

2021 Global Survey of School Meal Programs



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BACKGROUND AND PURPOSE

School meal programs¹ — in which students are provided with snacks, meals, or other foods in or through schools — are common throughout the world. The Global Child Nutrition Foundation (GCNF)² 2019 Global Survey of School Meal Programs® established a unique global database of standardized information on school meal programs, covering all related sectors and activities.

The 2019 Global Survey drew responses from 103 countries representing 78% of the world's population. Of these, 85 countries had at least one large-scale school feeding program and provided data for their most recently completed school year. The remaining 18 countries reported that they had no relevant program. Complete survey results and additional information can be found at www.survey.gcnf.org. It is GCNF's intention to update the Global Survey periodically (e.g., every two to three years) in order to track changes and identify trends in school feeding programs over time.

This 2021 survey will gather updated information regarding:

- The scope of school feeding in each country in the most recently completed school year
- Government financing of, and involvement in, school feeding
- Nutrition-, education-, and gender-related aspects of school feeding
- Agricultural and private sector engagement
- Related health and sanitation topics
- The impact of emergencies

There are a few important changes to the 2019 survey. These changes address issues encountered in the first survey, adding some new questions (e.g., questions relevant to the COVID-19 pandemic) and removing some questions deemed less relevant.

Each country that participated in the 2019 survey has access to a Country Report produced from the survey results. Country Reports are succinct and attractively designed 3-4 page program brochures with program descriptions organized in a standard format. These can serve as excellent advocacy tools and allow quick comparisons between countries and programs. Country Reports will again be made available to countries participating in the 2021 survey.

In addition to the Country Reports, the survey database enables a participating country to:

- Share information about its school meal programs with stakeholders and researchers around the world
- Identify strengths, weaknesses, and needs within programs

¹ While aware of distinctions that may exist between the terms school meal, school feeding, and school nutrition (programs), we use school feeding throughout this survey as we aim to capture core information regarding all such programs.

² Funding for the 2019 and 2021 surveys is provided, in part, by the United States Department of Agriculture under agreement number FX18TA-10960G002.

- Recognize and remedy gaps in program data collection
- Learn from the successes and challenges of other countries' school feeding programs
- Invest in school nutrition with deeper knowledge of the sector globally, including trends, gaps, and opportunities
- Direct training, education, research, and funding efforts to the areas of greatest need

GCNF is particularly interested in national government involvement with school feeding and hosts an annual conference, the Global Child Nutrition Forum, as well as virtual and in-person workshops and events to encourage learning and sharing within and across countries and between officials responsible for school meal programs and other stakeholders. Because of the focus on national government ownership and involvement, this survey is designed to be answered by a government representative – a survey **Focal Point** – who is involved with school feeding in their country.

SURVEY OVERVIEW

This survey asks about **national or large-scale school feeding programs** (or school meal or school nutrition programs). This includes programs that are managed or administered by the **national, regional, or local government**, as well as large-scale school-based feeding programs that are managed by a non-governmental entity but in coordination with the national government. It also includes programs that do not involve the government but reach a substantial proportion of students in the country. Please refer to the survey glossary for additional information.

The survey includes 11 sections. Four sections contain national-level questions, meaning that they only need to be completed once for your country. The remaining seven sections contain program-level questions, meaning that they will be completed separately for each large-scale school feeding program in your country.

NATIONAL-LEVEL SECTIONS <i>Complete once per country</i>	PROGRAM-LEVEL SECTIONS <i>Complete once for each large-scale school feeding program in the country</i>	NATIONAL-LEVEL SECTIONS <i>Complete once per country</i>
A. National context I	C. Program overview	J. Education system and infrastructure
B. National context II	D. Design and implementation	K. Successes and challenges
	E. Food sourcing	
	F. Governance and leadership	
	G. Funding and budgeting	
	H. Agriculture, employment, and community participation	
	I. School feeding operations and COVID-19	

Given its global scope, this survey addresses a wide range of topics around school feeding. We are grateful for your patience in answering all relevant questions and contributing your knowledge and expertise to this global database.

The survey can be completed in stages, and we expect many respondents will opt to complete the survey gradually over the course of 1-2 weeks.

If you have questions or comments, please be in touch and we will do our best to respond quickly. Email: globalsurvey@gcnf.org; Website: www.survey.gcnf.org; Address: P.O. Box 99435 Seattle, WA 98139 USA.

INSTRUCTIONS

1. **Survey Associates** are available to answer questions and assist throughout the survey experience. If you do not know the Survey Associate assigned for your country and would like to contact them, please email globalsurvey@gcnf.org. We look forward to hearing from you!
2. All questions in this survey refer to the most recently completed school year in your country, unless otherwise noted. This is also referred to as the school year that began in 2020. For most countries, the most recently completed school year will be the 2020-2021 school year.
3. Definitions of key terms are provided in a glossary. If a word is **green**, the definition is available.
4. Please try to answer every question. At the close of each survey section, space is available to comment, explain, or clarify any responses or questions you could not answer.
5. Sections A, B, J, and K collect country-level information. The headers of these sections are **purple**. These will be completed once.
6. Sections C, D, E, F, G, H, and I collect information that is specific to a given school feeding program. In the survey, the headers of these sections are **blue**. These will be completed for each large-scale school feeding program that was operating in your country in the most recently completed school year. If your country had one such program in place, these will be completed once. If your country had three programs, sections C–I will be completed three times.
7. In the survey, the main document includes one copy of sections C–I for the first school feeding program. If you have multiple programs, please submit a copy of your survey responses (sections C–I) for each program. This can be found at www.survey.gcnf.org/2021-global-survey/. (See page 12.)
8. You, the survey **Focal Point**, are not expected to know answers to all of the survey questions. To answer some questions, you will likely need to gather information from other government representatives or school feeding partners who are more familiar with a certain topic. In other cases, you will be asked to indicate that the question does not apply to the program(s) and move on to the next question or section.
9. Whether or not you have consulted with a **Survey Associate** in the process of completing the survey, once a survey is submitted, it will be reviewed by a GCNF **Survey Associate**. The Survey Associate may contact you if they need clarification regarding your responses.
10. The **Focal Point** will be responsible for gaining any necessary approval for the information to be made available in a public database. Submission of a completed survey is understood to indicate that government approval has been received.
11. Your name and contact information will not be public and will not be made available to any data users.

