

TECHNICAL REVIEW  
CONSIDERATIONS FOR PROGRAMMING  
**SCHOOL FEEDING PROGRAMMES**  
**IN REFUGEE SETTINGS**





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## INTRODUCTION

The Technical Review on School Feeding in Refugee Settings has been developed for the World Food Programme (WFP), United Nations High Commissioner for Refugees (UNHCR), Cooperating Partners, Operational Partners and Government Counterparts to guide the design, implementation and monitoring of school feeding programmes in refugee settings.

The Technical Review is guided by the commitments outlined in the Global Compact on Refugees, with the ultimate aim of contributing to and achieving the Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 for both Refugees and Host Communities.

It is informed by WFP's School Feeding Strategy 2020-2030; WFP's 2021 State of School Feeding Worldwide; UNHCR's Refugee Education Strategy and the UNHCR/WFP Joint Strategy for enhancing self-reliance in food security and nutrition in protracted refugee situations (2016). The Review is shaped by the first-hand account of refugees who have shared their experience and reflected upon the challenges, opportunities and hopes for the future that school feeding represents. During the development of this body of work, field missions have been carried out in three different refugee operations (in Kenya and Rwanda) to identify and inform good practices, assess policy and capacity gaps, and develop understanding

of the refugee experience. The field missions, dialogue with refugees through focus group discussions (FDGs), key informant interviews (KIIs), as well as extensive research about school feeding in refugee settings, lay the foundation of the technical review and guidance. It was also drafted with inputs from multiple functioning units at WFP and UNHCR, including: the School Based Programmes (SBP) Service, Nutrition Division, Emergencies and Transition Unit (PRO-P), Climate & Disaster Risk Reduction Programmes Unit (PRO-C), Regional Bureau for East Africa (RBN), Regional Bureau for the Middle East and North Africa (RBC), UNHCR's RB for EHAGL region, UNHCR HQ/GVA, and UNHCR HQ/Education, amongst others.

The document is developed under the framework of the UNHCR/WFP Global Memorandum of Understanding (MOU)-2011, which outlines the ultimate objectives and areas of cooperation between the two agencies and delineates roles and responsibilities based on the comparative advantage of each agency. These are an elaboration of the accountabilities of each agency with regard to school feeding programmes, outlined under the education sector in the global MOU; and provides practical suggestions and operational standards for the implementation of the programme.

## OBJECTIVES OF THE TECHNICAL REVIEW

The overarching objectives of the Technical Review are to ensure that school feeding programmes in refugee settings are of high quality, as consistent as possible across different contexts, provide a meaningful coverage for refugee children in school, and ultimately contribute to:

- a) facilitating the enrolment, attendance and retention of refugee school-aged children and youth in formal and non-formal education programmes, thus contributing to the improvement of their academic performance and success;
- b) improving the overall health and nutrition of school-aged refugee children by increasing their access to nutritious food, dietary diversity and micronutrient intake;
- c) child protection by enabling children to remain in a safe space, thus reducing their exposure to protection risks including the prevention of sexual and gender-based violence (SGBV), exploitation and abuse;
- d) narrowing the gender gap and help break the cycle of gender discrimination, by incentivizing families to send girls to school and enabling them to complete full cycles of schooling;
- e) household food security by conserving resources and time at the household level and providing a safety net for parents and caregivers;

- f) fostering good relations and peaceful co-existence between refugees and their host communities in support of wider refugee inclusion efforts;
- g) supporting overall access to education, health and nutrition, food security, protection in a way that best support strategic efforts to include refugees into national education systems to the extent possible.

The document provides an overview of the organizational commitments and directions related to school feeding across the two agencies, summarizes findings and best practice and outlines key design features and coordination for refugee school feeding programmes. It complements and draws on detailed guidance issued by both agencies across different platforms. It is structured in five key chapters. Chapter 1 provides a broad overview of agency policy and commitments; Chapter 2 presents a global view of school feeding operations in refugee contexts; Chapter 3 outlines design options for school feeding programmes; Chapter 4 provides operational requirements; Chapter 5 outlines the key stakeholders and coordination. Lastly, annexes provide further details, tables and documents consulted in the writing process of this review.

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## CHAPTER 1:

# PRINCIPLES & KEY CONTRIBUTORS

## THE BUILDING BLOCKS

# PRINCIPLES & KEY CONTRIBUTORS

This section outlines the major global policy frameworks pertaining to refugee protection and assistance and aligns the school feeding programme in refugee settings to the overall goals and objectives of the Sustainable Development Agenda 2030. Chapter 1 is designed to provide a broad overview of the key building blocks on which school feeding programmes in refugee settings are anchored in, as well as give a broad overview of the key contributors to school feeding.

Chapter 1 is divided into four sections, with part four outlining two critical sub-sections that complement and enhance the contribution of school feeding programmes in refugee settings. The main headings of this section are:

## 1. Refugee Protection

- International Instruments for the Protection of Refugees
- The Global Compact

## 2. Right to Education

- Education for All
- Investing in a Brighter Future: School Feeding Programmes Contributing to Education
- UNHCR's Refugee Education 2030 Strategy

## 3. Gender Equality: Women & Girls; Men & Boys

- Gender Dynamics in Refugee Settings
- How School Feeding Programmes Can Promote Gender Equality

## 4. Food Security and Nutrition

- Supporting the Right to Food Through School Meals Programmes
- A Chance for Every Schoolchild: WFP's School Feeding Strategy 2020-2030
- School Feeding as an Integral Part of the Food Assistance Package

## 5. Energy and Environment

- UNHCR's 2019-2025 Global Strategy for Sustainable Energy
- How Energy Sources Affect School Feeding Programmes
- How School Feeding Programmes Can Catalyse Sustainable Energy & Environmental Impact



# 1. REFUGEE PROTECTION

## WHAT ARE THE INTERNATIONAL INSTRUMENTS FOR THE PROTECTION OF REFUGEES?

The 1951 Refugee Convention relating to the Status of Refugees and its 1967 Protocol are the most comprehensive instruments which have been adopted to safeguard the fundamental rights of refugees. The 1967 Protocol broadens the applicability of the 1951 Convention, and as such, they are fundamental to the international regime of refugee protection. The 1951 Refugee Convention and the 1967 Protocol mandates UNHCR to coordinate international protection of refugees and other persons of concern, including asylum seekers, stateless persons, and returnees. The unprecedented increase in the number of forcibly displaced persons within and across borders and continents prompted the international community to adopt new approaches for the protection and assistance of refugees, including launching the [Global Compact on Refugees](#) (GCR) in 2018. The GCR is a framework for more predictable and equitable responsibility sharing, recognizing that a sustainable solution to refugee situations cannot be achieved without international cooperation. It provides a blueprint for governments, international organizations, and other stakeholders to ensure that host communities get the support they need and that refugees can lead productive lives.

## FOUR KEY OBJECTIVES OF THE GLOBAL COMPACT ON REFUGEES

- Ease pressure on host countries
- Enhance refugee self-reliance
- Expand access to third country solutions
- Support conditions in countries of origin for return in safety and dignity

## KEY AREAS REQUIRING SUPPORT: MEETING NEEDS & SUPPORTING COMMUNITIES

**EDUCATION;  
WOMEN & GIRLS; CHILDREN, ADOLESCENTS & YOUTH;  
JOBS & LIVELIHOODS; FOOD SECURITY & NUTRITION; HEALTH;  
ACCOMMODATION, ENERGY & NATURAL RESOURCE MANAGEMENT;  
FOSTERING GOOD RELATIONS & PEACEFUL COEXISTENCE**



## 2. RIGHT TO EDUCATION

### THE GLOBAL COMPACT ON REFUGEES AND EDUCATION

- Expand resources and enhance the quality and inclusiveness of national education systems to facilitate access by refugee and host community children (both boys and girls), adolescents and youth to primary, secondary and tertiary education in line with national education laws, policies and planning and in support of host countries.
- Mobilize efforts to minimize the time refugee boys and girls spend out of education, ideally a maximum of three months after arrival.
- Mobilize and expand educational facilities and teaching capacities. Address specific education needs of refugees including safe schools and online education, and to overcome obstacles to their enrolment and attendance through flexible certified learning programmes, especially for girls as well as people with disabilities and psychosocial trauma.
- Depending on the context, expand educational facilities (including for early childhood development, and technical or vocational training) and teaching capacities (including support for, as appropriate, refugees and members of host communities who are presently or could be engaged as teachers, in line with national laws and policies). Provide support for the implementation and development of national education programmes that include refugees.
- Facilitate recognition of equivalence of academic, professional and vocational qualifications.

### EDUCATION & AGENDA 2030 ON SUSTAINABLE DEVELOPMENT

- SDG 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- SDG 4.1** Ensure that all girls and boys complete free, equitable and quality primary and secondary education
- SDG 4.2** Ensure that all girls and boys have access to quality early childhood development care and pre-primary education
- SDG 4.5** Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people and children in vulnerable situations
- SDG 4.6** Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

### EDUCATION FOR ALL

- The right to education for refugees is affirmed in the 1951 Convention Relating to the Status of Refugees and reaffirmed for both primary and secondary schooling in the 2016 New York Declaration for Refugees and Migrants and the 2018 Global Compact on Refugees.
- The right to education is an enabling right for children and youth of all ages and abilities and provides a foundation for protection in current and future situations, as articulated in the Universal Declaration of Human Rights, the Convention on the Rights of the Child, the Convention Against Discrimination in

Education, and the International Convention on Economic, Social and Cultural Rights.

- Access to quality education enables progress towards productive employment for individuals and sustainable economic growth for communities, as outlined in Sustainable Development Goal 8 (SDG8); toward full participation in society, as articulated in the International Convention on Economic, Social and Cultural Rights; and toward peaceful and inclusive societies, as articulated in Sustainable Development Goal 16 (SDG16).

### INVESTING IN A BRIGHTER FUTURE: SCHOOL FEEDING PROGRAMMES CONTRIBUTING TO EDUCATION

- Children in conflict-affected countries are more than twice as likely to be out of school, and specifically girls in conflict-affected countries are 2.5 times more likely to be out of school than girls in stable contexts. An estimated 3.4 million refugee children were out of school, and based on [2021 data](#), 68% of refugee children are enrolled in primary education. Enrolment of refugees in secondary education is at 34%, and only 3% for higher education.
- Schools provide platforms for the integrated delivery of education and health services. When school feeding programmes are part of a package of investment in education, they help increase enrolment and attendance rates and improve the nutritional status, health and cognitive development of children.
- School feeding programmes generate a lasting impact. A systematic review of 216 education programmes in 52 low- and middle-income countries ([3IE 2016](#)) found that school meals programmes are one of the few education interventions that show **positive impact**

**in both school participation** (enrolment, attendance, completion) and **learning** (scores on cognitive, language and mathematics tests).

- The value of school feeding to help lower the barriers to education is well established. Studies have shown that school feeding programmes can help get children into school and remain there; meals in school can **increase enrolment by an average of 9%**. Furthermore, [45 studies](#) of school meals programmes around the world show that children receiving a school meal throughout the school year **attend school 4 to 7 days more** than children who do not receive school meals.
- In [Madagascar](#), for example, attendance rates increased from 88% to 98% over two years after the introduction of take-home rations.
- The same 3IE systematic review of 216 education programmes in 52 low- and middle-income countries found that school meals programmes **increase children's learning performance** on cognitive, math

and language tests; the standardized means differences are respectively +0.11, +0.10 and +0.09.

- Schools are power hubs for education, development, and innovation. Ensuring that girls and boys stay in school and are able and ready to learn is an investment in the human capital of the future.

### UNHCR'S REFUGEE EDUCATION 2030 STRATEGY

In line with the Global Compact on Refugees, the Agenda 2030 for Sustainable Development, the [Refugee Education 2030](#) strategy aims to foster the conditions, collaborations and partnerships to support all refugees, asylum seeker, returnee and stateless children and youth and their hosting communities, to access inclusive and equitable quality education through national education systems of host governments. Access to education will enable them to learn, thrive and develop their potential, build individual and collective resilience, and contribute to peaceful coexistence and civil society.

An essential element of the Global Compact on Refugees is creating synergies between humanitarian and development responses, and it is within this principle that Refugee Education 2030 proposes coherent action across humanitarian and development responses that support inclusion of all students in host country education systems, regardless of legal status, gender, or disability. Recognizing that inclusion in national systems for those who have not had access to education is a process, the strategy notes that the steps toward education systems inclusive of persons of concern need to reflect both system preparation and student preparation. The strategy acknowledges that the objectives, as well as ways of achieving them, requires strategic approaches to partnership, collaborative learning, capacity development, innovation, evidence, and growth.

#### RESOURCES & TOOLS

- [Coming Together for Refugee Education](#) (UNHCR, 2020)
- [Refugee Education 2030: A Strategy for Refugee Inclusion](#) (UNHCR, 2019)
- [Staying the Course – The Challenges Facing Refugee Education](#) (UNHCR, 2021)
- [The Impact of Education Programmes on Learning and School Participation](#) (3IE, 2016)
- [Cost, and Cost-Outcomes of School Feeding Programmes](#) (Kristjansson et al, 2016)
- [The Impact of School Feeding Programmes](#) (WFP, 2019)



## 3. GENDER EQUALITY: WOMEN & GIRLS MEN & BOYS

#### HOW DOES THE GLOBAL COMPACT ON REFUGEES ADDRESS GENDER EQUALITY

- Adopt and implement policies and programmes to empower women and girls in refugee and host communities and promote full enjoyment of their rights and equal access to services.
- Promote the meaningful participation and leadership of women and girls, and to support institutional capacity and participation of national and community-based women's organizations, as well as all relevant government ministries.
- Security and safety of women and girls, including the prevention of all forms of violence such as sexual exploitation and abuse.
- Measures to strengthen the agency of women and girls to promote women's economic empowerment, and to support the access to education (including secondary and tertiary education).

#### GENDER EQUALITY & AGENDA 2030 ON SUSTAINABLE DEVELOPMENT

- SDG 5:** Achieve gender equality and empower all women and girls
- SDG 5.1** End all forms of discrimination against women and girls everywhere
- SDG 5.2** Eliminate all forms of violence against all women and girls in public and private spheres, including trafficking and sexual and other types of exploitation
- SDG 5.3** Eliminate all harmful practices, such as child and early marriage and female genital mutilation
- SDG 5.4** Recognize and value unpaid care and domestic work through the provision of public services, infrastructures and social protection policies and the promotion of shared responsibility within households and the family as nationally appropriate



## GENDER DYNAMICS IN REFUGEE SETTINGS

In refugee settings, both boys and girls are affected by different dynamics when accessing education. Citing existing evidence, lessons learned and best practices - including internal WFP reporting such as field mission reports, post-distribution reports, country-specific gender analyses, and other sources (further detailed in the Resources & Tools section) - presents a clear picture of the barriers impacting gender dynamics in school settings. In pre-school and primary schools, enrolment is proportionate to the gender composition of the refugee population, but gender disparity grows as age and grade levels increase, with a higher number of girls dropping out of school in response to multiple factors:

- Walking distance to school discourages all students, especially students with disabilities, from attending;
- Refugee settings are at heightened risk of sexual and gender-based violence, with the possibility of early pregnancies, marriage, and transactional sex used as a coping mechanism;

- Adolescent girls are often key caregivers, which results in absenteeism if alternative childcare arrangements are not available; as well, young mothers might require additional support such as access to day care to be able to continue their education;
- Adolescent girls suffer disproportionately from the lack of appropriate school infrastructure - e.g., lack of WASH facilities discourages menstruating adolescent girls from attending school;
- Structural barriers to girls' education results in low literacy rates amongst adult women, and illiteracy makes it more difficult for women to earn a living or to care for their families;
- Boys also face recruitment into armed forces, substance abuse and trafficking, and dropping out of school to engage in exploitative child labor activities for income generation.

## HOW CAN SCHOOL FEEDING PROGRAMMES PROMOTE GENDER EQUALITY?

A plethora of gender inequalities hinders access to education for boys and girls in refugee contexts. School Feeding Programmes are part of an essential package to tackle those inequalities. Specifically, school-based feeding can narrow the gender gap and help break the cycle of discrimination against girls and boys at different education stages. The need is even more acute if we consider that at [global level](#), for every ten refugee boys in primary school there are fewer than eight refugee girls; at secondary school the figure is worse, with **fewer than seven refugee girls for every ten refugee boys**.

Education, especially for girls, is one of the most effective ways to improve food and nutrition security for the longer term and strengthen coping capacities in times of crisis. It has a positive effect on girls' economic opportunities and on their participation in community decision-making. It also leads to reduction of child malnutrition in the next generation. Women with education are also more likely to send their own children to school. Girls who attend school may marry later and have fewer children. If all girls were [educated](#) at the secondary education level, it is estimated that child marriage could decrease by almost

two-thirds, while 59% fewer girls would become pregnant in sub-Saharan Africa and South and West Asia - among the top hosting regions for refugees. Additionally, secondary education can help reduce drop-out rates for adolescent boys and prevent them from engaging in exploitative income generation activities, recruitment into armed forces, substance abuse and trafficking, as well as idleness and petty crime.

Overall, as part of a broader safety net tool, access to adequate food and nutrition while in school is one of the most effective [interventions](#) for promoting equality and inclusion in education. School Feeding builds towards a comprehensive package of support for refugee children, and in addition to the direct health and nutrition benefits it provides, a complex set of associated outcomes – such as gender equality – also arise from the broader context in which the intervention is implemented.

## RESOURCES & TOOLS

- [Survivors, Protectors, Providers: Refugee Women Speak Out](#) (UNHCR, 2011)
- [Review of Gender Equality in Operations](#) (UNHCR, 2016)
- [Staying the Course – The Challenges Facing Refugee Education](#) (UNHCR, 2021)
- [Missing Out: Refugee Education in Crisis](#) (UNHCR, 2016)
- [Gender Analysis: 2020 Vulnerability Assessment for Syrian Refugees in Lebanon](#) (UNHCR & WFP, 2020)
- [Making Evaluation Work for the Achievement of SDG 4.5 Equality and Inclusion in Education](#) (UNESCO, 2019)
- Evaluation Series on Emergency School Feeding in DRC, Lebanon, Niger, and Syria 2015-2019, [Lebanon Evaluation Report](#) (WFP, 2020)
- Evaluation Series on Emergency School Feeding in DRC, Lebanon, Niger, and Syria 2015-2019, [Niger Evaluation Report](#) (WFP, 2020)
- [Analysis of Refugee Vulnerability in Uganda](#) (WFP, 2020)
- [Gender Analysis Report: Sahrawi Refugee, Tindouf Algeria](#) (WFP, 2019)



## 4. FOOD SECURITY & NUTRITION

### WHAT ARE THE KEY COMMITMENTS TOWARDS FOOD SECURITY AND NUTRITION IN THE GLOBAL COMPACT ON REFUGEES?

- Facilitate access to sufficient, safe and nutritious food, and promote increased self-reliance in food security and nutrition, including by women, children, youth, persons with disabilities and older persons.
- Targeted food assistance to meet immediate food and nutritional needs of refugees and host communities, including use of cash-based transfers or social protection systems, while also supporting access to nutrition-sensitive social safety nets, including school feeding programmes.
- Build resilience of households and food and agricultural production systems in refugee-hosting areas, including by promoting purchases from local farmers and addressing bottlenecks in the food value chain, considering diversity, prevailing cultural and religious practices and preferences for food and agricultural production.

