuzumwa na' komite ishinzwe kugaburira abanyeshuri mbere y'uko byinjira mu bubiko bw'ishuri.
- Kugemurira ku gihe ibyo biribwa.
- Kwishyuzwa mu byiciro hakurikijwe ibizajya biba byarahageze bihuzwa n'ubushobozi bw'ishuri.
- Kuzana ibiribwa biri kumwe n'urupapuro rubiherekeza (Borderaux d'Expedition).
- Kuzishyurwa ari uko amafaranga atangwa na leta muri gahunda yo kugaburira abana ku ishuri (school feeding) yahawe ishuri ni ukuvuga amafaranga ya school feeding y'igihembwe cyacy'umwaka w'ingingo y'imari wa
- Kubahiriza aya masezerano uko ari.

Ingingo ya 6: Ibyo Ishuri riyemeje.

- Kwakira ibiribwa no kubisuzuma no kubipima mbere y'uko byinjira mu bubiko
- Kuzuzwa urupapuro rubyakira (Bon de reception) ;
- Kwishyura amafaranga yose yavuzwe mu ngingo ya 2 y'aya masezerano ;
- Kubahiriza aya masezerano uko ari.

Ingingo ya 7: Indinduka kuri aya masezerano

Hashingiwe ku mpamvu zumvikana nko kubura Kw'ibiribwa Rukaka ku isoko, guhinduka kudasazwe kw'ibiciro ku isoko n'ibindi , ikigo cy'ishuri cyangwa se rwiyezemeririmo bashobora gusaba guhindura ibiciro byatanzwe , igihe cyo kugemuriraho ibiribwa , ubwoko bw'ibiribwa bigemurwa ndetse n'uburyo bwo kwishyura mu gihe byemejwe na komite ishinzwe kugaburira abanyeshuri. Iyo impinduka zemejwe n'impande zombi hasinywa umugereka kuri aya masezerano.

Ingingo ya 8: Uburyo bwo kwishyurwa:

Amafara ng a azishyurwa mu byiciro hakurikijwe uko Ishuri rizagenda ribona ubushobozi. Amafara ng a azishyurwa hakuwemo 3% na TVA ku biribwa biyikatawa y'umusoro wa Leta. Amafara ng a azishyurwa Bwana/ Ikigo

..... hakoreshejwe uburyo bwa Chèque cyangwa ordre de Paiement (OP)

Ingingo ya 9: Gusesa amasezerano

Igihe bigaragaye ko uwatsindiye isoko adatanga ibigemurwa hakurikijwe amasezerano na gahunda byumvikanyweho, amasezerano ashobora guseswa.

Aya masezerano kandi ashobora guseswa ku bwumvikane bw'impande zombi mu gihe hari impamvu zumvikana zatumye aya masezerano adashobora gukomeza.

Ingingo ya 10: Uburyo bwo gukemura impaka

Hagize ibibazo bivuka hagati y'impande zombi muri aya masezerano, bizakemurwa ku bwumvikane nibidakunda hitabazwe amategeko.

Ingingo ya 11: Igihe amasezerano atangira gushyirwa mu bikorwa

Aya masezerano atangira gushyirwa mu bikorwa akimara gushyirwaho umukono n'impande zombi.

Bikorewe I....., ku wa/...../.....

.....
.....

Umuyobozi w'Ishuri

Rwiyemezamirimo