We are deeply appreciative of the work of the survey **Focal Points**
who make this initiative successful.

Thank you!

FOCAL POINT CONTACT INFORMATION

The below Focal Point contact information is collected for administrative purposes only and will not be made publicly available.

Country: _____

Date of survey start: _____

Name: _____

Institution/Department/Office: _____

Job title: _____

Email: _____

Telephone: _____

Other contact option: _____

Information on school feeding activities in this country is available at:

Ministry/Agency: _____

Contact information (e.g., website or general email address): _____

To be completed by GCNF

Was a Survey Associate involved? ☐ Yes ☐ No

Survey Associate: _____

Survey language: _____

Survey submission date: _____

Survey verification date: _____

SECTION A: NATIONAL CONTEXT I

A1 During the most recently completed school year, did your country have a **national or large-scale school feeding program**?

☐ Yes ☐ No

A1.1 If A1 = yes, what were the names of the school feeding programs in this country?
If a program did not have an official name, please apply a name to be used in this survey.

School feeding program 1: _____

School feeding program 2: _____

School feeding program 3: _____

School feeding program 4: _____

School feeding program 5: _____

Sections **C-I** will be repeated for each school feeding program listed in A1.1.

A2 **Number of children**

*These questions refer to any and all school feeding programs.
 If exact number is not known, please estimate.*

	Pre-school (Early childhood education)	Primary	Secondary
How many children of this age range are there in total in this country? <i>Please report the latest available data. The age range of pre-school students is often considered to be 36-59 months (3-5 years of age).</i>	_____	_____	_____
How many children are enrolled in school?	_____	_____	_____
How many children received food in the most recently completed school year (i.e., the school year that began in 2020)?	_____	_____	_____
How many children received food <u>one school year prior</u> to the most recently completed school year? <i>If the most recently completed school year is 2020-2021, this refers to 2019-2020.</i>	_____	_____	_____
How many children received food <u>three school years prior</u> to the most recently completed school year? <i>If the most recently completed school year is 2020-2021, this refers to 2017-2018.</i>	_____	_____	_____

A3 What was the most recently completed school year in this country?

Start month		Start year	End month		End year
<input type="checkbox"/> January	<input type="checkbox"/> July	<input type="checkbox"/> 2020	<input type="checkbox"/> January	<input type="checkbox"/> July	<input type="checkbox"/> 2020
<input type="checkbox"/> February	<input type="checkbox"/> August		<input type="checkbox"/> February	<input type="checkbox"/> August	<input type="checkbox"/> 2021
<input type="checkbox"/> March	<input type="checkbox"/> September		<input type="checkbox"/> March	<input type="checkbox"/> September	
<input type="checkbox"/> April	<input type="checkbox"/> October		<input type="checkbox"/> April	<input type="checkbox"/> October	
<input type="checkbox"/> May	<input type="checkbox"/> November		<input type="checkbox"/> May	<input type="checkbox"/> November	
<input type="checkbox"/> June	<input type="checkbox"/> December		<input type="checkbox"/> June	<input type="checkbox"/> December	

A4 How many school days are in the school year?

A5 Over the school year that began in 2020, when were most schools open or closed?

Select the most relevant status for each month.

		STATUS				
Month	Year (2020 or 2021)	Open	Closed for holiday	Closed because of COVID-19 or other emergency –but operating remotely*	Closed because of COVID-19 or other emergency—and <u>not</u> operating	Some schools open and other schools operating remotely*
January	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
February	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
March	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
April	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
May	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
June	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
July	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
August	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
September	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
October	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
November	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
December	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Operating remotely is also referred to as “distance learning” or “remote learning.”

SECTION B: NATIONAL CONTEXT II

B1 Are there national laws, policies, or standards related to school feeding?

☐ Yes ☐ No

B1.1 If B1 = yes, please fill in the table below:

Topic	Name of national law/policy/standard(s)
National school feeding policy	
Nutrition	
Health	
Food safety	
Agriculture	
Private sector involvement	

B2 Did the national government contribute financially to any school feeding program(s) in this country in the most recently completed school year?

☐ Yes ☐ No

B2.1 If B2 = yes, what was the total actual government financial contribution to these programs?

B2.1.1 What is the currency used in question B2.1? *Please spell out.*

B2.2 If B2 = yes, was there a separate line item in the national budget for school feeding?

☐ Yes ☐ No

B3 Are any food items prohibited in school feeding programs?

☐ Yes ☐ No

B3.1 If B3 = yes, what food items are prohibited?

B3.2 If B3 = yes, for what reason are these food items prohibited? *Check all that apply.*

☐ Cultural reasons ☐ Health-related reasons
☐ Religious reasons ☐ Other: _____

B4 What is the lead agency in government that is responsible for school feeding programs in this country?

B4.1 Has this changed in the most recently completed school year because of COVID-19?

☐ Yes ☐ No

B4.1.1 If B4.1 = yes, please describe what changed.

B5 Is there an inter-sectoral coordination body or committee for school feeding at the national level?

☐ Yes ☐ No

B5.1 If B5 = yes, please describe.

B6 Is there a country-wide system for monitoring school feeding programs?

☐ Yes ☐ No

If B6 = yes, please fill out the following table.

B6.1 Does the system include the following components? <i>Check all that apply.</i>	B6.2 How frequently does this monitoring occur?		
<input type="checkbox"/> School visits	<input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly	<input type="checkbox"/> Bi-annually <input type="checkbox"/> Annually	<input type="checkbox"/> Other _____
<input type="checkbox"/> Electronic reporting	<input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly	<input type="checkbox"/> Bi-annually <input type="checkbox"/> Annually	<input type="checkbox"/> Other _____
<input type="checkbox"/> Paper-based reporting	<input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly	<input type="checkbox"/> Bi-annually <input type="checkbox"/> Annually	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly	<input type="checkbox"/> Bi-annually <input type="checkbox"/> Annually	<input type="checkbox"/> Other _____

B7 Are there community-led, non-governmental **food banks** in this country?