### HOW SCHOOL FEEDING CONTRIBUTES TO AGENDA 2030 SUSTAINABLE DEVELOPMENT GOALS

- SDG 2:** End hunger, achieve food security and improve nutrition and promote sustainable agriculture
- SDG 2.1** End hunger and ensure access by all people - in particular poor people in vulnerable situations, including infants - to safe, nutritious and sufficient food
- SDG 2.2** End all forms of malnutrition
- SDG 2.3** Double agriculture productivity and income of small-scale food producers
- SDG 2.4** Ensure sustainable food production systems



## SUPPORTING THE RIGHT TO FOOD THROUGH SCHOOL MEALS PROGRAMMES

Schools can play an integral role in the **promotion of human rights** such as the right to adequate food, the right to the highest attainable standard of health, and the right to education. According to the UN Office of the High Commissioner for Human Rights (OHCHR), these rights, among others, are universal and inalienable, indivisible, interdependent and interrelated. The **right to food** is considered an inclusive right, and it is not simply a right to a minimum ration of calories, proteins and other specific nutrients. Rather, it is a right to all nutritional elements that a person needs to live a healthy and active life, and the means to access them. The core content of the right to food is described as “the availability of food in a quantity and quality sufficient to satisfy

the dietary needs of individuals, free from adverse substances, and acceptable within a given culture; the accessibility of such foods in a way that is sustainable and does not interfere with the enjoyment of other human rights”.

As it relates to the school system, the right to adequate food can be promoted and achieved by respecting the rights of children to good nutrition and diverse foods that are conducive to healthy diets. Also, promoting the right to food and the highest attainable standard of health means ensuring that children can thrive in healthy and safe environments, contributing to their human capital development.

### A CHANCE FOR EVERY SCHOOLCHILD: WFP’S SCHOOL FEEDING STRATEGY 2020-2030

WFP estimates that there are 73 million primary-age school children most in need of school feeding programmes, based on the inadequacy of current provision, the prevalence of indicators of poor nutrition, and the relative lack of financing for the countries to implement school programmes themselves. The gap highlights the fact that school feeding is one of the most common and effective safety nets, providing the **daily support** and **stability** that vulnerable families and children need.

WFP’s **strategic vision** for 2020-2030 is to ensure that the estimated 73 million primary-age school children have access to meals, by tackling the gap in various ways such as: 1) by operating programmes in countries that do not have the capacity to ensure vulnerable children are covered; 2) by focusing on strengthening systems and providing technical assistance in countries that do not have the capacity but are working on improving the scale and quality of national programmes; 3) by working with partners, donors, regional groups and blocks, and communities to build coalitions of support for children in

schools; and 4) by working with communities of experts to document the evidence and continue to make the case for investments in school health and nutrition interventions. The strategy presents a new approach in which WFP – acting in partnership with other stakeholders – aims to improve and advocate for securing the well-being of the most vulnerable children through an integrated school health and nutrition response. It is built on the recognition that school health and nutrition is a fundamental element for better education outcomes for girls and boys, as multiple other elements of the essential package of support must build upon each other towards the thriving human capital of tomorrow.

In the context of crisis or humanitarian settings, WFP’s School Feeding Strategy 2020-2030 estimates that about **40 million children are in need of school feeding**. The organization will strive to increase the coverage and quality of cost-effective and nutrition sensitive programmes, aiming to reach as many vulnerable children as possible, while laying the foundation to build national capacities to undertake school feeding

programmes. One of the most vulnerable groups of children are refugee children, with an estimated 3.4 million refugee children out of school in 2018.

A global mapping exercise of school feeding programmes in refugee settings, presented in chapter 2, revealed that in 34 countries in which WFP provides regular food assistance to refugees, only 14 countries support school feeding programmes that reach refugee children,

and in only 9 countries are the school feeding programmes designed for refugee school aged children. The current school feeding activities in refugee settings aim to reach a total of 1 million refugee school age children, accounting for **one-third of refugee school going children**. To fulfill its strategic objectives to give a chance to every schoolchild, WFP in conjecture with UNHCR, must aim to increase its response capacities in refugee settings.

## FOOD SECURITY & NUTRITION SITUATION IN REFUGEE SETTINGS

Recognizing that large-scale refugee movements and protracted refugee situations persist around the world, the Global Compact on Refugees calls for sustainable solutions, including through more predictable and equitable responsibility-sharing. In terms of food and nutrition security, it outlines the need for immediate targeting of food assistance to meet food and nutritional needs of refugees and host communities, while also working towards building resilience of households in refugee-hosting areas, as well as work towards the capacity development for host government and local communities.

Refugee settings are a complex ecosystem, at the intersection of international, regional and national policies that provide the legal basis for support. In many refugee situations where UNHCR and WFP are working together, refugees face barriers to enjoying their rights. Most refugee situations are characterized by limited freedom of movement and access to capital and resources, limited livelihood opportunities, and chronic and cumulative debt, all contributing to transitory and chronic food insecurity and poor nutrition. As outlined in the **Global Memorandum of Understanding (MOU)** between UNHCR & WFP, the goal is to ensure that the food security and related needs of persons of concern (PoCs) are **adequately addressed** (Chapter 5 will provide further details and a comprehensive outline of the MOU). The collaboration of supporting the

food assistance needs of refugees and other PoCs applies when at least 5,000 people are concentrated in one or more areas in a given country and are in need of food assistance.

Food assistance and nutrition programmes are therefore essential in order to ensure that refugees have access to minimum daily nutritional requirements of at least 2,100 kilocalories. This can be provided through in-kind rations normally comprised of cereals, pulses, vegetable oil and salt and corn-soya blend (CSB), or as cash-based transfers (CBT) in the form of cash, e-money or vouchers whose transfer value is determined by the calculation of the minimum balanced and nutritious food basket from the market, adapted to locally preferred diets and covering the identified food gap. In some situations, vouchers can be provided to vulnerable households and individuals to purchase fresh-food items or staple commodities.

While most of the general food assistance programmes in refugee settings **plan** for a food basket to meet the 2,100 kcal ration needs, **the reality** is that too frequently funding shortfalls and pipeline breaks result in reduction in entitlements to refugee households. With a policy of no retroactive distributions for reduced and incomplete rations, many refugees incur exponential debts to cover their basic food needs or report resorting to negative

coping mechanisms. As part of those coping mechanisms, Post-Distribution Monitoring (PDM), Joint Assessment Missions (JAM) and other evaluations highlight that refugees often sell a part of their ration at poor terms of trade for a variety of reasons, including to purchase other more culturally appropriate food commodities, condiments, milling costs, and other basic needs. And while general food rations provided through cash transfers can lead to improved dietary diversity and food consumption scores, this is often largely dependent on the cash transfer value and it does not always guarantee the consumption of sufficient quantity and quality of food due in part to it being used to cover other expenses such as transportation, school fees or clothing.

WFP’s main entry point for food security is through the provision of food assistance at the household level, but household food security interventions do not target the needs of children

directly, and there is no outlook with regards to allocation efforts within the household. To that end, school feeding interventions allow for **targeting of the child**, potentially compensating for uneven food allocation at the household level.

Worldwide, school feeding has become a **comprehensive institutionalized part** of a child’s education and development. In refugee settings, school meals represent a safety net, serve as a tool to increase access to education, help close the nutritional gap, support access to health services, and can be an effective incentive to meet child protection needs. The multiple benefits of school feeding programmes mean that this intervention can be used as a strategic activity to both mitigate crises and support national development of a particular country. As outlined in WFP’s School Feeding Strategy 2020-2030, school feeding promotes education, health, and nutrition, thereby building the human capital of the future.

### SCHOOL FEEDING AS AN INTEGRAL PART OF THE FOOD ASSISTANCE PACKAGE

- School Feeding Programmes are established based on needs and provide support to meet the food and nutrition requirements of students. Schools are also a platform for promoting health and nutrition education, and a means of surveying and monitoring the nutrition situation of school children and ensuring that they **are provided with a wider variety of nutritious foods**, compensating for limited dietary diversity and/or monotonous diets, especially when in-kind donations are provided.
- As well, nutrition needs are different throughout the lifecycle and school children need **high energy and nutrient dense quality** diets to ensure adequate growth and development. Access to nutritious foods through school meals will help reduce the prevalence of micronutrient deficiencies and increase access to a wider variety of nutrients and food groups critical to a student’s development. Chapter 3 will provide an overview of the major programme design components towards this objective.
- Critically, school feeding programmes in refugee settings can **complement** and **augment** general food assistance interventions by filling the nutritional gap, providing dietary diversity, and ensuring access to critical nutrients and vitamins such as iron, vitamin C, and vitamin B.
- School meals should be complemented with other essential services, including deworming and water, sanitation, and hygiene (WASH) interventions. Programmes can also serve as a platform for sensitization and behavioural change on sexual and reproductive health.

- **Home-Grown School Feeding** can help strengthen school feeding programmes by promoting increase access to local and fresh foods, support smallholder farms and local economies, and as a platform for Information Education Communication (IEC) and learning.

### RESOURCES & TOOLS

- [School Feeding Strategy 2020-2030](#) (WFP, 2020)
- [State of School Feeding Worldwide 2020](#) (WFP, 2020)
- [Home-Grown School Feeding Resource Framework](#) (WFP, FAO, IFAD, 2018)
- [Gender Toolkit](#) (WFP, 2021)
- WFP’s Nutrition & Refugee Operations Officers
- UNHCR’s Nutrition and Food Security Officer; Public Health Officer; and/or Livelihoods & Durable Solutions Officer
- Agency & Function Contacts for further guidance are provided under Box 5.1 & Table 5.1 in Chapter 5: Key Stakeholders and Coordination



## 5. ENERGY & ENVIRONMENT

### THE GLOBAL COMPACT ON REFUGEES AND THE COMMITMENTS ON ENERGY & ENVIRONMENT

- Address the environmental impact of large numbers of refugees and promote the integrated and sustainable management of natural resources and ecosystems in both urban and rural areas.
- Close the technology gap and scale-up capacity development for smart, affordable and appropriate technologies and renewable energy in developing and least-developed refugee hosting countries.
- Delivery of clean energy and “safe access to fuel and energy” programming to improve the quality of human settlements, including the living and working conditions of both urban and rural dwellers.

### HOW SCHOOL FEEDING CONTRIBUTES TO AGENDA 2030 FOR SUSTAINABLE DEVELOPMENT

- SDG 7:** Ensure access to affordable, reliable, sustainable and modern energy for all
- SDG 7.1** Ensure universal access to affordable, reliable and modern energy services
- SDG 7.3** Double the global rate of improvement in energy efficiency
- SDG 7.3.b** Expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States, and land-locked developing countries, in accordance with their respective programmes of support
- School Feeding Programmes contribute to SDG7 targets through the promotion of modern cooking solutions (devices and fuels, including solar electrification) in school meals programmes, leading to increased access to modern energy, and by striving to introduce cleaner and more efficient biomass cooking solutions that present a certified gain of 40% efficiency or higher compared to open fires.

### UNHCR’S 2019-2025 GLOBAL STRATEGY FOR SUSTAINABLE ENERGY

- According to UNHCR’s 2019-2025 [Global Strategy for Sustainable Energy](#) access to clean, sustainable, reliable, appropriate, and affordable energy is a persistent challenge in all refugee contexts. In urban settings the supply of energy is readily available, however access and affordability can sometimes be challenging to some households, and a burden on existing infrastructure if capacity is not expanded.
- About **85% of displaced populations in refugee camps** burn biomass such as firewood for cooking. The use of unsustainably sourced firewood for domestic needs and to sell for income generation leads to deforestation and sometimes irreversible environmental degradation.
- Competition between displaced people and host communities over the same natural resources to meet cooking needs leads to tension, which disproportionately affects women and children, thereby impacting social cohesion and peaceful coexistence.
- Children and women [walk long distances](#) to collect firewood and are exposed and subjected to sexual and gender-based violence, abuse, and violence during the journey.
- The cooking needs of vulnerable households and public institutions in refugee settings have been increasingly met by agencies with supplies of fuel and efficient appliances to minimize exposure to protection risks and improve natural and environmental resource management.

### HOW ENERGY SOURCES AFFECT SCHOOL FEEDING PROGRAMMES

- Cooking meals requires energy. Cooking fuel to prepare meals is either purchased or provided in-kind from students and families, most often as part of the package of support by UNHCR.
- Often students walk long distances to collect firewood, with UNHCR [estimating](#) that refugees in firewood dependent areas spending **upwards of 20 hours per week** collecting firewood. And when fuel is purchased, the cost incurred is often transferred to the families, weighing on household economy. The long walking distances to collect firewood is considered **a contributing factor** to absenteeism and tardiness amongst school children.
- Cooking with biomass in poorly ventilated indoor environments (either in small and enclosed school kitchens or in other kitchen set-ups) exposes cooks and possibly students to harmful emissions that could lead to respiratory infections and diseases.
- The field missions in Kenya and Rwanda, undertaken as part of the process of drafting the technical review, outlined that frequent shortages and delays in the delivery and availability of biomass fuel to schools disrupts the preparation of school meals, preventing children from eating their meals. The mission reports also highlight that schools often pay to mill grains in diesel powered mills, incurring high fees and contributing to the use of fossil fuels.

- A lack of refrigeration options [limits the ability](#) to use foods with a short shelf life such as fresh foods (e.g. milk, vegetables, meats and fish), with negative repercussions on students’ dietary diversity and nutrition security.
- [Lack of electricity](#) limits education opportunities for students (e-learning, connectivity, internet) and has an impact on teachers’ retention rates.

## HOW SCHOOL FEEDING PROGRAMMES CAN CATALYSE SUSTAINABLE ENERGY & ENVIRONMENTAL IMPACT

- Initiatives to provide **more efficient and less polluting cooking solutions** address several issues at once, from using less fuelwood, reducing the burden on providing in-kind or financial resources for fuel for children and their families, to decreasing indoor pollution.
- [Shifting](#) from fuelwood to modern and environmentally sustainable cooking solutions (electricity, energy-efficient stoves, biogas, or LPG), would comparatively reduce costs or save time. These solutions should be identified together with the school personnel, and other relevant stakeholders.
- Facilitating affordable and appropriate technologies and renewable energies in school would allow for the introduction of digital learning for students, teachers and vocation training opportunities.
- Electricity could also be used for other energy services such as milling, water pumping, and refrigeration of foods and medicines. Sustainable energy solutions can help preserve and process food, increasing the ability to use fresh foods in school settings.
- When school meals and snacks are provided in packaging, attempts should be made to use environmentally friendly packing and encourage recycling.
- Schools can be a space for developing, learning, and communicating on modern cooking solution and other energy services, promoting environmental rehabilitation programmes, and diffusing energy innovation to the community at large.
- Schools in refugee contexts can serve as hubs for nutrition and environmental education, introducing students to concepts of climate change, environmental sustainability and land management.

### BOX 1.1: THREE MAIN TYPES OF ENERGY SERVICES

- 1. Food Consumption:** Facilitating direct access to clean and [efficient](#) cooking solutions: cookstoves (e.g. improved biomass cookstoves, pressure cookers, solar water heaters, gas cookers, electric stoves), and fuels (e.g. biomass, biogas, LPG, natural gas electricity, ethanol)
- 2. Communication, Powering & Lighting:** Facilitating direct access to energy for communication devices and lighting and maximize the renewable energy proportion
- 3. Productive Use:** Facilitating access to electricity to equipment for productive use (production, processing, and preservation)

### TOOLS & RESOURCES

- [Global Strategy for Sustainable Energy 2019-2020](#) (UNHCR, 2021)
- [Operational Strategy for Climate Resilience and Environmental Sustainability 2022-2025](#) (UNHCR, 2022)
- [Protection-sensitive access to clean cooking](#) (UNHCR, 2021)
- [Review of Gender Equality in Operations](#) (UNHCR, 2016)
- [Energizing School Feeding Initiative](#) (WFP, 2020)
- [Golden Rules for Safer School Meals](#) (WFP, 2020)



## CHAPTER 2:

# GLOBAL MAPPING OF SCHOOL FEEDING IN REFUGEE SETTINGS

# GLOBAL MAPPING OF SCHOOL FEEDING IN REFUGEE SETTINGS

This chapter gives a global overview of the state of school feeding in refugee settings based on a mapping of WFP active country operations, cross-referenced with the UNHCR's Population Database of 2018 for countries with more than 5,000 refugees per nationality. It takes stock of the school feeding activities supporting refugee children providing a broad picture of the various implementation designs, operational thresholds, and most importantly areas of low coverage of school feeding programming worldwide.

To implement the call for sustainable solutions through more predictable and equitable responsibility-sharing outlined in the Global Compact on Refugees, having an overview of the current status of refugee school feeding programming is a critical investment.

The Global Mapping provides the opportunity to have a comprehensive outlook on school feeding in refugee settings from a programmatic and operational lens, while also pinpointing areas of work that require more support.

## 1. Global Mapping Methodology

## 2. Overview of School Feeding in Refugee Settings

## 3. Programme Design

# 1. GLOBAL MAPPING METHODOLOGY

The Global Mapping in Refugee Settings is an effort to have a holistic overview of the state of school feeding in refugee settings, understand the current status and the opportunities for strengthening programme operations addressing the food security and nutrition needs of refugee children.

In line with the Global MOU between UNHCR & WFP, the global mapping is based on UNHCR's Population Database of 2018 for countries with more than 5,000 persons of concerns concentrated in one or more areas in a given country; and where WFP has an active country operation, and UNHCR is present. Undertaken in 2019, the mapping provides an accurate description of the status of school feeding in refugee setting prior to the COVID-19 pandemic and the challenges it presented.

The details in this mapping are based on information received from WFP's Country Offices and Regional Bureaus following a request for information from the School Based Programme (SBP) Division of WFP Headquarters. Documentation was received from: Bangladesh, Ethiopia, Jordan, Kenya and Lebanon Country Offices. The WFP Regional Bureau for West Africa submitted CO reviews of Emergency School Feeding Programmes in Burkina Faso, Central African Republic, Cameroon, Chad, Mauritania, and Niger.

For countries that did not submit any reports, information was gleaned from WFP's Country Strategic Plans (CSP) and Joint Assessment Mission (JAM) Reports, this includes Afghanistan, Algeria, Armenia, Burundi, Colombia, Congo, Djibouti, DR Congo, Ecuador, Egypt, Gambia, Ghana, India, Indonesia, Iraq, Iran, Liberia, Libya, Malawi, Mali, Nepal, Pakistan, Senegal, Somalia, South Sudan, Sudan, Syria, Tanzania, Togo, Turkey, Uganda, Yemen, Zambia, and Zimbabwe.

The information on ration composition and quantities is based on **planned** quantities and commodities. In many operations reduced and partial rations are served due to funding and pipeline shortages.



## 2. OVERVIEW OF SCHOOL FEEDING IN REFUGEE SETTINGS

- An estimated 7.4 million of the 19.9 million refugees supported by UNHCR globally are school aged children; with an estimated 3.4 million refugee children out of school in [2019](#). 77% of refugee children are enrolled in primary education. Enrolment of refugees in secondary education is at 31%, and only 3% for higher education. The 2021 data does indicate that progress is slow coming, with primary education seeing a decline to 68% coverage, but secondary education picking up at 34%, and higher education remains constant at 3%.
- WFP has supported 3.4 million school children with school feeding programmes in an emergency context in 40 countries over the past 50 years. In 2018, WFP supported 1.7 million children in emergency contexts in 25 countries.
- Based on the 2019 data, there are **48 countries** where WFP has an active interim, transitional or ongoing [Country Strategic Plans](#) (CSP) that host more than 5,000 refugees – warranting the activation of the UNHCR/WFP Global Memorandum of Understanding (MOU) for further collaboration and coordination in support of refugee needs.
- Regular food assistance is only provided to refugees in **34 of these countries**; while no food assistance is provided in 14 countries that have a refugee population above 5,000. Of the 34 countries that provide regular food assistance to refugees through General Food Assistance, **14 countries have a school feeding programme** that is designed for or includes refugee children.