☐ Yes ☐ No

B7.1 If B7 = yes, do **food banks** receive government support?

☐ Yes ☐ No

B7.2 If B7 = yes, is there any link between **food banks** and the school feeding programs?

☐ Yes ☐ No

B7.2.1 If B7.2 = yes, please describe this link.

B8 Does this country have government **food reserves**?

☐ Yes ☐ No

B8.1 If B8 = yes, is there any link between government **food reserves** and the school feeding programs?

☐ Yes ☐ No

B8.1.1 If B8.1 = yes, please describe this link.

B9 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.


INSTRUCTIONS FOR SECTIONS C-I

Sections C, D, E, F, G, H, and I (C–I) contain questions about a specific school feeding program. These sections will be completed separately for each program in this country.

For the first program, please complete sections C–I below. If additional school feeding programs were operating in this country in the most recently completed school year, please complete sections C–I again for each additional program. An additional PDF (titled “Global Survey – Sections C–I”) is available for download at www.survey.gcnf.org/2021-global-survey/. Please submit completed copies of section C–I for each additional program.

Examples:


Country A has just **one** feeding program. Country A will complete sections C–I **once**. This is found within the main survey document.



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FULL SURVEY

Country B has **two** school feeding programs. They each have distinct funding sources, distinct implementers or implementing partners, distinct means of receiving or procuring food, and distinct menus. Country B will complete sections C–I **twice**. For the first program, Country B will fill in sections C–I in the main survey document. For the second program, Country B will download and fill in a separate PDF document (“Global Survey – Sections C–I”). Both parts of the survey will be submitted together.



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FULL SURVEY



SECTIONS C–I

SECTION C: PROGRAM OVERVIEW

C1 List the name of this school feeding program. *(This corresponds to the program listed in A1.1)*

C2 In what year did this school feeding program begin operating in this country?

C3 Was there a government agency with primary **management** responsibility for this school feeding program?

☐ Yes ☐ No

C3.1 If C3 = yes, what government agency was responsible for managing this school feeding program?

C3.2 If C3 = no, who was responsible for managing this school feeding program?

C4 How much money was spent in total by the program **implementer** (for example, the government, NGO, or private entity) on this school feeding program during the most recently completed school year? *If exact number is not known, please estimate.*

C4.1 What is the currency used in question C4? *Please spell out.*

C4.2 Has this amount increased or decreased, relative to the planned budget, because of COVID-19?

☐ No change ☐ Amount increased ☐ Amount decreased

C5 With consideration of all the money and **in-kind contributions** that support this school feeding program, what portion comes from the following sources?

	None/Not applicable	A small amount	Some	Most	All
National program implementer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-governmental program implementer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sub-national government (e.g., state, province, region, district, or local government)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' families and other community members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- C6** How many total children received food through this program in the most recently completed school year?

- C7** To what extent did this school feeding program achieve its planned targets in the following categories?

	Targets achieved	Mostly achieved	Slightly achieved	Not achieved
Number of students receiving food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeding frequency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ration size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of food basket variety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of schools receiving food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of school <i>levels</i> receiving food (e.g., primary, secondary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- C8** How many children does this school feeding program plan to serve during the current (or upcoming) school year? *If exact number is not known, please estimate.*

- C9** If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

SECTION D: DESIGN AND IMPLEMENTATION

D1 What were the main objective(s) of this school feeding program? *Check all that apply.*

- ☐ To meet educational goals
- ☐ To provide a social safety net
- ☐ To meet nutritional and/or health goals
- ☐ To prevent or mitigate obesity
- ☐ To meet agricultural goals
- ☐ Other: _____

D2 Which **feeding modality**/modalities did this school feeding program employ? *Check all that apply.*

- ☐ In-school meals
- ☐ In-school snacks
- ☐ **Take-home rations**
- ☐ Other: _____

D2.1 If D2 = In-school meals, which meals were served?

- ☐ Breakfast
- ☐ Lunch (mid-day meal)
- ☐ Evening meal

D3 What was the cost per student per year? *Note that this value should be per student per year. If only the per-meal costs are known, please multiply this by an estimate of how many meals are consumed in the year by each student.*

Breakfast	_____
Lunch (mid-day meal)	_____
Evening meal	_____
Snack	_____
Take-home rations	_____
Other	_____

D3.1 What is the currency used in D3? *Please spell out.*

D4 Grades/age levels

D4.1 Did students in this level receive food through this school feeding program? <i>Check if "yes".</i>	D4.2 How many students in this level received food through this school feeding program?		
	Girls	Boys	Total
Pre-schools (Early childhood education) <input type="checkbox"/>	_____	_____	_____
Primary schools <input type="checkbox"/>	_____	_____	_____
Secondary schools <input type="checkbox"/>	_____	_____	_____
Vocational/trade schools <input type="checkbox"/>	_____	_____	_____
Other: _____ <input type="checkbox"/>	_____	_____	_____

D5 Types of schools

D5.1 Did this type of school participate in this school feeding program? <i>Check if "yes".</i>	D5.2 How many schools participated?
Public schools <input type="checkbox"/>	_____
Private schools <input type="checkbox"/>	_____
Other: _____ <input type="checkbox"/>	_____

D5.3 Were boarding schools (residential schools) included in this school feeding program?

☐ Yes ☐ No

IN-SCHOOL MEALS OR SNACKS

If this school feeding program served in-school meals or snacks, answer questions D6–D11. If not, skip to question D12.

D6 During which portions of the year were in-school meals or snacks provided? *Check all that apply.*

- ☐ During the school year
☐ Outside the school year

D7 Did the in-school meals or snacks reach all students in the targeted age range or school level in the whole country?

- ☐ Yes ☐ No

D7.1 If D7 = no, what percent was reached?

- ☐ 75–99%
☐ 50–75%
☐ 25–50%
☐ 0–25%

D7.2 If D7 = no, how were students targeted to determine who received school feeding?
Check all that apply.

- ☐ **Geographic**
☐ **Individual** student characteristics
☐ Other: _____

D7.2.1 What criteria were used in targeting?

D8 Grades/age levels

Fill in this table only if the numbers differ from D4. Otherwise, skip to question D9.

D8.1 Did students in this level receive in-school meals or snacks through this school feeding program? <i>Check if “yes”.</i>	D8.2 How many students in this level received in-school meals or snacks through this school feeding program?		
	Girls	Boys	Total
Pre-schools (Early childhood education)	<input type="checkbox"/>	_____	_____
Primary schools	<input type="checkbox"/>	_____	_____
Secondary schools	<input type="checkbox"/>	_____	_____
Vocational/trade schools	<input type="checkbox"/>	_____	_____
Other: _____	<input type="checkbox"/>	_____	_____

D9 Frequency and time interval of in-school meals or snacks

D9.1 How frequently were in-school meals or snacks provided?	D9.2 Over what months of the school year were in-school meals or snacks provided?			
	Month	Year (2020 or 2021)	Check if "yes".	
			Yes, all schools	Yes, some schools
<input type="checkbox"/> 7 times per week	January	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 6 times per week	February	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 5 times per week	March	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 4 times per week	April	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 3 times per week	May	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 2 times per week	June	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 1 time per week	July	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Biweekly	August	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Monthly	September	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other: _____	October	_____	<input type="checkbox"/>	<input type="checkbox"/>
	November	_____	<input type="checkbox"/>	<input type="checkbox"/>
	December	_____	<input type="checkbox"/>	<input type="checkbox"/>

D10 What categories of food items were included in in-school meals or snacks? Check all that apply.

<input type="checkbox"/> Grains, cereals	<input type="checkbox"/> Green, leafy vegetables
<input type="checkbox"/> Roots, tubers	<input type="checkbox"/> Other vegetables
<input type="checkbox"/> Legumes, pulses, nuts	<input type="checkbox"/> Fruits
<input type="checkbox"/> Dairy products	<input type="checkbox"/> Oil
<input type="checkbox"/> Eggs	<input type="checkbox"/> Salt
<input type="checkbox"/> Meat	<input type="checkbox"/> Sugar
<input type="checkbox"/> Poultry	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Fish	

D11 What categories of beverages were served with the in-school meals or snacks?*Check all that apply.*

UNSWEETENED	SWEETENED
<input type="checkbox"/> Dairy milk	<input type="checkbox"/> Dairy milk
<input type="checkbox"/> Yogurt drink	<input type="checkbox"/> Yogurt drink
<input type="checkbox"/> Fruit juice	<input type="checkbox"/> Fruit juice
<input type="checkbox"/> Tea	<input type="checkbox"/> Tea
<input type="checkbox"/> Water	<input type="checkbox"/> Water
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

TAKE-HOME RATIONS

If this school feeding program distributed **take-home rations**, answer questions D12–D16. If not, skip to question D17.

D12 During which portions of the year were **take-home rations** provided? *Check all that apply.*

- ☐ During the school year
☐ Outside the school year

D13 Did the **take-home rations** reach all students in the targeted age range or school level in the whole country?

- ☐ Yes ☐ No

D13.1 If D13 = no, what percent was reached?

- ☐ 75–99%
☐ 50–75%
☐ 25–50%
☐ 0–25%

D13.2 If D13 = no, how were students targeted to determine who received school feeding?
Check all that apply.

- ☐ **Geographic**
☐ **Individual** student characteristics
☐ Other: _____

D13.2.1 What criteria were used in targeting? _____

D14 **Grades/age levels**

Fill in this table only if the numbers differ from D4. Otherwise, skip to question D15.

	D14.1 Did students in this level receive take-home rations through this school feeding program? <i>Check if “yes”.</i>	D14.2 How many students in this level received take-home rations through this school feeding program?		
		Girls	Boys	Total
Pre-schools (Early childhood education)	<input type="checkbox"/>	_____	_____	_____
Primary schools	<input type="checkbox"/>	_____	_____	_____
Secondary schools	<input type="checkbox"/>	_____	_____	_____
Vocational/trade schools	<input type="checkbox"/>	_____	_____	_____
Other: _____	<input type="checkbox"/>	_____	_____	_____

D15 Frequency and time interval of **take-home rations**

D15.1 How frequently were take-home rations provided?	D15.2 Over what months of the school year were take-home rations provided?			
	Month	Year (2020 or 2021)	Check if "yes".	
			Yes, all schools	Yes, some schools
<input type="checkbox"/> 7 times per week	January	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 6 times per week	February	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 5 times per week	March	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 4 times per week	April	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 3 times per week	May	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 2 times per week	June	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 1 time per week	July	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Biweekly	August	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Monthly	September	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Quarterly	October	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Biannually	November	_____	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other: _____	December	_____	<input type="checkbox"/>	<input type="checkbox"/>

D16 What categories of food items were included in the take-home rations? *Check all that apply.*

<input type="checkbox"/> Grains, cereals	<input type="checkbox"/> Green, leafy vegetables
<input type="checkbox"/> Roots, tubers	<input type="checkbox"/> Other vegetables
<input type="checkbox"/> Legumes, pulses, nuts	<input type="checkbox"/> Fruits
<input type="checkbox"/> Dairy products	<input type="checkbox"/> Oil
<input type="checkbox"/> Eggs	<input type="checkbox"/> Salt
<input type="checkbox"/> Meat	<input type="checkbox"/> Sugar
<input type="checkbox"/> Poultry	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Fish	

D17 Were any food items in this school feeding program fortified?
☐ Yes ☐ No
D17.1 If D17 = yes, what food items were fortified? *Check all that apply.*

<input type="checkbox"/> Grains, cereals	<input type="checkbox"/> Meat	<input type="checkbox"/> Fruits
<input type="checkbox"/> Roots, tubers	<input type="checkbox"/> Poultry	<input type="checkbox"/> Oil
<input type="checkbox"/> Legumes, pulses, nuts	<input type="checkbox"/> Fish	<input type="checkbox"/> Salt
<input type="checkbox"/> Dairy products	<input type="checkbox"/> Green, leafy vegetables	<input type="checkbox"/> Sugar
<input type="checkbox"/> Eggs	<input type="checkbox"/> Other vegetables	<input type="checkbox"/> Other: _____