### BOX 2.1: COUNTRIES WARRANTING ACTIVATION OF GLOBAL MOU

NO FOOD ASSISTANCE FOR REFUGEES	14	ARMENIA: GAMBIA: GUINEA: GUINEA BISSAU: GHANA: INDIA: INDONESIA: LIBERIA: MALI: NEPAL: PAKISTAN: SENEGAL: TOGO
GENERAL FOOD ASSISTANCE (GFA) (NO SCHOOL FEEDING) REFUGEES	20	AFGHANISTAN: BURUNDI: COLOMBIA: DJIBOUTI: DR CONGO: ECUADOR: EGYPT: IRAQ: LIBYA: MALAWI: SOMALIA: SOUTH SUDAN: SUDAN: SYRIA: TURKEY: UGANDA: TANZANIA: YEMEN: ZAMBIA: ZIMBABWE
SCHOOL FEEDING: MIX POPULATIONS: (REFUGEES, IDPS, RETURNEES & HOST) IN SELECTED AREAS	5	BURKINA FASO: CAMEROON: CENTRAL AFRICAN REPUBLIC: CHAD: CONGO (ROC): NIGER
SCHOOL FEEDING PROGRAMMES DESIGNED FOR REFUGEES	9	ALGERIA: BANGLADESH: ETHIOPIA: IRAN: KENYA: JORDAN: LEBANON: MAURITANIA: RWANDA

- In **5 countries** (Burkina Faso, Cameroon, Central African Republic, Chad and Niger) the school feeding programme is integrated into programmes for mixed populations; including Internally Displaced People (IDP), Returnees, Refugee and Host Community children. Schools are selected in areas that host large numbers of displaced people with high levels of food insecurity. School feeding is not

provided to all refugee children in all camps and settlements throughout the country.

- There are **9 countries** with school feeding programmes designed for refugees. The programmes are in Algeria, Bangladesh, Ethiopia, Iran, Jordan, Kenya, Lebanon, Mauritania and Rwanda.

### SCHOOL FEEDING PROGRAMMES WITH REFUGEE SCHOOL CHILDREN BY REGION

- Southeast Asia: In **Bangladesh** 545,000 Rohingya refugee pre-school and primary school children are provided with a mid-morning school snack.
- Middle East & North Africa: In **Algeria** 41,500 Sahrawi refugee school children are provided with a mid-morning snack; in **Jordan** school snacks are provided to 50,000 Syrian refugee school children in camps; in **Lebanon** the school snacks programme targets 17,000 Syrian and Lebanese children in 38 targeted schools with a double shift system and provides 108,000 Syrian children with a cash-transfer to purchase school snacks; In Iran 3,600 Afghan refugee girls are provided with USD 14 per month.
- East & Central Africa: In **Kenya** 116,000 refugees from Somalia, South Sudan and 20 other nationalities are supported with school lunches; in **Rwanda** 82,200 Burundian and DR Congolese primary school children are provided with a mid-morning snack and lunches for secondary school students; In **Ethiopia** 50,000 South Sudanese, Somali, Eritrean and Sudanese refugee school children are provided with a mid-morning snack.
- West Africa & The Sahel: In **Mauritania** 5,000 Malian school children in pre-school, primary school and child friendly spaces (CFS) are provided with a mid-morning snack, and 3,000 children are also fed during school holidays; In **Chad**, school lunches are provided to 2,300 Nigerian Refugees as well as a take home ration (THR) of USD 7 for girls with 80% attendance rate; in **Cameroon** 13,700 Nigerian refugee school aged benefit from a mid-morning snack and school lunch in mixed-host community schools; in **Burkina Faso** 1,250 Malian refugee children are served a mid-morning snack and lunch in mixed-population host community schools. In **Niger** three meals a day (breakfast, lunch and dinner) are provided to 23,400 Nigerian school children in mixed-population mobile boarding schools. In **Central African Republic** 3,500 DR Congolese refugee children are provided with a school lunch in mixed-host community schools.

**BOX 2.2: SCHOOL FEEDING PROGRAMMES WITH REFUGEE CHILDREN BY REGION**

Regional Bureau	Country	Number of Children	Refugee Children
Regional Bureau for Asia and the Pacific (RBB)	BANGLADESH (BNH)	545,000	Rohingya Refugee Children
Regional Bureau for the Middle East and North Africa (RBC)	ALGERIA (ALG)	41,500	Sahrawi Refugee Children
	IRAN (IRN)	3,600	Afghan Refugee Children
	JORDAN (JOR)	50,000	Syrian Refugee Children
	LEBANON (LEB)	125,000	Syrian Refugee Children (and Lebanese)
Regional Bureau for Western Africa (RBD)	BURKINA FASO (BKF)	1,250	Malian Refugee Children (Mix Population)
	CAMEROON (CAM)	13,700	Nigerian Refugee Children (Mix Population)
	CENTRAL AFRICAN REPUBLIC (CAR)	3,500	DR Congolese Refugee Children (Mix Population)
	CHAD (CHD)	2,300	Nigerian Refugee Children (Mix Population)
	MAURITANIA (MAU)	5,000	Malian Refugee Children
	NIGER (NGR)	23,400	Nigerian Refugee Children (Mix Population)
Regional Bureau for Eastern Africa (RBN)	ETHIOPIA (ETH)	50,000	South Sudanese: Somali; Eritrean: Sudanese
	KENYA (KEN)	116,000	Somali: South Sudanese & 20 nationalities
	RWANDA (RWA)	82,200	Burundi: DR Congolese Refugee Children

### 3. PROGRAMME DESIGN

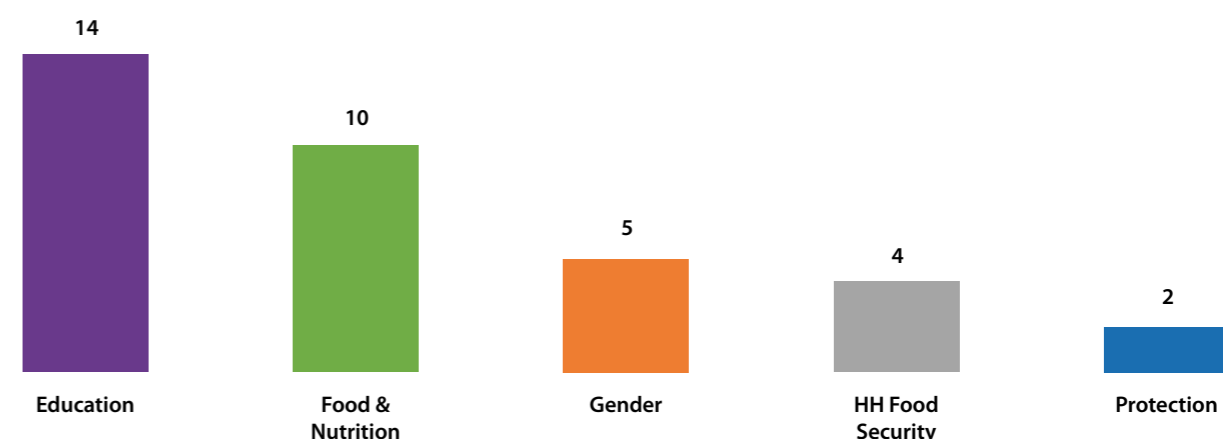
#### OBJECTIVES OF THE PROGRAMME

The stated objectives of the school feeding programme vary from country to country and are usually a combination of education, food security and nutrition outcomes. Programmes are increasingly nutrition sensitive and linked with job creation and livelihood promotion. The stated objectives are outlined below by sector and country, and are summarized on Table 2.1

- **Access to Education:** increase enrolment and attendance; increase retention and reduce dropouts; improve performance results. (Rwanda, Kenya, Ethiopia, Niger, Mauritania, Chad, Bangladesh, Central African Republic, Cameroon, Burkina Faso, Lebanon, Jordan)
- **Access to Food and Improved Nutrition:** meet basic food needs; reduce short-term hunger; improve food consumption and nutrition intake; promote dietary diversity;
- **Protection:** provide a safe and secure environment; prevent recruitment into armed groups (Chad, Cameroon)
- **Promote Gender Equality:** increase school attendance for girls; provide incentives to families to send girls to school; support girls education (Kenya, Chad, Burkina Faso, Jordan, Iran)
- **Household Safety-Net and Livelihood Opportunity:** create jobs and improve livelihood opportunities for women; provide a safety net to families; resource transfer to households (Ethiopia, Chad, Jordan, Iran)

reduce micro-nutrient deficiencies; improve nutrition situation. (Bangladesh, Algeria, Jordan, Lebanon, Burkina Faso, Chad, Mauritania, Niger, Ethiopia, Kenya)

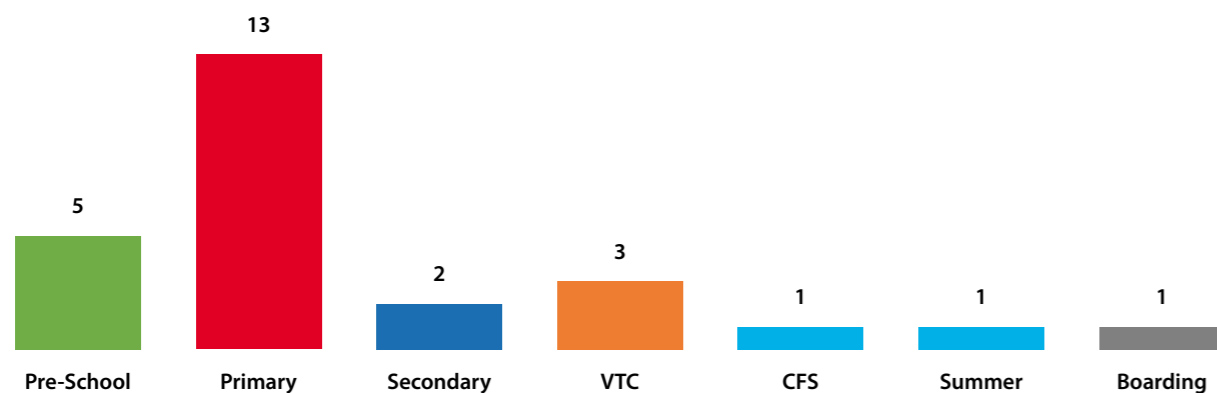
**TABLE 2.1: OBJECTIVES OF THE SCHOOL FEEDING PROGRAMMES BY NUMBER OF COUNTRIES**



## INSTITUTIONAL TARGETING

- All school feeding programmes in refugee settings are primarily targeted for **primary school** children.
- A few countries - Bangladesh, Algeria, Mauritania, Kenya, Rwanda - also include **pre-school** children in the school feeding programme.
- In Kenya and Rwanda school feeding programmes are provided in **secondary schools** with funding from UNHCR and implemented through an NGO partner.
- Three countries include food for training programmes in their food assistance programmes for refugees: Kenya, Egypt and Bangladesh through **vocational training centers (VTC)**.
- In Mauritania, school feeding is also provided to **child friendly spaces (CFS)** and for remedial classes during **summer school**.
- In Niger, the mobile emergency primary schools are like **boarding schools**.

### BOX 2.3: TYPES OF SCHOOL SUPPORTED BY NUMBER OF COUNTRIES



## DESIGNING THE MENU

- In the majority of countries, the school feeding programme designed for refugees consists of a mid-morning snack. The **composition** and **value** of the mid-morning snack varies significantly from country to country and is outlined in detail in **Table 2.2**.
- A **hot-meal** at lunch is provided to pre and primary school students in Kenya as of 2019; and to some secondary school students in Kenya and Rwanda, funded by UNHCR.
- In countries that target mixed populations in food insecure areas, the school feeding programme consists of a hot lunch (Chad and Central African Republic); a mid-morning snack and lunch in Burkina Faso and Cameroon; and three meals for students in mobile emergency boarding schools in Niger.
- In Lebanon a **cash-transfer** of USD 6 is provided for each school aged children with the monthly general food cash transfer to urban based refugees.
- In Iran, Burkina Faso and Chad a cash-based **Take Home Ration (THR)** is provided to girls with an 80% attendance rate. In Bangladesh and Egypt, a Cash Based Transfer (CBT) is provided for Food for Training (FFT) programmes in vocational training centers.

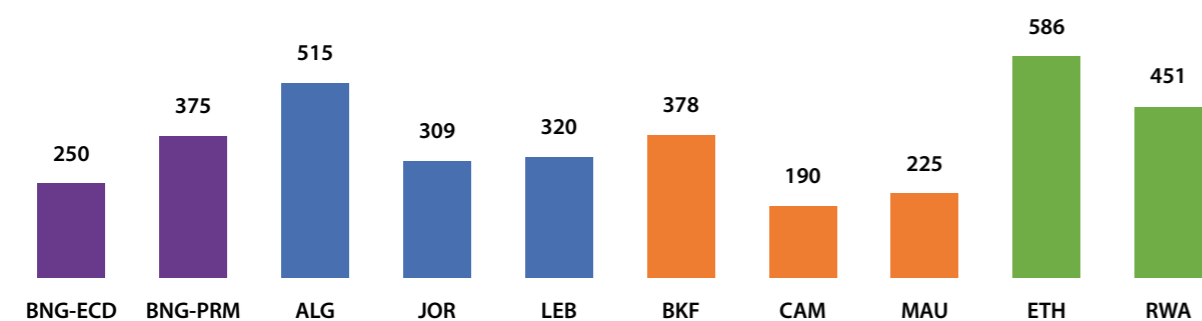
### THE COMPOSITION OF THE RATION

- The mid-morning snack usually consists of a *porridge of fortified Corn Soy Blend (CSB)*, and is served in Ethiopia, Rwanda, Mauritania, and previously in Kenya.
- *High-Energy Biscuits* are provided to children in Bangladesh and in Algeria, where children are also served a cup of *dried skimmed milk*.
- In Jordan, the mid-morning snack consists of three choices of *cheese or vegetable pastry*, served on alternate days, with a *fruit and vegetable*. In Lebanon, school children can choose between *milk or peanuts* and a *choice of fruit*. In Burkina Faso, locally produced *yogurt* is served with the *porridge*.
- A lunch meal normally consists of *cereals* (for example, rice or maize meal); *pulses* (such as beans or lentils); *vegetable oil* and *salt*. The quantities of cereal ranges from 120g to 160g; pulses from 40g to 60g; vegetable oil from 10g to 20g; and salt from 3g to 4g.

### THE ENERGY VALUE OF THE RATION

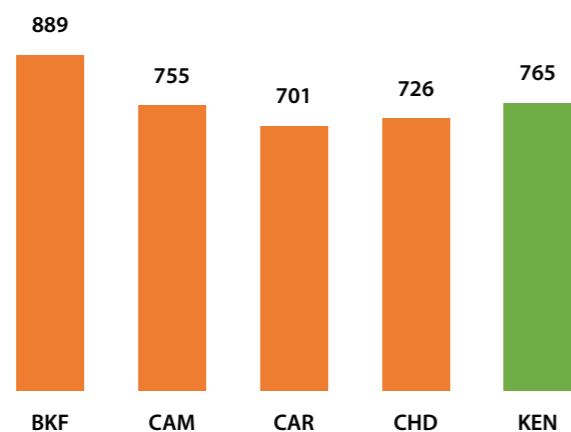
The energy (measured in kilocalories) value of mid-morning **snacks** ranges from 225 kcal to 586 kcal, with an **average of 370 kcal** per snack, covering 17% of daily nutritional requirements.

#### BOX 2.4: THE ENERGY VALUE OF SNACKS



The **lunches** normally consist of cereals, pulses, vegetable oil and salt with a nutritional value ranging between from 701 kcal to 889 kcal. The **average lunch contains 712 kcal** and meets 34% of daily nutritional requirements.

#### BOX 2.5: THE ENERGY VALUE OF LUNCH



The **Cash Based Transfers (CBT)** are mainly provided as take-home ration for girls. In Egypt the CBT is for food for training; in Lebanon a CBT is provided to parents for school snacks with the monthly GFA transfer.

#### BOX 2.6: TAKE HOME RATIIONS, CASH BASED TRANSFERS (USD VALUE, PER MONTH, PER HOUSEHOLD)

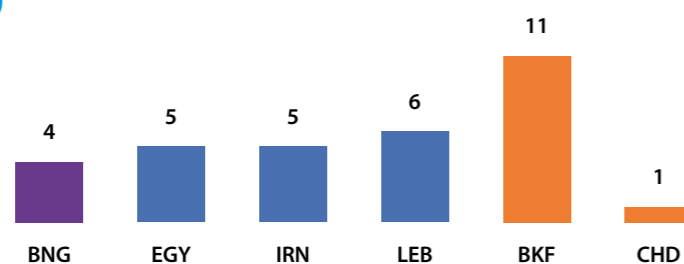


TABLE 2.2: COUNTRY SPECIFIC SAMPLE SCHOOL FEEDING IN REFUGEE SETTING MENU

COUNTRY	SCHOOL TYPE	MEAL TYPE	COMMODITIES	QTY	KCAL COMMODITY	KCAL MEAL	% DNR	COST USD
RBB	PRE-SCHOOL	SNACK	High Energy Biscuits	50g	250 Kcal	250 Kcal	(12%)	USD 25.5
	PRIMARY SCHOOL	SNACK	High Energy Biscuits	75g	375 Kcal	375 Kcal	(17%)	
	FOOD FOR TRAINING	Cash Based Transfer		USD 0.17			Year	
ALGERIA	PRE-SCHOOL	SNACK	Dried Skimmed Milk	80g	290 Kcal	515 Kcal	(25%)	USD 4.8 / month
	PRIMARY SCHOOL		High Energy Biscuit	50g	225 Kcal			
EGYPT	FOOD FOR TRAINING	Cash Based Transfer		USD				USD 4.8 / month
IRAN	Take Home Rations for 3,600 Girls	Cash Based Transfer		USD 0.17				USD 45.9 / year
RBC	PRIMARY SCHOOL 50,000 children	SNACK	Cheese & Thyme Pastry					309 Kcal (average) (14%)
			Fresh Fruit	303 Kcal				
			Vegetable					
			White Cheese Pastry					
			Fresh Vegetable	311 Kcal				
			Fresh Fruit					
			Cheese & Vegetable Pastry (sweet pepper & tomato)	313 kcal				
			Fresh Fruit (banana / apple)					
			Date Bar	80 g	360 kcal	360 kcal (17%)		
			UHT Milk	125 ml	78 Kcal	Min: 170 Kcal		
LEBANON	PRIMARY SCHOOL 17,000 children 39 schools	SNACK	Peanuts	30g	176 Kcal			Max: 320 kcal
			Apple	160g	91 Kcal			
RBD	PRIMARY SCHOOL Refugees, IDPs, Returnees & Host community	SNACK & LUNCH	Banana	160g	142 Kcal			USD 6 / month
			Cereals	160g	576 Kcal			
			Pulses	40g	136 Kcal			
			Vegetable Oil	20g	177 Kcal	1,267 Kca		
			Super Cereal	60g	225 Kcal	(60%)		
			Salt	3g	0 Kcal			
			Yogurt	250g	153 Kcal			
			High Energy Biscuits	200g	900 Kcal	900 Kcal		
							Per month USD 10.8	
							Take Home Ration	

COUNTRY	SCHOOL TYPE	MEAL TYPE	COMMODITIES	QTY	KCAL COMMODITY	KCAL MEAL	% DNR	COST USD
RBD	CAMEROON PRIMARY SCHOOLS Refugees, IDPs, Returnees & Host community	SNACK & LUNCH	Cereals	140g	475 kcal			
			Pulses	40g	145 Kcal			
			Vegetable Oil	15g	145 Kcal	945 Kcal	(44%)	
			Salt	3g	0 Kcal			
			Super Cereal	50g	190 Kcal			
	CENTRAL AFRICAN REPUBLIC	PRIMARY SCHOOLS Refugees, IDPs, Returnees & Host community	LUNCH	Cereals	120g	432g		
				Pulses	40g	136g	701 Kcal	(33%)
				Vegetable Oil	15g	133g		
	CHAD	PRIMARY SCHOOLS Refugees, IDPs, Returnees & Host community Lake Chad Basin	LUNCH	Cereals	150g	505 Kcal		
				Pulses	25g	86 Kcal	726 Kcal	(34%)
Vegetable Oil				15g	135 Kcal			
Salt				3g	0g			
MAURITANIA	PRE-SCHOOL; PRIMARY SCHOOL; CHILD FRIENDLY SPACES SUMMER SCHOOL	SNACK	Corn Soya Blend Super Cereal	60g	225 Kcal	225 Kcal	(11%)	
NIGER	EMERGENCY PRIMARY SCHOOLS BOARDING SCHOOL Refugees, IDPs, Returnees & Host community	BREAKFAST LUNCH DINNER	Cereals	295g	1,100 Kcal			
			Pulses	60g	205 Kcal			
			Vegetable Oil	35g	310 Kcal	1,943 Kcal	(91%)	
			Salt	4g	0 Kcal			
			Corn Soya Blend	80g	300 Kcal			
Take Home Ration Girls 80% attendance								
								USD 14

COUNTRY	SCHOOL TYPE	MEAL TYPE	COMMODITIES	QTY	KCAL COMMODITY	KCAL MEAL	% DNR	COST USD
RBN	ETHIOPIA PRIMARY SCHOOLS 50,000	SNACK	Corn Soya Blend	100g	376 Kcal			
			Vegetable Oil	15g	133 Kcal	586 Kcal	(28%)	
			Sugar	20g	77 Kcal			
			Cereals	150g	540 Kcal			
			Pulses	40g	136 Kcal			
	KENYA	PRE-SCHOOL & PRIMARY SCHOOL 161,000 FOOD FOR TRAINING	LUNCH (2019)	Vegetable Oil	10g	88 Kcal	765 Kcal	(36%)
				Salt	3 g	0 Kcal		
				Corn Soya Blend	80g	301 Kcal	301 Kcal	(14%)
				Cereal	100g	360 Kcal		
				Pulses	60g	205 Kcal		
RWANDA	SECONDARY SCHOOL (UNHCR) 13,700	SNACK (1991 – 2019)  LUNCH (UNHCR)	Vegetable Oil	10g	88 Kcal	655 Kcal	(31%)	
			Onions & Tomato	3g e	2 Kcal			
			Salt	4g	0 Kcal			
			Corn Soya Blend	120g plan	451 Kcal	451 Kcal	21%	
			Corn Soya Blend	60g Act	225 Kcal	225 Kcal	(11%)	
								per child per year = 50 USD



## CHAPTER 3:

### PROGRAMME DESIGN

#### MENU OPTIONS & CRITICAL ENABLERS

# PROGRAMME DESIGN

This chapter provides a practical guide on the design of school feeding interventions in refugee contexts. It starts by emphasizing that programme design is based on a comprehensive understanding of the context, prevailing situation, and the evolving needs of refugees. It provides a menu of options for the provision of food (either on-site or take-home), the ration design, the food basket composition, timing of the meals. Importantly, it introduces a simple reference guide to the estimates for daily macro and micronutrient requirements for children and adolescents for a healthy and balanced diet.