D17.2 If D17 = yes, what additional micronutrients were used in the fortified foods? *Check all that apply.*

<input type="checkbox"/> Iron	<input type="checkbox"/> Thiamine	<input type="checkbox"/> Selenium
<input type="checkbox"/> Vitamin A	<input type="checkbox"/> Riboflavin	<input type="checkbox"/> Fluoride
<input type="checkbox"/> Iodine	<input type="checkbox"/> Niacin	<input type="checkbox"/> Vitamin D
<input type="checkbox"/> Zinc	<input type="checkbox"/> Vitamin B6	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Folic acid	<input type="checkbox"/> Vitamin C	
<input type="checkbox"/> Vitamin B12	<input type="checkbox"/> Calcium	

D18 Were any food items in this school feeding program bio-fortified?
☐ Yes ☐ No
D18.1 If D18 = yes, what food items were used? *Check all that apply.*

<input type="checkbox"/> Iron beans	<input type="checkbox"/> Vitamin A banana/plantain	<input type="checkbox"/> Zinc maize
<input type="checkbox"/> Iron cowpea	<input type="checkbox"/> Vitamin A cassava	<input type="checkbox"/> Zinc rice
<input type="checkbox"/> Iron Irish potato	<input type="checkbox"/> Vitamin A maize	<input type="checkbox"/> Zinc sorghum
<input type="checkbox"/> Iron lentils	<input type="checkbox"/> Vitamin A sweet potato (Orange flesh sweet potatoes–OFSP)	<input type="checkbox"/> Zinc wheat
<input type="checkbox"/> Iron pearl millet		<input type="checkbox"/> Other: _____

D19 Were any **nutritional supplements** or **micronutrient powders** included in this school feeding program?

☐ Yes ☐ No

D19.1 If D19 = yes, what supplements were provided? *Check all that apply.*

- | | |
|------------------------------------|---------------------------------------|
| <input type="checkbox"/> Iron | <input type="checkbox"/> Folic acid |
| <input type="checkbox"/> Vitamin A | <input type="checkbox"/> Calcium |
| <input type="checkbox"/> Iodine | <input type="checkbox"/> Vitamin D |
| <input type="checkbox"/> Zinc | <input type="checkbox"/> Other: _____ |

D19.2 If D19 = yes, how was the supplement provided? *Check all that apply.*

☐ In the food ☐ To the students

D20 Were nutritionists involved with this school feeding program in the most recently completed school year?

☐ Yes ☐ No

D20.1 If D20 = yes, how many nutritionists were involved?

D20.2 If D20 = yes, who paid the nutritionists? *Check all that apply.*

- ☐ National government
- ☐ **Regional** government
- ☐ **Local** government
- ☐ School feeding program **implementing partner**
- ☐ Nutritionists were not paid
- ☐ Other: _____

D21 Where were school meals/snacks prepared? *Check all that apply.*

- ☐ On-site (on school grounds)
- ☐ Off-site in centralized (not private) kitchens
- ☐ Off-site in private facilities (**caterers**)
- ☐ Not applicable (purchased in **processed** form)
- ☐ Not applicable (purchased and distributed in unprocessed form)
- ☐ Other: _____

D21.1 If D21 = on-site or off-site, approximately what percent of schools participating in this school feeding program had on-site kitchens?

_____ %

D21.2 If D21 = on-site or off-site, what amenities were present in typical kitchens in participating schools? *Check all that apply.*

<input type="checkbox"/> Open cooking area	<input type="checkbox"/> Storage	<input type="checkbox"/> Gas stove
<input type="checkbox"/> Closed cooking area	<input type="checkbox"/> Electricity	<input type="checkbox"/> Electric stove
<input type="checkbox"/> On-site water (not piped)	<input type="checkbox"/> Refrigeration	<input type="checkbox"/> Serving utensils
<input type="checkbox"/> Piped water	<input type="checkbox"/> Charcoal or wood stove	

D21.2.1 If D21.2 = charcoal or wood stove, were students expected to provide fuel?

☐ Yes ☐ No

D22 Was there a mechanism for limiting food waste?

☐ Yes ☐ No

D22.1 If D22 = yes, what steps were taken? *Check all that apply.*

- ☐ Sealed food storage
- ☐ Fumigation/pest control in storage area
- ☐ Use of nearly-expired food
- ☐ Processes for using usable but “imperfect” commodities or produce
- ☐ Marketing campaign to reduce how much food students throw away
- ☐ Other: _____

D23 Was there a mechanism for limiting packaging waste?

☐ Yes ☐ No

D23.1 If D23 = yes, what steps were taken? *Check all that apply.*

- ☐ Re-use of bags/containers
- ☐ Use of compostable materials
- ☐ Recycling
- ☐ Other: _____

D24 What complementary programs were provided to most or all recipients in the school feeding program? *Check all that apply.*

<input type="checkbox"/> Handwashing with soap	<input type="checkbox"/> Eye testing/eyeglasses distribution	<input type="checkbox"/> Water purification
<input type="checkbox"/> Height measurement	<input type="checkbox"/> Hearing testing/treatment	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Weight measurement	<input type="checkbox"/> Dental cleaning/testing	<input type="checkbox"/> None
<input type="checkbox"/> Testing for anemia	<input type="checkbox"/> Menstrual hygiene	
<input type="checkbox"/> Deworming treatment	<input type="checkbox"/> Drinking water	

Note: Complementary programs may be available to school feeding recipients, even if the program was not part of this school feeding program package.

D25 What **complementary** education topics were integrated into **most or all** participating school curriculums? *Check all that apply.*

<input type="checkbox"/> Food and nutrition education	<input type="checkbox"/> Reproductive health education
<input type="checkbox"/> Agriculture education	<input type="checkbox"/> HIV prevention education
<input type="checkbox"/> School gardens	<input type="checkbox"/> Physical education
<input type="checkbox"/> Hygiene education	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Health education	<input type="checkbox"/> None

D25.1 If D25 = school gardens, what was done with the products from school gardens? *Check all that apply.*

☐ Consumed by students
☐ Sold
☐ Other: _____

D26 Did this school feeding program use any of the following approaches to prevent or mitigate overweight/obesity? *Check all that apply.*

<input type="checkbox"/> Nutritional requirements for food baskets
<input type="checkbox"/> Food restrictions on or near school grounds
<input type="checkbox"/> Food and nutrition education
<input type="checkbox"/> Health education
<input type="checkbox"/> Physical education
<input type="checkbox"/> Other: _____
<input type="checkbox"/> None (although obesity is considered a problem)
<input type="checkbox"/> None (obesity is not considered a problem)

D27 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

SECTION E: FOOD SOURCING

E1 Food Sourcing

E1.1 What % of the value of food in this school feeding program was obtained through each method?	In-kind food donations (Domestic)	In-kind food donations (Foreign)	Purchased (Domestic)	Purchased (Foreign)
<i>This row should sum to 100%.</i>	_____ %	_____ %	_____ %	_____ %

E1.2 What were the sources of food items obtained through each method? *Check all that apply.*

Local	<input type="checkbox"/>		<input type="checkbox"/>	
Regional	<input type="checkbox"/>		<input type="checkbox"/>	
Elsewhere within country	<input type="checkbox"/>		<input type="checkbox"/>	
From nearby countries		<input type="checkbox"/>		<input type="checkbox"/>
From faraway countries		<input type="checkbox"/>		<input type="checkbox"/>
From national food reserves (government food stocks)	<input type="checkbox"/>		<input type="checkbox"/>	

E1.3 Who provided the in-kind food donations?

Parents/Families	<input type="checkbox"/>	
Private businesses	<input type="checkbox"/>	
Bilateral aid (foreign governments)		<input type="checkbox"/>
Multinational or multilateral aid (for example, WFP or Save the Children)		<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>

E2 If food was purchased for this school feeding program (E1.1), and some was purchased from local sources (E1.2), what percent of the value of purchased food was procured from local sources?
 _____%

E3 If food was purchased for this school feeding program (E1.1), were there open-bid (**competitive tendering**) procedures?

☐ Yes ☐ No

E3.1 If E3 = yes, please select the option(s) that describe the procurement process(es) for this school feeding program. *Check all that apply.*

- ☐ **Competitive**, and **small-scale farmers**/small farmer organizations/small companies did not successfully compete
- ☐ **Competitive** and **small-scale farmers**/small farmer organizations/small companies did successfully compete
- ☐ **Competitive**, with preferential treatment for **small-scale farmers**/small farmer organizations/small companies
- ☐ Other: _____

E4 Did this school feeding program use packaged, **processed** foods?

- ☐ Yes, all
- ☐ Yes, most
- ☐ Yes, some
- ☐ Yes, very few
- ☐ No

E5 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

SECTION F: GOVERNANCE AND LEADERSHIP

F1 How was this school feeding program **managed** at the national level?

- ☐ The national government **managed** the program (**Centralized** decision-making)
- ☐ **Regional** governments **managed** the program (**Decentralized** decision-making)
- ☐ **Local** governments **managed** the program (**Decentralized** decision-making)
- ☐ In transition between centralized and decentralized decision-making (**Semi-decentralized**)
- ☐ An international donor agency or other **implementing partner managed** the program
- ☐ The program was **managed** by a private company or a group of private companies (including private schools)
- ☐ Other: _____

F2 Has the **management** of the program ever shifted to or from the national government?

- ☐ Yes ☐ No

F2.1 If F2 = yes, please describe and indicate when changes occurred.

F3 How are funds (resources) for this program distributed?

- ☐ Resource distribution is completely centralized
- ☐ Funds are given to local governments (such as districts) to buy food
- ☐ Funds are distributed to schools to buy food
- ☐ Other (please describe): _____

F4 What government **ministries, departments, or agencies** or other entities were involved in this school feeding program as key decision makers or by providing technical support or resources? *Check all that apply.*

<input type="checkbox"/> Education	<input type="checkbox"/> Gender Affairs	<input type="checkbox"/> Regional government
<input type="checkbox"/> Agriculture	<input type="checkbox"/> Youth/Sport	<input type="checkbox"/> Local government
<input type="checkbox"/> Health	<input type="checkbox"/> Trade/Industry	<input type="checkbox"/> Implementing partner
<input type="checkbox"/> Finance	<input type="checkbox"/> Labor	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Social Protection		

F5 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

SECTION G: FUNDING AND BUDGETING

G1 Sources of funding for this school feeding program

G1.1 Which of the following were sources of funding in the most recently completed school year? <i>Check all that apply.</i>	G1.2 What was the amount of funding from this source?	G1.3 What is the currency used in G1.2? <i>Please spell out.</i>
<input type="checkbox"/> National government	_____	_____
<input type="checkbox"/> Regional government	_____	_____
<input type="checkbox"/> Local government	_____	_____
<input type="checkbox"/> Private sector	_____	_____
<input type="checkbox"/> External (International)	_____	_____
<input type="checkbox"/> Other: _____	_____	_____

Note: For multi-year funding allocations, please report the per-year amount.

G1.4 If G1.1 = external (international), what external sources funded this school feeding program? *Check all that apply.*

- ☐ McGovern-Dole Food for Education program
- ☐ Other: _____

G2 In the most recently completed school year, what portion of the total cost of school feeding (from all sources) was used for the following categories? *These values should sum to 100%.*

Food costs	_____ %
Handling, storage, and transportation	_____ %
One-time fixed costs (e.g., kitchen construction and equipping)	_____ %
All other costs	_____ %

G3 Was funding for this school feeding program part of the national budget?

- ☐ Yes ☐ No

G3.1 If G3 = yes, who decided the amount?

- ☐ Office of the President/Prime Minister
- ☐ Parliament/Congress/Legislative body
- ☐ Ministry/Department of Finance
- ☐ Other: _____

G4 Did student families contribute to this school feeding program?

☐ Yes ☐ No

G4.1 If G4 = yes, how did student families contribute? *Check all that apply.*

- ☐ Paid full price
☐ Paid partial price
☐ Mandatory **in-kind** contributions
☐ Other: _____

G5 In the most recently completed school year, was the funding adequate to achieve program targets?