The chapter is divided into five main sections, focusing on providing a comprehensive review of major programme design components, as well as key critical enablers for success. It outlines school feeding modalities, trade-offs, and outcomes as well as it presents sample rations for school meals. The main headings of this section are:

## 1. Context Analysis

## 2. Programme Objectives

## 3. Institutional Targeting

- School Schedule in Refugee Settings
- Types of Schools and Institutions in Refugee Settings

## 4. Designing the Menu

- Types of Schools Feeding Modalities
- School Feeding Modalities, Outcomes, Trade-Offs, & Type of Food
- Timing of the Meal
- Food Basket Composition for School Meals
- The Role of Food Fortification

## 5. Monitoring & Evaluation: A Critical Enabler for Programme Design

- The Value of Baseline Studies
- Key Monitoring and Evaluation Indicators
- Sex- Disability and Age – Disaggregation
- Information Management
- The Evaluation Process

# 1. CONTEXT ANALYSIS

School feeding programmes are established based on identified needs. An appropriately designed school feeding programme is informed by a comprehensive understanding of the context, prevailing situation, and evolving needs of refugees. A sound understanding of context is essential for justifying the appropriate criteria and feasible options for implementation. This understanding comes from engaging with school feeding stakeholders at all levels, including students and other direct and indirect beneficiaries, and should comprehensively draw on evidence of needs. The [three main steps](#) to building a strong understanding of the context consists of 1) context and situation analysis; 2) stakeholder analysis; and 3) appropriateness of school feeding. Linked together, these steps place the design of school feeding programmes within the multi-dimensional factors that could influence the adequacy and composition of the intervention.

Within and beyond school feeding programmes, a broad context analysis is a prerequisite for formulating new programmes or new phases, justifying a programme, and identifying programme objectives. It is also an appropriate

tool of action when a current school feeding programme is not achieving the desired outcomes, and the underlying assumptions need to be reconsidered. In refugee settings, the JAM process can be leveraged for contextual analysis. The [Joint Assessment Missions \(JAMs\)](#) is a joint UNHCR and WFP effort to understand the situation needs, risks, capacities and vulnerabilities of refugees and host communities with regard to food security and nutrition. The JAM also reviews the effectiveness of interventions including school feeding, to support improved programme design.

In addition to the direct outputs of a comprehensive context analysis, associated analyses (such as gender analysis) can provide broader understanding and nuance to the overall context and be useful to guide the design of school feeding programmes. The annexes section will provide further details on the school feeding contribution to child protection, how school feeding can foster peaceful coexistence and good relations, and critically, how to engage across sectors to ensure accountability to affected populations.

## 2. PROGRAMME OBJECTIVES

School Feeding Programmes represent an exceptionally cost-effective platform when linked to nutrition and education, contributing to child development through increased years of schooling, better learning, and improved nutrition. Well-designed, equitable school feeding programmes provide consistent positive effects on energy intake, micronutrient status, school enrolment and attendance of children. School Feeding Programmes in refugee settings should be designed according to the prevailing context and specific needs in each situation and should be reviewed and updated regularly in

order to be relevant and effective. The objectives should initially address emergency humanitarian needs, and when appropriate, evolve to align with long-term development objectives, including supporting the inclusion of refugees into national education systems as relevant and feasible. Clear, feasible and attainable objectives must be identified, in line with the national policies and needs of the affected population. Engaging with various stakeholders, and especially the student body population to inform the programme design should be prioritized.

## 3. INSTITUTIONAL TARGETING

In refugee settings, school feeding is an intervention that can be provided to a variety of schools, both formal and non-formal in nature. School Feeding in different types of institutions should be delivered based on the numbers of hours spent in school or learning, with a **minimum of four hours**. For example, if the institution only provides 2 to 3 hours of Language Training or Life-Skills Training, School Feeding or Food for Training may not be relevant.

The selection of schools and institutions should be **determined jointly** with UNHCR, relevant Government counterparts, and education partners to ensure that the institution is recognized and supported by other humanitarian and development actors or government entities. An assessment of the institutions' capacity to prepare and serve food should be conducted. Where necessary, additional resources should be mobilized to ensure that adequate facilities and

services are available including water, sanitation, and hygiene facilities, as well as the training of School Management Committees, Parent Teacher Association and Kitchen Personnel. As the school feeding programme is established, and institutional targeting is underway, the programme should map out adequate platforms to receive and engage in Community Feedback Mechanism (CFMs). This enables students, cooks, teachers, and other stakeholders to voice complaints and provide feedback and other suggestions in a dignified manner is critical for engaging and being accountable to affected populations.

Additional details are provided in Chapter 5 Stakeholders Roles and Responsibilities; as well, Table 3.1 outlines the types of educational institutions in refugee settings that might be part of school feeding schemes.

## SCHOOLS SCHEDULE IN REFUGEE SETTINGS

**Half day schools:** normally operate in the morning with children returning home at lunch time. This is normally the case for pre-school and early childhood development. In refugee settings a double-shift system is common, and some children attend either morning or afternoon sessions and are required to participate in core and extra-curricular activities such as sports events, thematic clubs and creative activities or to use the school library.

**Day schools:** Children are required to attend a full day at school. If no lunch is provided, attendance in afternoon sessions is low as many children walk long distances to/from school.

**Boarding schools:** generally, keep the children for the entire school year; sometimes children can return home during school holidays. In refugee settings many secondary school students may attend boarding schools when they are far from settlements or when parents and caregivers travel frequently in search of livelihood opportunities.

**Emergency Mobile Schools:** In some refugee settings where schools are a target, emergency mobile schools are established to ensure that children can access education safely. They are similar to boarding schools requiring three meals a day, however, may require specific modalities to allow for makeshift and temporary kitchens and infrastructure.

TABLE 3.1: TYPES OF EDUCATIONAL SETTINGS IN REFUGEE CONTEXT

FORMAL EDUCATION	NON-FORMAL EDUCATION	CHILD FRIENDLY SPACES & SPECIAL NEEDS
<ul style="list-style-type: none"> <li>■ Pre-school/Early Childhood Development</li> <li>■ Primary School</li> <li>■ Secondary School</li> <li>■ Boarding School</li> <li>■ Technical &amp; Vocational Training</li> </ul>	<ul style="list-style-type: none"> <li>■ Alternative Basic Education</li> <li>■ Accelerated Education/Learning Programmes</li> <li>■ Technical &amp; Vocational Training (Skills Training)</li> <li>■ Language/ Literacy/ Numeracy Classes</li> <li>■ Non-Formal ECD, Primary and Secondary School where children cannot access accredited formal education</li> </ul>	<ul style="list-style-type: none"> <li>■ Education Programmes for Former Child Soldiers and Demobilized Ex-Combatants</li> <li>■ Special Needs Education Including Children with Physical, Auditive, Visual and Mental Impairments (where children are not part of formal education programmes)</li> </ul>



## 4. DESIGNING THE MENU

### TYPES OF SCHOOL FEEDING MODALITIES

The **choice of school feeding modality** will depend on the programme objectives, the needs of affected populations, local capacities and costs and may change to be adapted according to the prevailing context and evolving

needs. The table below gives a reference on the expected benefits, outcomes and trade-offs between existing modalities and the type of food accompanying the choice.

BOX 3.1: SCHOOL FEEDING MODALITIES, OUTCOMES, TRADE-OFFS, AND TYPE OF FOOD			
	Meals	Snacks or HEBs	THR
Expected benefits	<ul style="list-style-type: none"> <li>May have significant educational benefits related to enrollment, attendance, dropout, educational achievement, and cognition</li> <li>May reduce micronutrient deficiencies depending on the food basket and complementary interventions</li> <li>Provide an immediate food transfer</li> </ul>	<ul style="list-style-type: none"> <li>Similar to meals in educational achievement and cognition, but perhaps lower benefits on enrollment and attendance</li> <li>May reduce micronutrient deficiencies depending on the contents of the biscuit and other interventions</li> <li>Provide an immediate food transfer</li> </ul>	<ul style="list-style-type: none"> <li>May have benefits on enrollment, attendance, and dropout (especially for girls and orphans and vulnerable children)</li> <li>Provide an immediate food transfer</li> </ul>
Advantages	<ul style="list-style-type: none"> <li>From a safety net point of view, transfer value is limited to the amount of food that child eats at school</li> <li>Food basket may be tailored to local tastes and cultural habits</li> <li>Require community involvement and participation</li> <li>Food basket more expensive than biscuits but cheaper than THR</li> </ul>	<ul style="list-style-type: none"> <li>Useful to reach a wider number of children at a lower cost than on-site meals</li> <li>Easier to serve early in the school day (important if addressing short-term hunger)</li> <li>Less infrastructure requirements (no cooking, limited storage, longer shelf life). Useful especially in urban or new arrivals: emergency phase of a crisis</li> </ul>	<ul style="list-style-type: none"> <li>From a safety net point of view, they function much like conditional cash transfer is in place</li> <li>They can give higher transfer values than on-site meals or snacks</li> <li>Do not require cooking or storage</li> </ul>
Trade-offs	<ul style="list-style-type: none"> <li>Require cooking facilities, storage at school, community involvement, and teacher monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Energy content insufficient for long school day schedules or boarding schools</li> <li>The effect of snacks or HEBs on enrollment or attendance of children depends on the extent to which they consider a meaningful incentive to children and their families</li> </ul>	<ul style="list-style-type: none"> <li>Require less community involvement but teacher time to monitor attendance and establish entitlements</li> </ul>
Type of food	<ul style="list-style-type: none"> <li>Cereals; maize (whole or meal), wheat flour, bulgur wheat, sorghum, or rice</li> <li>Pulses, beans, lentils, peas</li> <li>Meat, fish, chicken</li> <li>Vegetable oil</li> <li>Sugar</li> <li>Salt</li> </ul>	<ul style="list-style-type: none"> <li>Fortified blended foods such as corn soy blend</li> <li>Fortified biscuits</li> </ul>	<ul style="list-style-type: none"> <li>Vegetable Oil</li> <li>Cereals (maize, millet, sorghum, rice)</li> <li>Beans</li> </ul>

\*Adapted from [Rethinking School Feeding](#): Social Safety Nets, Child Development & Education

### ON-SITE MEALS AND SNACKS

On-site meals are the appropriate modality to alleviate micronutrient deficiencies and short-term hunger and to improve children’s learning capacity. A prepared meal is served each day at a fixed time, either as breakfast, lunch or dinner. They are also suited for tackling micronutrient deficiencies, particularly if the food basket is varied and fortified ingredients are used. In boarding schools, on-site meals should be provided to students consistently, including also over the holidays if children have to stay at school.

Snacks are a short-term distribution modality, appropriate in emergencies and in situations where setting up cooking facilities is not possible. Pre-packed and ready-to-eat snacks, such as high-energy biscuits (HEB) can be served to children during the school day. The snacks should at a minimum provide 30% of the daily requirements for energy and micronutrients. The **provision of HEB** should be a temporary measure, for a maximum of **3 to 6 months**, after which the programme should transition to a more permanent feeding modality.

### TAKE-HOME RATIONS

School feeding programmes can **combine on-site meals** with an extra incentive of **take-home rations** targeting a specific group of vulnerable children (e.g. orphans and vulnerable children (OVCs), herd boys and other marginalized groups, or girls in higher grades at particular risk of dropping out. Take-Home Rations (THR) are an effective way of reducing a household’s net cost of sending children to school, indirectly benefitting children’s access to education. THR are effective at increasing enrolment, daily attendance, and retention in school settings. THR are considered particularly effective at lowering barriers to education for girls, orphans and other vulnerable children. As part of the transfer modality choice, THR should be in alignment with the programme objectives, and involve child protection mandated actors to ensure protection needs are considered and addressed. Furthermore, the distribution of THR should follow clear guidelines and factor in additional support that context-specific at-risk groups might have at the pick-up moment.

Girls should be provided with take-home rations if there is a **15% or greater gender gap** in primary school enrolment or attendance in supported primary schools. When the objective is to reduce drop-out rates rather than to increase overall enrolment, the programme can target the grades where the gender gap is highest. If there is high level of HIV prevalence and impact of AIDS, low school attendance combined with high levels of poverty, insecurity and weakened social safety nets, a take-home ration may be considered for OVCs attending school.

Take-Home Ration distribution typically takes place once per month or per term. In many contexts, to be entitled to receive take-home rations, students are required to complete a certain monthly attendance rate (often projects aim for a minimum 80% rate), to be determined with the education authorities in the country while designing the programme.

### BOX 3.2: GUIDING PRINCIPLES FOR ON-SITE MEALS/FEEDING

The choice of commodities should primarily be guided by nutritional needs, local food preferences with a view toward ensuring the sustainability of the programme. The choice of commodities can be guided by the inter-agency Joint Assessment Missions and other monitoring tools. The following steps outline the principles for on-site feeding programme:

- Determine the age-range of the target group
- Determine the number and duration of school sessions (half day/ full day) to design an appropriate ration
- Check dietary diversity, prevalence of malnutrition and micronutrient deficiencies among pre-primary and primary school age children (through assessment data, when available).
- Choose commodities locally produced and culturally appropriate foods to the extent possible, in consultation with VAM, Nutrition and other relevant WFP & UNHCR stakeholders
- Keep the number of commodities to a minimum of four groups, including provision of multi-fortified commodities
- Ascertain schools/ communities' budget for purchase of additional food stuffs
- Consider that weight and volume of dry food items increase upon cooking
- Choose easy-to-prepare commodities especially for early meals and snacks
- Determine fuel and water availability
- Compute the cost of the ration/child/per day and per school year

\* Adapted from [WFP School Feeding Handbook Manual](#) with contents from forthcoming WFP Quick Guide for Designing Healthy Meals or Snacks

### TIMING OF THE MEAL

The timing of the snack or meal is critical as it affects some of the major objectives of the school feeding programme, which is to reduce short-term hunger and improve concentration and learning abilities of children in class. It should be noted that in refugee settings, many children do not always consume breakfast and also walk long distances to school. To ensure that students have sufficient time to wash their hands before and after a meal, as well as adequate time for serving and consuming their meal, a dedicated period should be allocated during the class schedule. For the consumption of **snacks**, at least **45 minutes** should be allocated, and for the consumption of **on-site meals**, at least **60 minutes** should be allotted.

For **half-day school** sessions, snacks or meals should be served either **early-mid morning** or in the **mid-afternoon**. For schools in refugee settings that are **full day**, snacks or meals, should follow an **early-mid morning** or **mid-day schedule**. In boarding school settings, students should be receiving breakfast, lunch and dinner, in the morning, mid-day and evening.

### FOOD BASKET COMPOSITION FOR SCHOOL MEALS

The table below provides an overview of major food groups and examples of types of commodities that can be used in school feeding programmes. The school meal programme should ideally provide a variety of food groups in the diet. All school feeding rations should provide nutritious foods as well as meet the minimum caloric requirements per age group. At a minimum, the food basket should strive to preserve four food groups per day. Table 3.2 and 3.3 give additional information on how to build sample rations and the micro-macro nutrient requirements in building a food basket.

BOX 3.3: THE STANDARD FOOD CONSUMPTION GROUPS	
FOOD GROUP	EXAMPLES
<b>Cereals, Roots, and Tubers</b>	Wheat, sorghum, maize, rice, fortified cereal flours, processed cereal grains, soya fortified flours, yams, taro, cassava, sweet potato, potato.
<b>Pulses and Legumes</b>	Beans, peas, lentils, groundnuts, soya beans, sesame, sunflower seeds, coconut.
<b>Dairy Products</b>	Whole, low-fat and skimmed milk, various types of cheese, yogurt/curd.
<b>Meats, Fish and Seafood, and Eggs</b>	Beef, goat, lamb, pork, chicken, duck, liver & kidney, fresh, canned or dried fish, chicken eggs, duck eggs.
<b>Oils and Fats</b>	Fortified oil from: groundnut, soya, sunflower, rapeseed or a mixture of these. Animal fats, butter oil. Red palm oil.
<b>Fruits</b>	Mango, peaches, passion fruit, melon, apricots, apple
<b>Vegetables</b>	Wide range available, green leafy vegetables, tomatoes, brassicas (e.g., cabbages and broccoli), carrots, pumpkin, spinach, eggplant, cucumbers, avocado, banana, guava, pear, watermelon.

\* Adapted from [WFP CRF Compendium of Indicators](#) with contents from [UNICEF Programme Guide on Infant and Young Child Feeding](#)

### BOX 3.4: GENERAL COOKING GUIDANCE FOR CORN-SOY BLEND PLUS (CSB+)

**CSB Plus** is a good source of energy, carbohydrates, protein, fat, and micronutrients. It is fortified with a variety of vitamins and minerals, including Vitamin A, Vitamin D3, Vitamin E, Vitamin K, B vitamins, Vitamin C, Biotin, Iodine, Iron EDTA, Zinc, Potassium, Calcium and Phosphorus per USDA requirements.