☐ Yes ☐ No

G5.1 If G5 = no, please describe the shortfall and its impact on this school feeding program.

G6 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

SECTION H: AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION

H1 Were farmers involved with this school feeding program by selling directly (or through their farmer organization) to the program or the schools?

- ☐ Yes, **small-scale farmers** only
- ☐ Yes, medium- and large-scale farmers only
- ☐ Yes, both small and medium/large-scale farmers
- ☐ No, no farmers were directly involved

H1.1 If H1 = yes, what products did farmers supply? *Check all that apply.*

<input type="checkbox"/> Grains, cereals	<input type="checkbox"/> Green, leafy vegetables
<input type="checkbox"/> Roots, tubers	<input type="checkbox"/> Other vegetables
<input type="checkbox"/> Legumes, pulses, nuts	<input type="checkbox"/> Fruits
<input type="checkbox"/> Dairy products	<input type="checkbox"/> Oil
<input type="checkbox"/> Eggs	<input type="checkbox"/> Salt
<input type="checkbox"/> Meat	<input type="checkbox"/> Sugar
<input type="checkbox"/> Poultry	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Fish	

H1.2 If H1 = yes, were any of the following types of support provided to farmers? *Check if “yes”.*

	Small-scale farmers	Medium or large-scale farmers
Agriculture subsidies (including inputs)	<input type="checkbox"/>	<input type="checkbox"/>
Agriculture extension efforts	<input type="checkbox"/>	<input type="checkbox"/>
Mobile or electronic payments	<input type="checkbox"/>	<input type="checkbox"/>
School feeding-specific training	<input type="checkbox"/>	<input type="checkbox"/>
Purchase agreements set prior to harvest (forward contracts)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other: _____	<input type="checkbox"/>	<input type="checkbox"/>

H2 How was the private sector involved in school feeding? *Check all that apply.*

- ☐ Not involved at all
- ☐ Food trading
- ☐ Food processing
- ☐ Transport
- ☐ Catering
- ☐ Supplies (utensils)

H3 How many cooks/caterers were involved with this school feeding program?

If H3 = 0, skip to question H4.

H3.1 Approximately what percentage of cooks/caterers were women?

- ☐ 0–25%
- ☐ 25–50%
- ☐ 50–75%
- ☐ 75–100%

H3.2 In practice, how many cooks/caterers were paid?

- ☐ None
- ☐ 1–25%
- ☐ 25–50%
- ☐ 50–75%
- ☐ 75–100%

H3.2.1 If H3.2 is not “none”, what was the form of payment? *Check all that apply.*

- ☐ Cash
- ☐ In-kind

H3.2.2 If H3.2 is not “none”, who paid the cooks/caterers? *Check all that apply.*

- ☐ National government
- ☐ Regional government
- ☐ Local government
- ☐ School feeding program implementing partner
- ☐ Local community
- ☐ Other: _____

H3.3 Were there any special training or certification programs required for cooks/caterers?

Check all that apply.

- ☐ Nutrition
- ☐ Portions/measurements
- ☐ Menu planning
- ☐ Food safety/hygiene
- ☐ Business/management
- ☐ Other: _____
- ☐ None

H4 How many paid jobs existed in this school feeding program in the most recently completed school year? *If exact number is not known, please estimate.*

Cooks and food preparers	_____
Transporters	_____
Off-site processors	_____
Food packagers and handlers	_____
Monitoring	_____
Food service management	_____
Safety and quality inspectors	_____
Other: _____	_____

H5 Has there been a purposeful focus on creating jobs or income-generating opportunities for women?

- ☐ Yes ☐ No

H5.1 If H5 = yes, please describe.

H6 Has there been a purposeful focus on creating **leadership positions** (paid or unpaid) for women?

- ☐ Yes ☐ No

H6.1 If H6 = yes, please describe.

H7 Has there been a purposeful focus on creating jobs or income-generating opportunities for youth?

☐ Yes ☐ No

H7.1 If H7 = yes, please describe.

H8 Has there been a purposeful focus on creating jobs or income-generating opportunities for any other group?

☐ Yes ☐ No

H8.1 If H8 = yes, please describe.

H9 Was there any community engagement (by parents or others) in this school feeding program?

☐ Yes ☐ No

H9.1 If H9 = yes, was community engagement required?

☐ Yes ☐ No

H9.2 If H9 = yes, was community engagement voluntary but encouraged?

☐ Yes ☐ No

H9.3 If H9 = yes, please describe.

H10 In practice, did the students participate in the preparation, serving, and/or cleaning-up in this school feeding program?

☐ Yes ☐ No

H11 Was **civil society** involved in this school feeding program?

☐ Yes ☐ No

H11.1 If H11 = yes, please describe.

H12 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

SECTION I: SCHOOL FEEDING OPERATIONS AND COVID-19

Most countries were directly affected by the COVID-19 pandemic that began in late 2019/early 2020.

I1 How did your school feeding operations change when (or if) they were disrupted in the most recently completed school year?

Number of students fed	<input type="checkbox"/> Increased	<input type="checkbox"/> Decreased	<input type="checkbox"/> No change
Frequency of school feeding	<input type="checkbox"/> Increased	<input type="checkbox"/> Decreased	<input type="checkbox"/> No change
Size of rations	<input type="checkbox"/> Increased	<input type="checkbox"/> Decreased	<input type="checkbox"/> No change
Level of food basket variety	<input type="checkbox"/> Increased	<input type="checkbox"/> Decreased	<input type="checkbox"/> No change
Amount of funding	<input type="checkbox"/> Increased	<input type="checkbox"/> Decreased	<input type="checkbox"/> No change
Change in beneficiaries (e.g., switching from targeting students to targeting families)	<input type="checkbox"/> Yes, temporarily	<input type="checkbox"/> Yes, to this day	<input type="checkbox"/> No change
Change in venue (location) of distributing/receiving food	<input type="checkbox"/> Yes, temporarily	<input type="checkbox"/> Yes, to this day	<input type="checkbox"/> No change
Change in feeding modality (e.g., switching from in-school meals to take-home rations)	<input type="checkbox"/> Yes, temporarily	<input type="checkbox"/> Yes, to this day	<input type="checkbox"/> No change
Change in the sourcing of food	<input type="checkbox"/> Yes, temporarily	<input type="checkbox"/> Yes, to this day	<input type="checkbox"/> No change
Change in source of funding	<input type="checkbox"/> Yes, temporarily	<input type="checkbox"/> Yes, to this day	<input type="checkbox"/> No change
Ceased feeding operations	<input type="checkbox"/> Yes, temporarily	<input type="checkbox"/> Yes, to this day	<input type="checkbox"/> No

I1.1 If there was a change in modality or point of food distribution, what changed?