CSB Plus can be prepared on its own as a porridge, gruel, soups, or cereals. To prepare, mix one-part CSB Plus with approx. 3 parts potable water. Be sure the water is clean and cold. Add to the mix Vitamin A fortified vegetable oil and continue stirring while the CSB Plus is boiling. CSB Plus mixtures boiling time varies between **a minimum of 5 minutes to a maximum of 10 minutes**.

The thickness of soups, cereals, stews and other CSB Plus recipes may be varied by increasing or decreasing the amount of water used in the process, according to the cooking or cultural preferences of people.

### THE ROLE OF FOOD FORTIFICATION

According to the [World Health Organization](#), more than 2 billion people in the world today are estimated to be deficient in key vitamins and minerals, particularly vitamin A, iodine, iron, and zinc. Deficiencies occur when people do not have access to micronutrient-rich foods such as fruits, vegetables, animal products and fortified foods, either because these products are too expensive to buy or are locally unavailable. Micronutrient deficiencies increase the general risk of infectious diseases and can easily develop during an emergency, or a protracted crisis, or be exacerbated if they are already present in the population. As a result of livelihoods and food crops losses, interruption of food supplies, or diarrheal disease outbreaks that result in malabsorption and nutrient losses – micronutrient deficiencies are ever more prevalent and require a systematic approach to addressing the nutrient gap, especially for growing children. One way to meet the recommended daily intake of micronutrients is to provide fortified foods.

**Food fortification** is the process of adding essential vitamins and minerals, such as iron, zinc, folic acid, or iodine, to commonly eaten foods in order to enhance the nutrient composition. Food fortification is a cost-effective strategy to improve the nutritional quality of school meals and has the potential to make a significant impact on micronutrient deficiencies. As staple foods, cereals have been primary targets for fortification. Commonly fortified cereals include wheat flour, maize meal, and bulghur wheat. Schools should be encouraged to include fortified foods in the meal. Availability of fortified food(s) in a given country will depend on the national food fortification strategy, and in the refugee context, it must be a collaborative advocacy effort between UNHCR, WFP and the host government.

**Specialized nutritious foods** (SNFs) such as fortified blended foods or micronutrient powders (MNPs) – are encouraged for use in school meals. SNFs are a range of food products that provide varying levels of calories and nutrients needed to prevent or treat malnutrition. SNFs are designed to meet different needs in specific contexts. In the school feeding context, SNFs can increase the micronutrient content of a meal. For example, micronutrient powder (MNPs) is a supplement that contains 15 micronutrients (vitamin A, C, D, E, B1, B2, B3, B6, B12, Iron, Folic acid, iodine, Selenium, Copper and Zinc). MNPs are particularly useful in contexts where children don't consume foods rich in vitamins and minerals at home, in refugee settings in which diets can be monotonous and lack diversity, and in school meals settings in which the food basket consists of energy, protein and fat.

**TABLE 3.2: SAMPLE RATIONS FOR SCHOOL MEALS**

	New Arrivals: Emergency Phase*		Post Emergency Phase: Transition & Settlement*		Protracted Situations*
	Type of Meal	Ration	Type of Meal	Ration	
Half-Day School	HEB (or snack at the same caloric equivalent)	100g of HEB (equivalent to 450kcal), as school-age children cannot eat a bigger quantity at one time.	CSB Plus Meal	120g of CSB plus, 10g of sugar, 10g of fortified vegetable oil. 2g of iodized salt should be added in case of iodine deficiency in the country.	In a protracted context, school meals should include a diversity of food groups as to avoid a monotonous diet. The meals should include fresh vegetables, dairy and other food groups if feasible, with a minimum of four food groups provided.
			Rice-based meal with MNPs	120g of rice, 35g of beans, 10g of fortified vegetable oil, 4g of iodized salt and MNPs.	
Full- Day School	A HEB snack and a meal	80g of HEBs, 150g of cereals, 30-40 g of pulses, 10-15g of fortified vegetable oil, 4g of iodized salt (and MNP if the cereal is rice).	A CSB Plus snack and a meal	80g of CSB Plus, 150g of cereals, 30-40 g of pulses, 15-20g of fortified vegetable oil, 4g of iodized salt.	

\* Sample Rations provided for primary-school age children, adapted from forthcoming WFP Quick Guide to Healthy Meals or Snacks Guidance & WFP Food Basket and Ration Composition for School Feeding Programmes  
\* Refugee Phases are adapted from UNHCR's [Emergency Handbook](#)



TABLE 3.3: ESTIMATES FOR DAILY MACRONUTRIENT & MICRONUTRIENT REQUIREMENTS FOR CHILDREN AND ADOLESCENTS

EDUCATION LEVEL	AGE GROUPS	DAILY ENERGY REQUIREMENTS		VITAMIN & MINERALS: SCHOOL FEEDING RATIONS (boys & girls)								PLANNING ESTIMATES: SCHOOL FEEDING RATIONS (boys & girls)			
		Boys	Girls	Vitamin A (µg)	Vitamin C (mg)	Vitamin B1 (mg)	Vitamin B2 (mg)	Vitamin B6 (mg)	Folic acid/Vitamin B9 (µg)	Magnesium (mg)	Calcium (mg)	Iodine (µg)	Average Energy Needs	Protein [10-15% of energy]	Fat [25-35% of energy]
PRE-PRIMARY / EARLY CHILDHOOD DEVELOPMENT (ECD)	3-4 years	1,252 Kcal	1,156 Kcal	400	30	0.50	0.50	0.5	150	60	500	90	1,204 Kcal	30-45 g	33-47 g
	5-9 years	1,572 Kcal		475	32.5	0.75	0.75	0.8	250	88	650	120	1,572 Kcal	39-49 g	44-61 g
PRIMARY SCHOOL	10-14 years	2,452 Kcal	2,203 Kcal	600	36.7	1.06	1.11	1.25	400	225	1300	120	2,327 Kcal	58-88 g	65-91 g
	15-17 years	3,163 Kcal	2,481 Kcal	600	36.7	1.06	1.11	1.25	400	225	1300	150	2,822 Kcal	71-106 g	79-110 g

\* Estimated adapted from forthcoming WFP Quick Guide to Healthy Meals or Snacks Guidance, Annex B: Estimates of Daily Nutritional Requirements for different school age groups

## 5. MONITORING & EVALUATION: A CRITICAL ENABLER FOR PROGRAMME DESIGN

Monitoring and Evaluation (M&E) activities document change following a cyclical process according to the life span of a project. As school feeding interventions act as an entry point for other sectoral interventions to reach children and provide a platform that bridges both humanitarian and development actions, it is critical to establish an anchor point – **a baseline**. Baseline studies precede both the monitoring and evaluation activities, clearly outlining the conditions at the onset of a project and serve to identify the starting point against which all subsequent measured results may be compared. In the context of a school feeding intervention, the baseline data is not only used for determining the situation at a particular school, but also provides a valuable record for future analysis of progress. These surveys are designed to produce reliable and useful information on which to compare the situation in the future. It also supports continued programme modification to improve outcomes. A baseline study also documents the situation

before the project begins, so that midterm and final evaluations can assess the project’s relevance, effectiveness, efficiency, sustainability, and impact. Baseline studies in refugee settings can also be substituted by joint UNHCR/WFP assessment missions (known colloquially as JAMs), if designed as such from the outset.

Joint Assessment Missions (JAMs) are designed to determine the food and related needs of refugees and other populations of concern to both organizations. The JAM is a process comprised of a series of jointly implemented activities which aim to understand the situation needs, risks, capacities and vulnerabilities of refugees and host communities with regards to food security and nutrition. The outputs of the JAM process contribute to mapping and improving the programme design, facilitate the resource mobilization, and help to ensure effective use of resources to the benefit of refugees and their surrounding communities.

### KEY MONITORING AND EVALUATION INDICATORS

In school feeding programmes, monitoring & evaluation (M&E) activities document the changes in children’s lives brought about by the intervention. It will inform of any changes in their food security, education, health, and nutrition. In refugee settings, the responsibility for monitoring and reporting on joint operations – such as school feeding programmes – is determined at the country-level work planning. As outlined in the

Global MOU, **UNHCR** is responsible for monitoring refugee school enrolment rates and attendance, and for identifying obstacles to access education, particularly for girls. Consulting WFP’s School Meals Monitoring Framework and Guidance can provide additional examples of key monitoring and evaluation indicators for school meals interventions.

### BOX 3.5: SEX – DISABILITY AND AGE - DISAGGREGATION

To ensure that food assistance is adapted to the different needs and capacities of the women, men, girls, and boys requires access to relevant, sex – disability and age – disaggregated data. Sex – disability and age – disaggregated data are data points that are broken down according to each person’s sex and age or age group. The collection, analysis and use of such data points generate an understanding of who is affected by food insecurity and malnutrition and why and how they are affected. The Washington Group Short Set of Questions (WGQ-SS) is the recommended tool for disaggregation of data by disability status. These data points are necessary for the design, implementation, monitoring and evaluation of food security and nutrition programmes and policies that differentiate by sex, age and disability in their targeting and sections of activities.

Disaggregation of data by disability is a first step in establishing a picture of the status and needs of persons with disabilities; note that according to the operational context, additional data collection (quantitative and/or qualitative) may be needed. The data is also a tool to examine the power dynamics within a specific setting, and how these might shape gender roles, access to resources and the relative constraints different people face. And in order to meaningfully make progress towards the Global Compact Commitment to Women & Girls and the Global Compact on Refugees (GCR), data disaggregation is not only needed, but required. It will allow for an accurate mapping of progress, identify gaps, and increase the effectiveness and efficiency of programme delivery.

### INFORMATION MANAGEMENT

Having access to data provides critical information that allows the assessment of planned vs. actual achievements, progress, and changes of school feeding programs. As such, it is crucial that data is collected in a systematic and strategic way that ensures accurate, timely and reliable information. To make progress and reach the vision put forward in WFP’s School Feeding Priorities 2020-2030, major strategic shifts and learning will be required, especially in strengthening approaches in data collection, data management and usage and digital innovation. In refugee settings, WFP & UNHCR have to work together with their respective partners to increase access to real-time monitoring data in school feeding programs, which will allow for better and quicker decision making and reporting.

A useful information management tool for information management and near real-time monitoring is currently scaled-up across multiple regions. School Connect is a software that digitizes data collection and analysis process for attendance, consumption and stock movement in school feeding programmes. It covers the process from data entry to visualization on a near real-time dashboard as well as integrates with other data management systems. This tool support country offices and operations to improve their programme quality where needed: it helps to enter consistent and complete information to avoid inconsistencies and automatically consolidates daily data for monthly report submissions. It also supports with the calculation of food to be served to ensure food rations are delivered as planned, helping to obtain more systematic, regular and reliable data on school feeding programmes to enable better operational decisions related to supply chain and human resources management.

### THE EVALUATION PROCESS

The evaluation process is an integral, complementary yet distinct element of oversight and performance management. It independently assesses a project or programme’s performance and results to support accountability and learning. WFP, UNHCR and other UN agencies adhere to the United Nations definition of [evaluation](#): an assessment, as systematic and impartial as possible, of an activity, project, programme, strategy, policy, topic, theme, sector, operational area, instructional performance, etc. It focuses on expected and achieved accomplishments, examining the results chain, processes, contextual factors, and causality, in

order to understand achievements or the lack thereof. It considers the relevance, effectiveness, efficiency, impact, and sustainability of the interventions and contributions of the organizations of the UN system.

Undertaking an evaluation in school feeding programmes in refugee settings allows for a systematic review of the programme activities, policies and strategies implemented. The lessons, findings and recommendations can be used to continuously improve activities, identify gaps, and allow for better accountability in supporting refugees.

### BOX 3.6 EVALUATION SERIES ON EMERGENCY SCHOOL FEEDING: LEBANON EVALUATION REPORT

Hosting around 1 million Syrian refugees, Lebanon has one of the highest per capita refugee concentrations in the world. According to the 2019 Vulnerability Assessment of Syrian Refugees in Lebanon (VASyR), roughly 29 percent of Syrian refugee households remain moderately to severely food insecure. Present estimates predict that about 73 percent of Syrian refugee households live below the overall poverty line of less than 3.8 USD per day. These poor living conditions ultimately force refugees to resort to negative coping strategies, including reducing food consumption and having to send their children (mainly boys) to work. WFP’s Emergency School Feeding (ESF) in Lebanon started in public schools as a pilot programme in 2016, targeting Lebanese and Syrian refugee children residing in the most vulnerable communities across the country, as identified by UNICEF and UNHCR. Initially introduced as a pilot intervention in 13 public schools reaching 16,610 school children, it expanded in 2019-2020 to reach 59 schools with 14,503 Lebanese children and 20,027 Syrian refugee children, reaching a total of 34,530 children between ages 5-18 years and with a gender disparity of approximately 50 percent. The ESF programme provides a daily snack pack (fruit, protein, and dairy) which is hypothesized to act as an incentive to improve children’s school enrolment, attendance, and academic retention. Various direct and indirect objectives, including food security, nutrition diversity and awareness, access to education, alleviation of short-term hunger, social cohesion, gender-sensitive protection, and support for local inclusive economic development are being pursued under the school feeding programme. While from the very beginning of the implementation regular post-distribution monitoring has been conducted in schools, the overall programme effectiveness at achieving its direct or indirect goals had yet to be assessed. For this purpose, a research study was designed to evaluate the contribution of the ESF programme to the nutritional and educational wellbeing of children attending schools in which the programme was implemented.

The Evaluation of Emergency School Feeding (ESF) activities in Lebanon is one of a four-part Evaluation Series on ESF commissioned by the WFP School-based Programmes (SBP) Unit and made possible by a multi-year Canadian contribution to WFP. The evaluation series is set to provide accountability to Canada and other donors contributing to WFP ESF in four countries – DRC, Lebanon, Niger, and Syria – as well as to the wider humanitarian community. It also promotes learning at the strategic and operational levels, both globally and in-country. Findings from the individual country evaluations feed into a synthesis of lessons learned on ESF and have informed the implementation of the new 10-year school feeding strategy for WFP. The strategy covers school feeding in development contexts as well as in emergency and fragile contexts.

The development of the thematic scope for this evaluation was coordinated with the three other countries' evaluation teams' part of the Evaluation Series on ESFs. The scoping was guided by a global evaluation matrix that represents the common framework for data collection and analysis for all evaluations in this series. The global matrix was then adapted, resulting in a country-specific evaluation matrix. In Lebanon, the research study adopted a mixed-methods approach using both qualitative and quantitative research methods, in addition to triangulation across the two. The study was conducted in twelve schools that implemented the ESF programme, and twelve matched control schools that did not implement the ESF programme. The evaluation report provides an in-depth analysis of the key findings, clustered under nutritional, social, and educational outcomes. Overall, the study shows that an emergency school feeding programme can improve children's diets and food security, with knock-on effects on school attendance, and improved psycho-social wellbeing in the context of chronic crisis. It provided an incentive for enrolment mainly for children attending the afternoon shift. It found limited evidence of impact on social cohesion between Lebanese and Syrian children; however, the school snack distribution was perceived to instill a feeling of equality between children in the morning and afternoon school shifts. Notably, the evaluation found no evidence that the school snack reduced the incidence of child labor or early marriage. The economic or nutritional value of the school snack was not comparable to the income a child could earn working or was not a factor in the family's decision to have their child married.

\*Excerpt from Evaluation Series on Emergency School Feeding in DRC, Lebanon, Niger, and Syria (2015-2019):  
[Lebanon Evaluation Report \(2020\)](#)

## RESOURCES & TOOLS

- [Rethinking School Feeding; Social Safety Nets, Child Development & Education](#) (WFP & The World Bank, 2009)
- [WFP and Food Fortification Fact Sheet](#) (WFP, 2018)
- [Programme Guide on Infant and Young Child Feeding](#) (UNICEF, 2011)
- [Global Public Health Strategy 2021-2025](#) (UNHCR, 2021)
- Forthcoming WFP's Quick Guide for Designing Healthy Meals or Snacks
- [School Meals Monitoring Framework and Guidance](#) (WFP, 2017)
- WFP's [School-based Programmes](#) (SBP) Unit and/or WFP's [Nutrition Division](#)
- UNHCR's [Nutrition and Food Security](#) Unit and/or [Public Health](#) Unit
- Additional Agency & Function Contacts are provided under Box 5.1 & Table 5.1 in Chapter 5: Key Stakeholders and Coordination





## CHAPTER 4:

### **OPERATIONAL REQUIREMENTS**

ESSENTIAL  
COMPONENTS  
& SAFE EQUIPMENT

# OPERATIONAL REQUIREMENTS

This section provides practical information and minimum standards for the implementation of school feeding interventions such as food safety and quality, management of kitchens and storage facilities, personal hygiene requirements for cooks and kitchen personnel; the utilization and management of utensils and cutlery, and utilization of WASH practices as it relates to hygiene and food preparation & utilization.

The section is divided into four parts, outlining minimum requirements for UNHCR, WFP & other key stakeholders, thus ensuring consistency across all relevant operational activities. Furthermore, this section provides a reference to operational measures in response to the COVID-19 pandemic, as well as other possible public health emergencies. The main headings of this section are:

## 1. Food Safety & Quality

- Food Safety and Quality Standards
- Food Handling
- Food Preparation
- Serving and Consuming Food

## 2. Logistics, Infrastructure & Equipment

- Supply Chain Management
- Infrastructure and Equipment
- Clean and Efficient Energy Cooking Solutions

## 3. Water Supply, Sanitation Facilities & Hygiene

- WASH in Refugee Settings
- The Importance of Handwashing
- Personal Hygiene for Staff
- Sanitation

## 4. Operational Measures in the Context of the COVID-19 Pandemic & Other Public Health Emergencies

- The COVID-19 Pandemic and the School Setting
- Provision of WASH Services in a Context of a Public Health Emergency
- Essential Actions for School Reopening

# 1. FOOD SAFETY & QUALITY

Food contains the nutrients necessary for humans' physical and mental growth and well-being. However, improper handling and cooking practices can have a detrimental effect on the safety of the food consumed, and possibly lead to its contamination with foreign matters, toxic chemicals, or pathogenic microorganisms. The hazards for human health may occur in the different stages of the food chain. **Food safety** encompasses the whole process of food production, selection, handling, transportation, storage, preparation and consumption of the

food in ways that prevent contamination and reduce the risk of food-borne diseases.

Simple measures to assure food supply management and basic hygiene rules adopted by food handlers and cooks, from the schools' gate to children's plate, can significantly prevent food contamination and reduce cases of foodborne illnesses. The **millions of meals** served to children through WFP & UNHCR supported school meals should meet quality, safety and nutritional requirements.

## FOOD SAFETY & QUALITY STANDARDS

**Food safety** refers to the conditions and practices that ensure food does not get contaminated with physical, chemical and/or biological hazards that could cause harm to children. It encompasses the whole process of food production, selection, handling, storage, preparation and consumption of the food in ways that prevents contamination. The quality and safety of the food served to children is both a legal requirement and the duty of governments and stakeholders to ensure the delivery of good quality and safe food that contributes to the students' learning and wellbeing and does not expose them to both short- and long-term health risks.

growth, slow mental development and impaired cognitive ability. Addressing the quality and safety risks in school feeding programmes in refugee settings requires the engagement of all relevant stakeholders ranging from government, fellow UN agencies, cooperating partners, suppliers, manufacturers, inspections companies, shippers, truckers to warehouse managers, smallholder farmers, school staff, community and students.

From the process of **procurement** to **consumption**, shortcomings can result in serious consequences such as food borne illnesses and even fatalities in severe cases. Long-term negative effects arising from mycotoxins include stunted

**Food quality** describes the characteristics of food acceptable to consumers. It includes **external factors** that describe food such as appearance – size, shape, color, and consistency – textures, aroma and flavor, **internal factors** – biological, chemical, physical – to ensure that the food is in line with existing standards, including host government regulations.



## FOOD HANDLING

Proper food **handling** and **personal hygiene** are key to prevent foodborne diseases. Adapted from the WFP’s [From the School Gate to Children’s Plate Guidelines](#), including guidelines for food safety and handling, five key principles must be employed when working in food preparation, handling, and distribution:

1. Keep clean;
2. Separate cooked and raw foods;
3. Cook thoroughly;
4. Keep food at safe temperatures; and,
5. Use safe water and safe raw materials.

## FOOD PREPARATION

For schools receiving **food commodities** on a monthly basis and providing food on site, it will be important to **visually inspect** all commodities before cooking them. The commodities have spent time in the storing room since their reception and may not be suitable for consumption anymore. Ensure to log-in and alert the Food Management Committee if the food in storage displays quality issues. The subsection on food storage under Logistics, Infrastructure & Equipment section will provide additional information to help preserve the safety and quality of food.

For an optimally nutritious product, it is essential to **cook food properly** to a safe cooking temperature. Cooks must prepare food quickly and cook thoroughly. Cooking temperatures can kill almost all dangerous microorganisms and play a role in keeping food safe. Raw food, especially dirty vegetables, meats, poultry and

The section below on Water Supply, Sanitation Facilities & Hygiene provides additional information on personal hygiene for staff involved in food preparation and handling process.

seafood and their juices can contain dangerous microorganisms which may be transferred onto other foods during food preparation. Ideally, food should be cooked between **80°C - 100°C**, with hot food kept at least at 65°C.

If cooked food has been left at **room temperature** for more than **two hours**, it is important **to reheat** it properly to kill all harmful bacteria. The food must be reheated until it is steaming hot all the way through. It is important to note that time-temperature management from receipt, storage, cooking and serving, is crucial to food safety. The Food Management Committee, cooks and kitchen personnel should limit the amount of time food stays in the “danger zone” – between 5°C and 63°C or room temperature. WFP’s [Standard Training Toolkit for School Cooks and Food Handlers](#) offers additional training resources to help strengthen knowledge and good practices habits.

## SERVING AND CONSUMING FOOD

One of the most critical activities is at the moment of serving and consuming the prepared food. To ensure that students have sufficient time to wash their hands before and after a meal, as well as adequate time for serving and consuming of their meal, a dedicated period should be allocated during the class schedule. For the consumption of **snacks**, at least **45 minutes** should be allocated, and for the consumption of **on-site meals**, at least **60 minutes** should be allotted. Members of the **Parent Teacher Association (PTA)** and **designated teachers** should observe and monitor that students have properly washed their hands before receiving their food. Everyone’s hands must be clean.

The food has to be kept at a safe temperature (outside the danger zone) until serving time, ensuring that it is hot to the touch and served within two hours or less after cooking. In many low-resourced schools, food is consumed in either open-air or semi-open spaces. In those situations, there needs to be a **designated area** that is shaded, protected from wind and dust, and equipped with mats so that students do not eat in direct contact with the floor. In many refugee settings, dining halls or dining areas should be designed and built for their multipurpose usage, including for serving meals in a comfortable and dignified way.

The person who serves the food should preferably be an adult trained on basic food hygiene. Making school children responsible for serving meals or cleaning the bathrooms should be avoided as it presents risks for personal and others’ safety and health. Due to high turnover of kitchen personnel in refugee settings, there might be a shortage of resources allocated for serving the food. In those instances, students who participate in the distribution and serving of the meals should receive a basic training on food hygiene. Throughout the section, the reader will be able to get familiarized with basic training needs and resources for all staff and stakeholders supporting food preparation and distribution, with further guidelines available on internal platforms of both WFP & UNHCR.

## RESOURCES & TOOLS

- [From the School Gate to Children’s Plate: Golden Rules for Safer School Meals](#), including Guidelines for Food Safety & Handling (WFP, 2019)
- [Standard Training Toolkit for School Cooks and Food Handlers](#) (WFP, 2021)
- [WASH Manual: Practical Guidance for Refugee Settings](#) (UNHCR, 2020)

## 2. LOGISTICS INFRASTRUCTURE & EQUIPMENT

### SUPPLY CHAIN MANAGEMENT

#### Transportation

In refugee settings, under the global UNHCR/WFP Global Memorandum of Understanding (MOU), **WFP** is responsible for delivery of food to the **Extended Delivery Point** (EDP), while **UNHCR** is responsible for transportation to the **Final Delivery Point** (FDP), including overhead operational costs. The MOU specifies that the organizations must monitor pipelines and engage in mutual consultations (at least three months in advance) when either organization is unable to ensure timely arrival (and milling) of food and non-food items due to unavailable resources, delayed deliveries, or logistical and other constraints. Stakeholders must ensure the timely delivery of food, fuel, and water to schools, avoiding possible shortages or breaks in distribution. Any pipeline breaks and possible reduction in entitlements should be communicated ahead of time to the affected communities.

#### Food storage

Together with food safety standards, minimum standards in **food storage** are an important step in ensuring the longevity and quality of the food commodities. In general, WFP provides adequate and comprehensive trainings on food storage, handling and storage facility management. The trainings should be updated and periodically repeated, at least once a year. In refugee settings, UNHCR, WFP and other key stakeholders are encouraged to explore storage solutions that would allow for a more frequent usage of fresh fruits and vegetables in the food basket intake of school students.

#### BOX 4.1: GOOD STORAGE PRACTICES

- The storage area must be aerated, covered with a roof and well-lit for visual inspection
- The door must be provided with lock and key and must always be locked
- Fill gaps in walls, roof. Windows must be covered with a mesh to facilitate ventilation and prevent access to rodents, birds and other animals into the warehouse
- Make sure that floor and walls are regularly cleaned, and especially before stock arrival
- Do not store food under direct sunlight or in direct contact with the floor
- Food must be stacked on wooden pallets or raised platforms/shelves and at a distance of at least 15 cm (5.9in) from the ground level, walls, ceiling and for easy inspection and cleaning. This will ensure for good air circulation and not cause food to go soggy or mouldy
- There must be a clear demarcation, separate storage areas for different commodities
- Do not store chemicals, such as detergents and soaps, paints, cement, and insecticides, in the food storage area. Make sure they are clearly labelled
- Empty chemicals or non-food packaging (like pesticide bottles) should never be used for storing food products and vice versa. Confusion in this regard might lead to serious intoxication

- Do not eat, drink, smoke inside the warehouse
- To ensure use of food prior to spoilage or expiration, adopt:
  - **FIFO**: First In First Out principle – prepare and consume the earliest purchased food items first. The principle means that food needs to be always labelled with the date at which it was purchased and stored, so that the oldest foods are used first.
  - **FEFO**: First Expiry First Out principle – consume foods whose shelf life is the shortest.

\*Adapted from WFP *From the School Gate to Children's Plate: Golden Rules for Safer School Meals*, including Guidelines for Food Safety & Handling

### INFRASTRUCTURE & EQUIPMENT

#### Kitchens

Food safety and quality – including food preparation and handling practices – are greatly dependent on the **infrastructure** available. The kitchen areas should be **designed jointly** by UNHCR and WFP with input from national government stakeholders at the inception of a programme and should be **periodically refurbished** by WFP and UNHCR – specifically to ensure adequate space for cooking, storage and food management. Also, attention should be paid to introducing modern cooking solutions or at least adopting environmentally friendly fuel usage, as outlined in the Energy and Environment section in Chapter 1. Rehabilitate stoves and chimneys, as these can fill the kitchen area with smoke and affect the health of cooks and kitchen personnel.

The kitchen area should be designed to enhance the food safety and quality of the food commodities provided and utilized. For a hygienic environment, kitchens should have a **designated separate area** for washing of utensils, plates,

pots, and other objects. There should be water taps inside the kitchen for water for cooking and a tap either outside, or in a separate room connected to the kitchen. Kitchens should be equipped with **buckets for water collection** – both metallic and plastic as well as jerry cans and wash basins to clean utensils and pots. **Wheelbarrow** for carrying food commodity bags to and from the kitchen should be made available, if necessary.

To sustain a hygienic environment, washing equipment and mops to clean the floor should be provided regularly and replenished frequently. UNHCR should make provisions for these critical non-food items to be delivered on an acceptable frequency as needs arise. The kitchen and serving areas should also have enough detergent and other **essential supplies** for **cleaning** and **disinfecting** areas of food preparation, storage and provision.

#### Utensils & tools

Food grade plastic **utensils and tools** for food consumption should be made available for students receiving hot meals at school. Clean serving and eating utensils such as plates and cutlery will aid in **adequate** and **uniform** distribution of food entitlements to each student. **Scoops** for adequate **measuring** and serving rations should be developed and utilized for food distribution. Plates and cutlery should be provided as part of the school feeding intervention and **should not be the responsibility of the children to supply**. These non-food items should be provided by UNHCR at the beginning of the operation and periodically replenished by WFP. Also, the kitchen should be equipped with **weighing scales**, preferably digital standing scales for precision.

#### BOX 4.2: SCHOOL KITCHEN INFRASTRUCTURE

- Have a roofed, well-ventilated, easy-to-clean light-coloured floor surface
- Have a raised platform or bench for washing and preparing ingredients. It allows better visual inspection, is more comfortable to food handlers, and more importantly, reduces the risk of contamination from soil
- Have separate chopping boards for fresh vegetables and other commodities such as meat (preferably easy to dry food-grade plastic surfaces)
- Display Food Safety Posters in the kitchen as easy reminder for following good practices
- Have access to fire extinguishers and first aid toolkit (alcohol, band-aid, burn creams, etc)
- Have minimum materials for sanitation-clean water, soap, etc.
- Have both large and small pots for ease of carrying the food between different serving areas and locations
- Must always be located away from toilets
- Have modern cooking solutions

\*Adapted from WFP [From the School Gate to Children's Plate: Golden Rules for Safer School Meals, including Guidelines for Food Safety & Handling](#)

#### Clean and efficient energy cooking solutions

Access to clean, sustainable, reliable, appropriate and affordable energy is a persistent challenge in all refugee contexts. 85% of the cooking fuel in rural refugee settings is firewood, often unsustainably sourced. Facilitating affordable and appropriate access to more efficient and less polluting cooking solutions such as fuel-efficient stoves is therefore an essential activity. In the construction or rehabilitation of cooking areas, fuel-efficient and modern cooking solutions should be prioritized.

Improved stoves are usually made with metal, clay, ceramic or a combination. The [Clean Cooking Alliance](#) categorizes stoves according to performance measured against efficiency, emission, safety and durability – on a tier system between 0 to 5. Stoves in tier 4 of 5 such as electric stoves, LPC or mini gasifiers move towards a clean fuel source and are more efficient. However, in many refugee settings there is a need to upgrade from a tier 0 – 1 stove (such as open fire, and unprocessed biomass) **to a minimum of tier 2 or 3 stove**, an improvement towards minimizing negative impacts and striving towards clean fuel solutions in the future.

#### Serving & dining area

The sense of normalcy provided through school feeding interventions in refugee settings can be **complemented** by ensuring a safe and **dignified way** of dining and **servicing the meal**. In refugee settings, a temporary model and a more semi-permanent model of serving space should be standardized and applied in all refugee operations. Rubb halls should not be used as dining areas as these are extremely hot and unventilated and not appropriate for children to consume meals, especially in hot weather conditions. The dining and serving area should be ideally located in the vicinity of the kitchen for ease of serving and in close proximity to the washing stations. These structures should be able to accommodate a double shift system and have the necessary utensils and tools for all students who receive a hot meal at school.

All waiting areas and serving areas should be **shaded** and should minimize students' exposure to the harsh elements such as heat or rain. Where appropriate and considering the needs of both girls and boys, dining areas and waiting lines should follow culturally appropriate norms and practices, such as being sex segregated.

All the essential components, infrastructure and equipment should consider the inputs and feedback provided by a broad spectrum of stakeholders. Age-appropriate and **inclusive consultations** should be undertaken, a crucial component to protection and accountability to affected populations. It is critical to ensure that storage areas, kitchens, WASH structures (including toilets), and serving areas are **accessible to people with disabilities**.

## 3. WATER SUPPLY, SANITATION FACILITIES & HYGIENE

#### WASH IN REFUGEE SETTINGS

Inadequate water, sanitation, and hygiene infrastructure, as well as, overall water scarcity, are characteristics of many refugee settings, especially in the emergency phase. In many settings, refugee children and women are primarily responsible for the collection of water, sometimes walking long distances and hours to collect and transport water, exposing them to protection risks and harassment. Increased efforts have been made to provide safe and accessible water sources and sanitation facilities, incorporating protection concerns and special needs into infrastructure and services. In the context of providing school meals in refugee settings, schoolchildren, teachers, and food handlers need a water supply that is safe, accessible, and of sufficient quantity for drinking, food preparation and personal hygiene.

#### RESOURCES & TOOLS

- [From the School Gate to Children's Plate: Golden Rules for Safer School Meals, including Guidelines for Food Safety & Handling](#) (WFP, 2019)
- [Engineering in Support of Designing School Kitchens](#) (WFP, 2015)
- [School Feeding Handbook Manual](#) (WFP, 2021)

### BOX 4.3: WASH ESSENTIAL STANDARDS IN SCHOOL SETTINGS

- Average of 3 litres of potable water available per student per day
- Average 400 students per usable handpump/well
- Emergency target: max. 500 students per usable handpump/well
- Post-Emergency target: max 250 students per usable handpump/well
- Max 200 students per usable water tap
- 50 students per toilet/latrine (30 girls per toilet, 60 boys per toilet – add urinals for boys)

\*Excerpt from UNHCR WASH Manual: Practical Guidance for Refugee Settings

### THE IMPORTANCE OF HANDWASHING

**Handwashing** is critical to a person's health and well-being. Handwashing facilities should **be accessible** to all students – including students with disabilities – but also to teachers, administrative staff, cooks, guests, and other school related personnel. Also, as described in part 4 under Operational Measures in the Context of the COVID-19 Pandemic, availability of water and other WASH resource is key for prevention activities of public health emergencies. All handwashing facilities should **have adequate supply** of water, soap or ash, and a way of dispensing water without touching the dispenser. Personal hygiene, including handwashing, is also extremely important for people handling food.

### PERSONAL HYGIENE FOR STAFF

Personnel involved in the school meals preparation in refugee settings – cooks or food handlers – should **obtain and maintain valid medical certificates**, maintain personal hygiene, be clean, physically fit, and knowledgeable in food preparation. Medical check-ups should be encouraged every six months, or as required by the programme's rules and national guidelines.

Personnel working in the kitchens should have **appropriate attire**, either apron or full uniform, that is always clean as to help prevent cross-contamination of bacteria from clothing to food

### BOX 4.4: CRITICAL TIMES FOR HANDWASHING

- After using the toilet
- Before handling and preparing any food
- After touching raw meat, fish, eggs, fruits and vegetables
- Before and after serving food
- Before and after eating
- After handling waste
- After coughing or blowing nose
- After any cleaning

### BOX 4.5: HANDWASHING STEPS

- Wet hands with water
- Apply enough soap to cover all hand surfaces
- Rub your hands and fingers well with soap or ash at least three times
- Clean between the fingers, under your fingernails, and up to your wrists to help control germs
- Rinse hands with water
- Dry hands thoroughly with a single use towel, or dry them in the air as to avoid recontamination on a dirty towel
- Your hands are now safe

stuff and vice versa. Aprons made of nylon should be avoided as the material can easily catch fire, cotton-made garments are encouraged. All staff and guests visiting the cooking areas should wear a hat or hairnet.

Prior to handling food, cooks should **always wash their hands**, using soap and clean running water. Cooks should not work (prepare or serve food) when they are suffering or suspected to have an illness involving any of the following: diarrhea, fever, jaundice, vomiting, abdominal pain, skin rashes, sore throat and others. Open wounds should be covered by bright colored waterproof bandages or gloves.

### SANITATION

The presence of clean, safe toilets in a number sufficient to serve students, teachers, cooks, and other staff is key to the promotion of good health, a safe environment for students in refugee settings. Unsafe, unsanitary toilets can contribute to an unsafe and uninviting school environment disproportionately impacting the girl student.

Additionally, the needs of women and girls to manage their menstrual periods confidently, in privacy and with dignity and should be integrated into WASH responses and activities. The process needs to be managed through appropriate sanitation and hygiene. In the context of schools, it means having conversations with female staff and students to ensure appropriate and safe WASH facilities to manage menstrual materials. IRC's [MHM in Emergencies Toolkit](#) and UNHCR's [WASH Manual for Refugee Settings](#) provides more details on the subject.

### BOX 4.6: MINIMAL REQUIREMENTS FOR TOILETS

- 50 students per toilet/latrine (30 girls per toilet, 60 boys per toilet – add urinals for boys)
- Toilets are easily accessible to all, including staff and students with disabilities
- Provide sex segregated toilets for male and female students
- Toilets must be private and secure, including being well lit if used after dark
- Toilets are appropriate to local cultural norms and social conditions, accessible for children with disabilities or with chronic diseases
- All latrine areas have convenient handwashing facilities close by with adequate water and soap
- Toilets should have proper ventilation which will limit the odours
- Latrines are hygienic to use and easy to clean
- Ensure options are available for the disposal of sanitary protection or incontinence materials. This may require installing collection buckets in each latrine
- The school must establish and maintain a cleaning and maintenance routine, as to keep the latrines functioning and clean. It is recommended that latrines should be cleaned daily (even without water), and thoroughly with disinfectant on a weekly basis or more regularly if the need arises

\*Adapted from the UNHCR WASH Manual: Practical Guidance for Refugee Settings

### RESOURCES & TOOLS

- [WASH Manual: Practical Guidance for Refugee Settings](#) (UNHCR, 2020)
- [Water, Sanitation and Hygiene for Schoolchildren in Emergencies: A Guidebook for Teachers](#) (UNICEF, 2011)
- [Golden Rules for Safer School Meals](#) (WFP, 2020)
- [Menstrual Hygiene Management \(MHM\) in Emergencies Toolkit](#) (IRC, 2017)

## 4. OPERATIONAL MEASURES IN THE CONTEXT OF THE COVID-19 PANDEMIC & OTHER PUBLIC HEALTH EMERGENCIES

### THE COVID-19 PANDEMIC & THE SCHOOL SETTING

In late 2019, a novel coronavirus (SARS-CoV-2/ COVID-19) emerged, completely upending everyday life. In February 2020, the COVID-19 crisis became a worldwide pandemic, which has had an unprecedented global social and economic impact. By mid-March 2020, most governments had resorted to lockdowns, with the pandemic dramatically affecting the lives of school age children. At the height of the lockdown policies worldwide, about 90% of the world’s school age children had limited or no access to schooling. Almost overnight, schools have been closed; exams cancelled, postponed or moved online; and parents and other caregivers – including in refugee settings – have taken on bigger roles in supporting children’s learning. Adapting to the limitations imposed by the COVID-19 pandemic has been especially difficult for the 85% of the world’s refugees. Mobile phones, tablets, laptops, good internet connectivity, cheap data, even radio sets are often not readily available to displaced communities, either in rural or urban settings. Even more concerning, gender inequality in the physical world is replicated in the [digital world](#) – there is a large gap in women and girls’ digital adoption and use compared to men and boys.

Keeping education going in the time of a pandemic requires innovation, invention and collaboration. Schools are a critical platform for children to access vital nutrition and health support that allows them to learn and thrive. Therefore, prolonged school closures can have negative consequences in many aspects of a child’s educational, social, and emotional development. WFP, UNHCR and other UN Agencies expressed concern that prolonged school closures interrupt and disrupt the provision of, and access to, essential school-based services, such as school feeding and nutrition programmes, immunization and mental health and psychosocial support (MHPSS). As national governments go through a process of continual adaptation to the COVID-19 pandemic, WHO’s [“Checklist to support school reopening and preparation for COVID-19 resurgences or similar public health crises”](#), highlights six dimensions for consideration when planning for school reopening in any given context: policy, financing, safe operations, learning, reaching the most marginalized, wellbeing and protection.