Check all that apply.

Meals/snacks were prepared at school, but...

- ☐ were served at school in a very different way than before (e.g., fewer children eating together at the same time).
- ☐ were made available to be picked up by students or parents and eaten at home.

Meals were no longer prepared at school, but some ingredients were...

- ☐ delivered to students' homes to prepare and eat at home.
- ☐ provided to students or their parents to pick up at school to prepare and eat at home.

No meals were provided at school, but the students' families were provided with cash/monetary support or vouchers to purchase food...

- ☐ through electronic payments or electronic vouchers.
- ☐ in hard currency (cash) or physical vouchers (paper coupons).

I1.2 If there was a change in the source of funding for school feeding activities in response to the COVID-19 pandemic, please describe what changed.

- I2** Please describe any ways in which your school feeding program could have reacted differently to the COVID-19 pandemic.
- I3** What actions or policies can the government take to better support getting food to children in your country during a pandemic?
- I4** In what ways, if any, has the COVID-19 pandemic generated positive developments for this school feeding program?
- I5** Were any other entities involved in helping to reach school children with food during the COVID-19 pandemic? *Check all that apply.*
- ☐ **Food banks**
- ☐ Charities/NGOs
- ☐ Private sector
- ☐ Other: _____
- ☐ None
- I5.1** If I5 is not “none”, what was the nature of their involvement?
- ☐ In partnership with this school feeding program
- ☐ Independent of this school feeding program
- I6** In the most recently completed school year, was your country affected by any other emergency (besides COVID-19)? *Check all that apply.*
- ☐ **Slow-onset emergency** (e.g., drought)
- ☐ Natural disaster (excluding slow-onset emergencies)
- ☐ Economic/financial crisis
- ☐ Conflict
- ☐ Health epidemic
- ☐ Other: _____
- ☐ None
- I6.1** If I6 is not “none”, please describe how efforts to respond to these other emergencies were affected by the COVID-19 pandemic.

- 17** If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.
- 18** Did your country have another school feeding program for which you have not already provided information?
- ☐ Yes ☐ No

If I8 = yes, please repeat sections **C–I** for the next school feeding program. These are available (at www.survey.gcnf.org/2021-global-survey/) in a separate document that can be completed for each school feeding program, saved separately, and included in the survey submission. If you have any questions, please contact a **Survey Associate** at globalsurvey@gcnf.org.

SECTION J: EDUCATION SYSTEM AND INFRASTRUCTURE

J1 Is student enrollment recorded in this country's education system?

☐ Yes ☐ No

J1.1 If J1 = yes, is enrollment disaggregated by gender?

☐ Yes ☐ No

J2 Is student attendance recorded?

☐ Yes ☐ No

J2.1 If J2 = yes, is attendance disaggregated by gender?

☐ Yes ☐ No

J3 Do schools/does government track student achievement over time?

☐ Yes ☐ No

J3.1 If J3 = yes, are records of achievement disaggregated by gender?

☐ Yes ☐ No

J3.2 If J3 = yes, using what metrics? *Check all that apply.*

☐ Achievement tests

☐ Progression from one grade to the next

☐ Graduation rates

☐ Other: _____

J3.3 Does this country have a way to link the following indicators to an individual student who received school feeding? *Check if "yes".*

☐ Attendance

☐ Achievement

☐ Graduation rate

J4 Does this country's school system include pre-school?

☐ Yes ☐ No

J5 In this country, approximately what percent of enrolled students at each school level are enrolled in private schools?

Pre-school/Early childhood education (if applicable) _____ %

Primary _____ %

Secondary _____ %

J6 How many schools in this country have the following features?

	All	Most	Some	Very few	None
Electricity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Piped water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clean water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latrines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flush toilets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated eating spaces/cafeterias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kitchens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J7 How many latrines/toilets are gender-private?

- ☐ All
☐ Most
☐ Some
☐ Very few
☐ None

J8 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

SECTION K: SUCCESSES AND CHALLENGES

K1 Please describe at least three strengths or positive developments related to school feeding in this country in the past five years.

K2 Please describe any challenges or major setbacks related to school feeding in the past five years.

K3 Please describe any concerns related to corruption/mismanagement in school feeding programs.

K4 Have any major studies of the school feeding program(s) been conducted?

☐ Yes ☐ No

K4.1 If K4 = yes, please describe any evidence of impacts of school feeding on students.

K4.2 If K4 = yes, please describe any evidence of impacts of school feeding on families/communities.

K4.3 Please use this space to provide reference information for these studies (for example, titles, authors, and years). Provide links if possible.

K5 What research/studies related to school feeding would be helpful for this country?

K6 If you had difficulty answering any questions in this section, please use this space to provide a brief explanation.

Thank you!

Your responses are much appreciated.

ABOUT GCNF

The Global Child Nutrition Foundation works with a global network of governments, businesses, and civil society organizations to support school meal programs that help children and communities thrive. GCNF conducts studies and surveys and provides training, technical assistance, and networking opportunities to help governments build national school meal programs that are nutritious, locally-sourced, and ultimately sustainable and independent from international aid.

THANK YOU

GCNF wishes to thank all the many government Focal Points, experts, and partner organizations that contributed to the 2019 Global Survey of School Meal Programs® as well as all of those who have contributed, are contributing, and/or will contribute to this 2021 survey round. It truly takes a global village to design, implement, analyze, document, and disseminate the results of such a survey, and we are sincerely grateful to all involved.



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