### PROVISION OF WASH SERVICES IN A CONTEXT OF A PUBLIC HEALTH EMERGENCY

For national governments to consider reopening plans for all educational settings, the COVID-19 response plan requires multiple stakeholders working together to inform, educate, and provide the needed resources. For example, the **availability of water** remains crucial to support personal hygiene, including hand washing with water and soap as a key preventative measure

in a public health emergency. Water should be available in all school settings in **adequate quantity** for regular cleaning and disinfection purposes, laundry (when applicable), personal hygiene and other activities. Water should be made available through on-site taps, or storage/reservoir at the schools. Students, teachers and non-teaching staff should **use reusable water**

**bottles** and avoid sharing cups. Reusable water bottles and other reusable utensils should be cleaned and disinfected at the end of each day at home. Additionally, **personal hygiene** is important in preventing the transmission of the COVID-19 virus. In school settings, everyone should be reminded of handwashing hygiene especially **why, when and how** to wash hands frequently. Hand hygiene should be observed after touching surfaces, coming out of public

transportation or building, touching door handles, elevator doors and buttons; hands also must be washed systematically after blowing your nose, coughing, or sneezing. **Appropriate handwashing techniques** should be observed – hands must be scrubbed and washed for at **least 20 seconds**. Table 4.1 details food hygiene behaviors in a context of a public health emergency.

**TABLE 4.1: BEHAVIORS ON FOOD HYGIENE FOR SCHOOLS DURING THE COVID-19 PANDEMIC & OTHER PANDEMICS**

- All kitchen staff must wash their hands thoroughly with clean water and soap before cooking and serving food. The staff cooking the food must wear a mask at all times, including at the point of serving the meal. Where possible, cooks should also wear gloves to serve, or handle the food. It is always good to avoid bare-hand contact with ready to eat food to reduce the chances of contamination.
- Utensils and cutlery must be kept clean and sanitized before use by kitchen personnel and students.
- Use cloth, soap and water for cleaning, disinfecting kitchen surfaces or at points of cooking and waste disposal.
- Food stores must be regularly kept clean by disinfecting surfaces twice a day. Keep windows open to allow air flow when possible.
- Where possible, students should only collect meals from school rather than staying at school to eat. It is recommended that meals be served in reusable boxes were available.
- Where students stay at school to eat, they must wash their hands thoroughly with clean water and soap before and after eating food and after visiting a toilet/latrine. Handwashing facilities must be kept clean and sanitized to reduce the risk of infection.
- When students stay at school to eat, space out tables and chairs in designated dining areas, so that students are 2 meters apart. Limit the number of children who can come into the dining area at a single time, in accordance with national guidance.
- Where possible, children should be supplied with a one-time hygiene kit to be used all the time for hand hygiene before and after meals.

\*Adapted from UNICEF’s “COVID-19 Emergency Preparedness and Response: WASH and Infection Prevention and Control Measures in Schools”

## ESSENTIAL ACTIONS FOR SCHOOL REOPENING

Reopening schools is a phased approach, contextual to the situation. Schools may need to close, partially close and reopen more than once, depending on the prevailing intensity of COVID-19 and public health situation in the country, locality and/or within a specific community. [Essential actions](#) for school reopening should be implemented on the basis of feasibility and should be adapted to the specific contexts at the individual school level, through a co-design and participatory approach with the student body and other key stakeholders.

### RESOURCES & TOOLS

- [Mitigating the Effects of the COVID-19 Pandemic on Food and Nutrition of Schoolchildren](#) (WFP, FAO & UNICEF, 2020)
- [Checklist to Support Schools Re-opening and Preparation for COVID-19 Resurgences or Similar Public Health Crises](#) (WHO, 2020)
- [COVID-19 Emergency Preparedness and Response: WASH and Infection Prevention and Control Measures in Schools](#) (UNICEF, 2020)
- [COVID-19 Framework for Reopening Schools](#) (UNESCO, UNICEF, World Bank & WFP 2020)





## CHAPTER 5:

### **KEY STAKEHOLDERS & COORDINATION**

### RECIPE FOR SUCCESS

# KEY STAKEHOLDERS & COORDINATION

This section provides an overview on the critical role partnerships and collaborations play amongst UN Agencies, Host Governments, Parent Teacher Associations, Schools and the Community at large. These efforts are the recipe for a successful school feeding intervention in refugee settings. It outlines broad roles and responsibilities of various entities and bodies whose involvement is necessary and definitive in school feeding programmes.

Part 1 provides a brief narrative on the critical role that partnerships and collaboration plays in achieving a successful school feeding programme in refugee settings, while part 2 outlines the programmatic roles and responsibilities of various stakeholders. The section provides an in-depth review of the Global Memorandum of Understanding between UNHCR and WFP. The legend highlights the main headings of this section, for ease of reference.

## 1. Key Stakeholders and Coordination

- Why Partnerships are Essential for School Feeding Programmes
- Cooperating Partners

## 2. Stakeholders Roles & Responsibilities

- Role of Schools & The Community at Large
- Host Government
- Roles & Responsibilities: UNHCR, WFP & Implementing and Cooperating Partners

# 1. KEY STAKEHOLDERS & COORDINATION

## WHAT DO THE GLOBAL COMPACT PRINCIPLES SAY ABOUT THE ROLE OF STAKEHOLDER COORDINATION

- The scale and nature of refugee displacement requires a comprehensive response to protect and assist refugees and support host communities, through a multi-stakeholder approach, including national and local authorities, international organizations and financial institutions, regional organizations, civil society, faith-based organizations, academia, the private sector and refugees themselves.

## AGENDA 2030 ON SUSTAINABLE DEVELOPMENT GOALS AND THE SDG 17: PARTNERSHIPS FOR THE GOALS

- SDG 17.16:** Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries.
- SDG 17.17:** Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships

## WHY PARTNERSHIPS ARE ESSENTIAL FOR SCHOOL FEEDING PROGRAMMES

Due to the complex, interconnected and crosscutting nature of the factors that influence school feeding programmes and the required multi-stakeholder collaboration towards achieving its intended outcomes under the umbrella of school-health and nutrition, the programme should be designed, implemented

and monitored in tandem with other sectors, stakeholders and initiatives. The GCR underscores the importance of partnership and collaboration between government and other relevant stakeholders to ensure positive outcomes for both refugees and host communities.



## A FOUNDATIONAL PARTNERSHIP BETWEEN UNHCR & WFP IN SUPPORTING PERSONS OF CONCERN

The ultimate goal of the UNHCR/WFP partnership is to ensure the food security and related needs of refugees, asylum seekers, returned refugees (returnees), and stateless persons are addressed. The collaboration between the two UN agencies pre-dates the first Memorandum of Understanding (MoU) which was signed in 1985. The current MoU was signed in 2011, and it outlines agency mandates, partnership objectives and areas of cooperation between the two agencies, as well as delineates roles and responsibilities of each agency in support of host governments.

Through the timely provision of the right quantities of the right food and non-food items and services, UNHCR and WFP seek to contribute to:

- Restore and/or maintenance of a sound nutrition status for different population groups through culturally acceptable food assistance that meets internationally accepted standards of assessed nutrition requirements; and,
- Promote self-reliance among beneficiaries through the implementation for appropriate programmes to develop food production and generate income, which facilitate a progressive shift of the response from general relief food distribution towards more targeted assistance and sustainable development-oriented activities and create sustainable conditions for durable solutions.

## COOPERATING PARTNERS

### UN Sister Agencies, Government Entities and National and International NGOs

In addition to UNHCR and WFP's collaboration with national governments, it is advisable to develop partnerships with other stakeholders and sister UN Agencies that can provide complementary inputs and training, or programme advice. Other partners can include UN Sister Agencies (such as UNICEF, FAO, WHO, UNFPA), the Global Partnership for Education, Education Cannot Wait, World Bank, the private sector, and new donors, civil society organizations, cooperating partners and other national or international NGOs. For example, such collaborations can target social and behavioral change communication (SBCC) for hygiene promotion, nutrition education, HIV/AIDS and children living with disabilities, issues related to child protection and prevention of sexual and gender-based violence (SGBV), safe transport of female cooks to and from school, amongst others. These types of collaborative efforts can be formalized through a Letter of Understanding or a Letter of Agreement with a UN Sister Agency and or a National, International NGO or a Government entity.

## 2. STAKEHOLDERS ROLES & RESPONSIBILITIES

### ROLE OF SCHOOLS & AND THE COMMUNITY AT LARGE

Details on the roles and responsibilities of various entities and bodies at each school are outlined in WFP's [School Feeding Guidance Manual](#). These entities should be part of, or work in tandem with, the existing refugee coordination mechanisms, refugee education working groups, and other committees and bodies present in refugee settings. As well, these structures provide an opportunity for contact, where parents can work towards fostering peaceful coexistence and good relations. All these entities should ensure and strive for **an equal representation of women, men, girls, and boys** through identifying, addressing the barriers to participation, and making participation meaningful.

#### School management committee

- The School Management Committee is normally comprised of the Headmaster / Teachers and Representatives of the Parent Teacher Association and should meet every month.
- The Headmaster/ Teacher is normally the Chairman of the School Management Committee and is responsible for: the management of food stocks; the collection of attendance records from each class and for informing the Head Cook of the number of students and rationing the quantity of food of the day.
- The Head Teacher is also responsible for the overall supervision of cooks and kitchen personnel and for overseeing meal preparation and hygiene standards and for enforcing disciplinary measures in the event of food diversion.

- The committee is responsible for liaison with cooperating partners and communication with the community on issues related to school feeding programmes.

#### Parent Teachers' Association (PTA) / Parents Association (PA)

- The Parent Teacher Association (PTA) or Parents Association (PA) is normally comprised of elected members with a two-year tenure and should be gender balanced as well as have equitable representation, including representatives from the host and refugee communities.
- It is advisable to ensure that a parent from each grade and class is represented in the PTA so that age-appropriate aspects are considered in design and implementation.
- Mobilizing, liaising, consulting, information sharing between the school and the community is one of the most important roles of the PTA. This includes identifying and mobilizing out of school children and identifying children with special needs or disabilities to attend schools and informing them of available services and assistance.
- Members of the PTA should also regularly observe and monitor the preparation, distribution and serving of the school meal and report gaps or requirements to the Head Teacher and Board of Management (BOM).

## Refugee Education Working Group

- The coordination of refugee responses takes place through the Refugee Coordination Model, which operates as an inter-sectoral platform. Education specific groups may either be established as a separate response sector or as part of the Protection Working Group. Depending on the nature of the response, coordination mechanisms may be established at national and sub-national levels or operate only at the local level.
- Refugee Education Working Groups are often co-led with representatives of the host government's education authorities with either UN Agencies or national/ international NGOs.
- REWGs bring together a variety of stakeholders supporting the education response for refugees and affected host communities. The REWG is responsible for putting in place a strategic framework for the education response, ensuring coordination amongst those supporting both formal and non-formal education programmes for children and youth, collecting data on needs, documenting the response and mobilising resources.
- REWG coordinators are also responsible for ensuring that there are effective cross-sectoral linkages with other sectors (e.g., child protection, nutrition and food security, WASH, livelihoods and cash).

## Food Management Committee

- Some schools have a specific Food Management Committee (FMC) that meets at the beginning and the end of the term to plan and follow up on issues specifically related to school meals. It is advisable to mobilize a Food Management Committee to ensure that all issues specific to the management

and implementation of the school meal are adequately addressed with the participation of relevant stakeholders at each school.

- The Food Management Committee normally comprised of: The School's Board of Management; Representatives of the Parent Teacher Association (PTA) or Parents Association (PA); Student Council Representatives; School Feeding Programme Managers of the Implementing Partner; WFP School Feeding Monitor; UNHCR Education Field Officer; Representative of the Directorate of Education.

## Teachers

- Teachers are responsible for recording class attendance and submitting accurate attendance records to the Head Teacher for the adequate rationing of food.
- Teachers are also a conduit for communicating ration entitlements and informing students of any changes in the menu and ration quantities. The information should be presented in an approachable manner, has to be received by and clearly understood to everyone, regardless of their age, gender, reading abilities, or other characteristics. Teachers and school officials should consider accessibility of communication for all students, parents and other relevant stakeholders.
- Teachers are responsible for managing waiting lines and overseeing the serving of school meals and resolving any disputes between students that may arise during the serving and consumption of school meals. The management of snack/lunch breaks can also serve as a means of transmitting good manners and consideration for others.

## Student Council / Class Monitors / Students

- Some schools have elected Student Council Members who are responsible for relaying and communicating concerns and issues related to the school meals at the Food Management Committee or Board of Management Meetings.
- School Feeding Programme Managers should encourage and advise schools to include a Student Council Focal Person for relaying the views and recommendations of the student's body for all aspects related to the school meals. Communicating and liaising with students through the Student Council and other representatives is important for ensuring that the perspectives of students are included in the management and implementation of the programme.
- The student council members should strive for representation, gender balance and inclusivity of all the student body, including for example students with disabilities, students with communication needs, or other special needs that students might exhibit.

## Cooks & kitchen personnel

- The number of cooks and kitchen personnel should be proportional to the number of students at schools and should ideally be a ratio of 1:100. This includes cooks, cleaners and distributors, facilitators, storekeepers and personnel to help with the handling of fuel/firewood and carrying water. Kitchen personnel should include both women and men from refugee and host communities. The need for cooks and kitchen personnel should take into consideration the school schedule, including accommodating a double-shift system.

- Kitchen Personnel should be provided with at least a two-week on the job training and specific training on food, hygiene, health and safety standards. The roles and responsibilities may be interchangeable according to the preference of the team; however, each kitchen should have a Head Cook who is responsible for managing the team and ensuring that team is well structured and managed. The Head Cook is responsible for representing Kitchen Personnel and liaising with BOM.
- Kitchen personnel should undergo periodic health checks.
- It is important to ensure that cooks and kitchen personnel are well trained and supported as poor working conditions and remuneration can lead to high turnover and inconsistent quality in the preparation of school meals. Coordination between UNHCR and WFP in providing access to the right resources for kitchen personnel is required.
- Gender-based disparities still exist in school feeding settings, with [some programmes](#) relying on women providing voluntary labour or working for low remuneration rates, which may reinforce social norms and negatively affect women. Strategies such as **equal participation** in the duties of cooking, serving, and cleaning after a meal; as well as **harmonizing the remuneration levels** of cooks are concrete steps in addressing such disparities amongst kitchen personnel.

## HOST GOVERNMENT

### National and District Government Authorities

- School Feeding Programmes in refugee settings should be designed in alignment with national standards and protocols related to school feeding programmes. In line with WFP’s 2020-2030 School Feeding Strategy, transition and scale up towards nationally owned and operated school feeding programmes is context specific. It is important to design refugee school feeding programmes with the aim of their inclusion into national programmes where possible, underscoring the importance of ensuring the participating of local education authorities in the design and implementation. Working together with national and district government authorities supports system strengthening and programme knowledge transfer and fosters government ownership.
- The National Public Health Authorities are also responsible for assessing and evaluating health and safety standards of school kitchens and issuing certification or condemning kitchens that do not meet national health and safety standards.
- Liaison with national government and refugee management authority for promoting and facilitating the development of school gardens and home-grown school feeding programme and ensure that both refugee and host community members can participate in the programme as an income generation activity.

### ROLES & RESPONSIBILITIES: UNHCR, WFP & IMPLEMENTING AND COOPERATING PARTNERS

- The **Global MoU** outlines the roles and responsibilities between UNHCR and WFP at the global level and can be adapted at the Country Level to reflect the prevailing context under a Country Level MOU outlining the roles and responsibilities for all programme activities.
- A **Tripartite Agreement** should be developed and signed at the country level with each Cooperating/Implementing Partner and or Government entity outlining responsibilities for implementation and monitoring.
- A separate **Field Level Agreement (FLA)** can be signed between WFP and the Implementing Partner for overhead operational costs.
- A **Letter of Understanding (LOU)** can be signed with Cooperating Partners such as other UN Sister Agencies who are providing complimentary services and activities that are essential for the implementation of the programme.

Roles and Responsibilities for all activities and food and non-food items should be clearly delineated in country specific MOU or LOU to avoid gaps in accountabilities. The Global MOU outlines the key points for each agency as well as joint activities. Table 5.1 provides a comprehensive review of the MoU between UNHCR and WFP.

## RESOURCES & TOOLS

- Templates for developing country level Memoranda of Understanding (MoU), Field Level Agreements (FLAs); Letters of Understanding and Agreements (LOU/LOA) and Partnership Agreements, please consult [www.wfp.org](http://www.wfp.org) or [www.unhcr.org](http://www.unhcr.org) websites.
- [Evaluation of the Gender Policy 2015-2020](#) (WFP, 2020)
- WFP’s [School-based Programmes](#) (SBP) Unit
- WFP’s [Legal Services](#) and/or UNHCR’s [Legal Services and Standards](#) Unit
- [Global MOU](#): Templates for MOUs, FLAs, and LOUs
- Additional Agency & Function Contacts are provided under Box 5.1 & Table 5.1

BOX 5.1: STEERING COMMITTEE: FOR SCHOOL FEEDING PROGRAMMES IN REFUGEE SETTINGS			
SCOPE	SECTOR	ROLE	AGENCY / FUNCTION
OPERATIONS	WATER, SANITATION & HYGIENE (WASH)	<ul style="list-style-type: none"> <li>Supply of water to schools for food preparation and cleaning of utensils and facilities; periodic water quality sampling to be done</li> <li>Supply of water and soap for handwashing</li> <li>Hygiene Education / Training for cooks and cleaners / menstrual hygiene management</li> </ul>	Implementing/ operational Partner (IP) WASH
	ENERGY & ENVIRONMENT	<ul style="list-style-type: none"> <li>Supply of firewood/fuel to schools for food preparation</li> <li>Identifying alternative and environmentally friendly sources of fuel, including modern cooking solutions</li> <li>Energy access in storage facilities for the longer preservation of food</li> </ul>	UNHCR / IP/OP Energy & Environment WFP/PRO-C
	SUPPLY CHAIN	<ul style="list-style-type: none"> <li>Procurement, transport and delivery of food, water and firewood, fuel efficient stoves and utensils</li> <li>Storage Facilities for food and firewood</li> </ul>	UNHCR/WFP Supply Chain
	SITE-PLANNERS / ENGINEERS	<ul style="list-style-type: none"> <li>For construction / rehabilitation / extension of kitchens, storage facilities and dining halls</li> </ul>	UNHCR/WFP Engineers
OPERATIONAL CONTEXT & PROTECTION	EDUCATION	<ul style="list-style-type: none"> <li>Database of schools, enrolment and attendance</li> <li>School Management and links with Board of Management (BoM) &amp; Parent Teachers Association (PTA)</li> <li>Education materials to train school feeding actors on nutrition education, food quality and safety and promotion healthy eating habits. As well, facilitate information dissemination on protection measures in the context of public health emergencies, such as the COVID-19 pandemic.</li> </ul>	UNHCR & IP/OP Education Officers Host Governments
	CHILD PROTECTION	<ul style="list-style-type: none"> <li>Support to Child Friendly Spaces and non-formal education centers</li> <li>Issues related to Unaccompanied Minors, Separated Children and Other Vulnerable Children</li> <li>Support in developing complaints and feedback mechanisms and ensuring accountability to affected populations</li> <li>Training for cooks, teachers, guards and children on management of children during school meals</li> <li>Mobilizing Out of School Children and integration into accelerated learning Programmes</li> </ul>	UNHCR/ IP/OP Child Protection Officer
	SEXUAL & GENDER BASED VIOLENCE (SGBV)	<ul style="list-style-type: none"> <li>Impact of school feeding programme in prevention of SGBV (minimizing risks and exposure to SGBV)</li> <li>Special consideration and advocacy for survivors or SGBV</li> </ul>	UNHCR GBV Officer

SCOPE	SECTOR	ROLE	AGENCY / FUNCTION
PROGRAMME DESIGN	NUTRITION & PUBLIC HEALTH	<ul style="list-style-type: none"> <li>Ensuring that the meals and snacks are nutritious and appropriate: Ration Design (commodities, quantity and quality)</li> <li>Nutrition Education &amp; Social and Behavioral Change Communication (SBCC) on improved food habits</li> <li>Ensuring links with nutrition programmes (deworming, micronutrient supplementation etc)</li> <li>Monitoring of Public Health Certification of Kitchens &amp; medical check-ups for cooks</li> <li>Mechanisms for monitoring nutrition situation of school aged children</li> </ul>	UNHCR nutrition and food security officer or Public Health  WFP Nutrition
	FOOD SECURITY	<ul style="list-style-type: none"> <li>School Feeding as a food security intervention</li> <li>Links with General Food Distribution (GFD)</li> <li>Developing Livelihood interventions: School Gardens for supply of food to schools (vegetables, condiments, livestock)</li> </ul>	UNHCR nutrition and food security officer / Livelihood WFP Programme Officer
	MONITORING & EVALUATION	<ul style="list-style-type: none"> <li>Database and Information Management</li> <li>Monitoring Indicators</li> </ul>	WFP/UNHCR and IP/OP M&E and Food Aid Monitors

TABLE 5.1: UNHCR WFP GLOBAL MEMORANDUM OF UNDERSTANDING (MOU) ROLES & RESPONSIBILITIES		
	WFP	UNHCR
LEGAL FRAMEWORKS	<p>General Assembly Resolution (FAO 1961 and 1965)</p> <p><b>WFP Mission Statement 1994</b></p> <ul style="list-style-type: none"> <li>Use food aid to support socio-economic development</li> <li>Meet emergency and protracted relief food needs</li> <li>Promote world food security                             <ul style="list-style-type: none"> <li>Assist in meeting refugee (emergency and protracted) food needs using this assistance for both relief and development purposes</li> </ul> </li> </ul> <p>Considering the impact of displacement on food security, all displaced populations are of concern to WFP, regardless of their status and location (camps or host community settlements; urban or rural settings)</p>	<p>General Assembly Resolutions (1950 and 1954) ECOSOC</p> <p><b>Refugee Convention 1951</b></p> <ul style="list-style-type: none"> <li>Provide international protection to refugees and seek durable solutions</li> <li>Protection and assistance to persons of concern: refugees, asylum seekers, returned refugees (returnees) and stateless persons</li> </ul>
	OBJECTIVE & SCOPE	<p><b>JOINTLY: Ensure that the food security and related needs of persons of concern are adequately addressed.</b>  <i>(Food security is when all people at all times have physical, social and economic access to sufficient, safe and nutritious foods that meets their dietary requirement for an active and healthy life)</i></p> <p>Through <b>timely provision</b> of the right quantities of the right <b>food and non-food items</b> and services contribute to:</p> <ul style="list-style-type: none"> <li>Restoration of and maintenance of a <b>sound nutrition status</b> for different population groups through <b>culturally acceptable food assistance</b> that meets accepted standards of assessed nutritional requirements</li> <li>Promotion of <b>self-reliance</b> through the implementation of appropriate programme to <b>develop food production or generate income</b>, which facilitate a general shift of response from general relief food distribution towards more targeted assistance and sustainable development activities and create suitable conditions for durable solutions.</li> </ul> <p>Create suitable conditions for <b>self-reliance</b> in the context of refugee legal rights (employment and access to land) and also <b>include a range</b> of other <b>activities</b> that <b>promote socio-economic empowerment</b> and fit into the larger <b>context for local development</b></p>

AREAS OF COOPERATION		
NUTRITION	<ul style="list-style-type: none"> <li><b>Preparedness Planning:</b> Early Warning Systems, Contingency Plans (operational continuity and readiness)</li> <li><b>Registration &amp; Verification:</b> jointly assess number and demographic composition of refugees/returnees eligible for food assistance</li> <li><b>Needs Assessment:</b> socio-economic capacity to inform targeting and guide development of livelihood and self-reliance programmes. Special consideration for women, children (especially unaccompanied) and other vulnerable groups.</li> <li><b>Modalities of food assistance and distribution:</b> composition of the food basket, ration size, duration of assistance and related non-food inputs</li> <li><b>(cash, vouchers or in-kind):</b> all relevant factors including <b>socio-economic</b> and <b>nutrition status, cultural practices, overall food availability, prospects for self-reliance</b>, availability of <b>cooking fuel</b> and <b>milling facilities</b> and <b>environmental impact</b>.</li> <li>Consider the situation of <b>host communities</b> and address their need as appropriate and address <b>protection concerns</b> resulting from tensions between refugees and local communities.</li> <li><b>Self-reliance &amp; durable solutions: livelihood support; build self-reliance: asset building, training, income generation</b> and other activities. <b>Reinforce coping mechanisms</b> and <b>gradually fade out assistance</b></li> <li><b>Jointly advocate to include refugees in national plans (as appropriate)</b></li> <li>Planning and implementation of <b>repatriation &amp; return</b> operations (timing security)</li> <li><b>Reintegration strategies</b> to help integrate returnees: (<b>food security</b> in areas of return)</li> </ul>	
	<p>Joint decision:</p> <ul style="list-style-type: none"> <li><b>General food assistance and ration: 2,100 kcal</b> (10-12% protein: 17% lipid) adjusted based on temperature, demographic composition, nutritional status and activity levels (<i>WFP/UNHCR/UNICEF/WHO Guidelines for estimating food and nutritional needs in emergencies</i>); ability to provide own food and other factors to be considered.</li> <li>Implementation and type of <b>selective feeding</b> programmes based on guidelines to assess <b>monitor</b> and <b>evaluate food needs</b> for general and selective feeding programmes</li> <li><b>Supplementary and therapeutic feeding programme:</b> micro-nutrient interventions (fortified blended foods, lipid based nutrient powder) joint decision based on guidelines</li> <li>Nutrition and surveillance and monitoring of refugees in <b>non-camp settings</b> will be based at the country level</li> </ul>	
	WFP	UNHCR
	<ul style="list-style-type: none"> <li><b>Provide multi-fortified food (WFP)</b> when refugees are dependent on food assistance</li> <li>Provide <b>recommendations</b> on specific actions based on own nutrition technical assessments</li> <li><b>Host Community</b> Decision at country level</li> <li>Use UNHCR <i>Health information Systems (HIS) Reporting Format</i> for monitoring nutrition programmes in camp-based settings</li> </ul>	<ul style="list-style-type: none"> <li>Assessing, implementing, monitoring &amp; evaluating nutrition programmes and status of beneficiaries, including selective feeding programmes</li> <li>Organize regular nutrition surveys and maintain surveillance system</li> <li>Involve WFP in all planning, interpretation, analysis and dissemination of survey results</li> <li>Inform WFP on status of programmes supported</li> <li>Oversee and monitor IP's distribution of TFP/SFPs</li> </ul>

HIV/AIDS	<ul style="list-style-type: none"> <li>Joint UN Programme on HIV/AIDS (UNAIDS) move AIDS response towards universal access to HIV <b>protection, prevention, treatment, care</b> and <b>support</b></li> <li><b>Advocate</b> for <b>inclusion</b> and support of refugees in <b>national AIDS strategic plans</b>, policies programmes</li> </ul>	
	WFP	UNHCR
	<ul style="list-style-type: none"> <li>Provide <b>food assistance</b> to PLWHIV/AIDS and their families through complimentary food rations and other modalities</li> </ul>	<ul style="list-style-type: none"> <li>Include PLWs, HIV AIDS vulnerable groups and their families are included <b>protection, prevention, care, support</b> and <b>treatment</b>, including food security and <b>livelihood interventions</b></li> </ul>
GENDER, AGE & DIVERSITY	<ul style="list-style-type: none"> <li>Joint policies and strategies to promote <b>gender mainstreaming in all activities</b></li> <li>Joint operations in full respect of common commitment to <b>enhance the status and role of women</b> and other <b>groups</b> facing <b>discrimination</b> and <b>marginalization</b></li> <li>Identifying <b>Gender, age</b> or <b>diversity specific challenges</b> and protection of women and girls</li> <li>Ensure collection of <b>sex and age disaggregated data</b></li> <li>Long term action plans to increase the <b>participation of women and girls</b> in decisions that affect their livelihoods to ensure more <b>equal access to food</b> and <b>non-food assistance programmes</b> of all activities</li> <li>Take measures to ensure that at least <b>80% of food assistance is managed by women</b> in the <b>households</b> (depending on demographic composition of population)</li> <li>Involve <b>beneficiary</b> community, particularly women in establishing <b>safety and violence prevention measures</b> for all aspects of <b>managing food assistance</b></li> <li><b>Women</b> should be encouraged to <b>participate in decision making bodies</b> and comprise 50% of community management committees.</li> </ul>	
	<ul style="list-style-type: none"> <li><b>Assess the need</b> for school feeding programmes</li> <li>Identify <b>target</b> groups</li> <li>Identify appropriate <b>modality</b> (on site cooked meals, snack or take-home ration)</li> <li>Develop <b>joint interventions</b></li> <li>Consider <b>secondary school feeding programmes</b> where appropriate</li> </ul>	
EDUCATION	WFP	UNHCR
	<ul style="list-style-type: none"> <li>Provide school feeding <b>without disqualifying households</b> that receive general food distribution rations</li> <li>Provision of <b>food</b> items</li> <li>Transportation and storage of food commodities <b>at extended delivery point</b> (EDP)</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring refugee enrolment rates and attendance</li> <li>Identifying obstacles to access to education, particularly for girls</li> <li>Providing appropriate <b>non-food items</b> and <b>infrastructure</b></li> <li>Responsible for Water and Sanitation (<b>WASH</b>)</li> <li>Mobilizing parent teacher associations (PTA)</li> <li>Transportation to, and storage of food commodities at final delivery point (FDP)</li> </ul>

MOBILIZING FOOD & NON-FOOD ITEMS	<ul style="list-style-type: none"> <li>Promote <b>nutritionally</b> and <b>environmentally</b> sound practices</li> <li>Promote <b>fuel-efficient</b> cooking techniques and technologies</li> <li>Facilitate the mobilization of <b>seeds, tools</b> and fertilizers for cultivation and small-scale <b>gardening</b></li> <li>Ensure that <b>milling costs</b> are included/ compensated when whole grain cereals are provided</li> <li><b>Monitor pipelines</b> and <b>mutual consultation</b> (at least three months in advance) when either organization is unable to ensure timely arrival (and milling) of food and non-food items due to unavailable resources, delayed deliveries or logistical and other constraints</li> <li><b>Consult and communicate</b> with <b>beneficiaries</b> when there are changes to the food basket</li> <li>Investigate all possible <b>remedial actions</b> and the modalities for resourcing</li> </ul>	
	WFP	UNHCR
	<p>Mobilizing Fortified Food items:</p> <ul style="list-style-type: none"> <li><b>Cereals</b></li> <li>Edible <b>oils</b> and fat</li> <li><b>Pulses</b> and other sources of protein</li> <li><b>Salt</b></li> <li><b>Sugar</b></li> <li>High Energy Biscuits (<b>HEB</b>)</li> <li><b>Fortified blended foods</b></li> <li><b>Transport</b> to Extended Delivery Point (EDP)</li> <li><b>Storage</b> and <b>Management</b> at EDP</li> </ul>	<p>Mobilizing <b>complimentary food items</b>, especially when refugees have limited access to fresh food items, including:</p> <ul style="list-style-type: none"> <li>Dried or <b>canned goods</b> (meat or vegetables)</li> <li>Local <b>fresh foods</b></li> <li><b>Spices and tea</b> when recommended</li> <li>Acceptance sourcing and distribution of <b>milk</b> as per <b>UNHCR Milk Policy &amp; IYCFP</b></li> <li>Explore other possibilities when (and until) WFP is unable to provide food items under its responsibility</li> </ul> <p><b>Non-food items &amp; services:</b></p> <ul style="list-style-type: none"> <li><b>Cooking Utensils; Fuel; WASH</b> (including Soap); Medicines &amp; <b>Health Services; Shelter</b></li> <li>Transportation of WFP food from EDP to <b>FD</b>)</li> <li><b>Distribution</b> to beneficiaries</li> <li>Reporting food <b>diversion, misuse</b> and <b>losses</b></li> </ul>
	<p><b>Tripartite Agreement for each joint operation:</b></p> <ul style="list-style-type: none"> <li>To outline <b>distribution modalities + implementing partners responsibilities</b></li> <li>Implementing Partner to <b>report directly</b> to both WFP and UNHCR on the distribution of WFP food</li> <li>WFP &amp; UNHCR: provide beneficiaries with appropriate guidance on their <b>entitlements, distribution schedules</b> and how to <b>prepare food</b> in ways that minimize cooking time and safeguard nutritional content</li> <li><b>No retroactive entitlement</b> when full distribution of the agreed ration has not been met.</li> </ul>	

FUNDING & DONOR RELATIONS	<ul style="list-style-type: none"> <li>Public Information activities to promote awareness of food security and related non-food item needs</li> <li>Acknowledge each other's role in joint operations when communicating with the media and general public.</li> </ul>	
	WFP	UNHCR
	<ul style="list-style-type: none"> <li>Mobilize funds and resources necessary for WFP responsibilities</li> <li>Coordinated and Joint Approaches to donors</li> <li>Bilateral food resources are accompanied by full cash resources needed to cover LTSH and other related support costs regardless of whether the food resources are channeled through WFP</li> </ul>	<ul style="list-style-type: none"> <li>Mobilize funds and resources necessary for UNHCR responsibilities</li> <li>Share with WFP the text covering food needs in any appeals to donors</li> <li>Coordinated and Joint Approaches to donors</li> <li>Support WFP Advocacy efforts for cash for local, regional or international purchases</li> <li>Support WFP cash contributions to maintain the immediate Response Account (IRA)</li> </ul>
MONITORING, REPORTING & EVALUATION	<p><b>UNHCR &amp; WFP:</b></p> <ul style="list-style-type: none"> <li>Responsible for monitoring and reporting on joint operations in their workplans (determined at the country-level)</li> <li>Undertake periodic joint monitoring activities at distribution sites, including food basket monitoring and post distribution monitoring. Consider the capacity of refugees to contribute to project monitoring and evaluation</li> <li>Organize Joint Evaluations as appropriate and inform and invite the other agency to participate</li> <li>Monitoring &amp; Reporting on Joint Operations</li> </ul> <p><b>Tripartite Agreement:</b></p> <ul style="list-style-type: none"> <li>Implementing partner or Government entity responsible distributions to ensure that appropriate information is collected to meet WFP &amp; UNHCR responsibilities in reporting to donors</li> </ul>	
COORDINATION	<ul style="list-style-type: none"> <li>Close cooperation and regular information exchange</li> <li>Share project documents for assistance under the MOU prior to finalization</li> <li>Establish &amp; maintain food assistance coordination meetings that allow regular consultation and information exchange with donors, UN agencies and NGOs</li> <li>When developing response capacity, systems, guidelines, inform the relevant unit in the other agency</li> <li>Collaborate on transport and logistics issues for best use of assets joint logistics planning and use of common services and tools</li> <li>Share information on safety and security of staff and beneficiaries</li> <li>IT and ICT</li> <li>Joint Workshops on issues related to joint operations</li> </ul>	

	WFP	UNHCR
COORDINATION	<ul style="list-style-type: none"> <li>WFP HQ Operations Department</li> <li>Letter of Understanding (LOU) with Government full access to and monitoring by both organizations on all aspects of the joint operation under the LOU</li> <li>Involve UNHCR as observer in all discussions on LOU when related to UNHCR persons of concern.</li> <li>Develop and maintain own training materials and invite UNHCR to participate</li> </ul>	<ul style="list-style-type: none"> <li>UNHCR HQ Division of Resilience and Solutions</li> <li>Develop and maintain own training material and invite WFP to participate</li> </ul>



## ANNEXES

## RESOURCES & TOOLS



# ANNEXES

This section gives additional resources and tools to complement the Technical Review and Guidance thus far. It solidifies the understanding of the key contributors to school feeding programmes by providing further information on the contribution to child protection, the potential to foster peaceful coexistence and good relations, as well as how to provide and ensure accountability to affected populations.

Furthermore, it will give the reader a comprehensive list of documents consulted in the writing process of this Technical Review. The legend highlights the main headings of this section, for ease of reference.

## Annex 1: School Feeding Contribution to Child Protection

- Key Child Protection Challenges in Refugee Context
- How School Feeding Can Contribute to Child Protection
- How Child Protection Officers Can Support School Feeding Programmes

## Annex 2: Fostering Peaceful Coexistence & Good Relations

- How Schools Can Bring Communities Together
- How School Feeding Can Contribute to Fostering Good Relations & Peaceful Coexistence
- Peace, Conflict and School Feeding

## Annex 3: Accountability to Affected Populations

- Accountability to Affected Populations Key Principles
- Key AAP Components in School Feeding in Refugee Settings
- In Focus: Community Feedback Mechanisms
- Child-Friendly CFMs

## Annex 4: References



# ANNEX 1: SCHOOL FEEDING CONTRIBUTION TO CHILD PROTECTION

## WHAT DOES THE GLOBAL COMPACT ON REFUGEES SAY ABOUT CHILDREN, YOUTH & ADOLESCENTS

- Children make up over half of the world's refugees. In support of host countries, relevant stakeholders will contribute resources towards policies and programmes that consider the specific vulnerabilities and protection needs of girls and boys, children with disabilities, adolescents, unaccompanied and separated children, survivors of SGBV, sexual exploitation and abuse and other at-risk children.
- Support integrated and age-sensitive services for refugee and host community children, including addressing mental health and psychosocial needs as well as investment in national child protection systems, cross border cooperation and regional partnerships to provide a continuum of protection care and services for at-risk children.
- The empowerment of refugee and host community youth, building on their talent, potential and energy. The active participation and engagement of youth will be supported through the projects that recognize, utilize and develop their capacities and skills and foster their physical and emotional well-being.

## CHILD PROTECTION & AGENDA 2030 ON SUSTAINABLE DEVELOPMENT GOALS

- SDG 5.3** End specific forms of violence and harm towards children, such as child marriage and female genital mutilation
- SDG 8.7** The eradication of child labor, including the recruitment and use of child soldiers
- SDG 16.2** End all forms of violence against children and the realization of the right of every child to live free from fear, neglect, abuse and exploitation

## KEY PROTECTION CHALLENGES IN REFUGEE CONTEXT

**The primary responsibility for ensuring children’s survival and well-being** lies with parents, family, and the community. The national and local authorities and/or community structures are responsible for ensuring that children’s rights are respected. However, the breakdown of social structures and services accompanying major crises means that communities and authorities may not be able to provide the necessary protection and care. Child protection risks are potential violations and threats to children’s rights that will cause harm to children. Age, gender roles and dynamics, disability and conflict should be taken into consideration and analyzed when mapping protection risks faced by children.

Certain groups of children may be particularly vulnerable to harm and will require additional attention and coordination with other actors (child protection and government-specific actors).

For example, children separated from their parents and families because of conflict, population displacement or natural disasters are among the most vulnerable. In a refugee context there are many children displaying vulnerabilities, including Unaccompanied Minors, Separated Children, Child-Headed Households, as well as many children who are left without supervision while their parents travel to seek livelihood opportunities elsewhere, either temporarily or permanently.

In a context of displacement, ethnicity, language, disability, and/or health concerns can constitute barriers to education in many countries. Furthermore, refugee children with or without disabilities may face additional barriers to enrolling in school due to the lack of personal identification documents/birth certificates that can be a pre-requisite for registration.

### HOW SCHOOLS FEEDING CAN CONTRIBUTE TO CHILD PROTECTION

Schools can play an integral role in the **promotion of human rights** such as the right to adequate food, the right to the highest attainable standard of health, and the right to education. The school can provide a safe and enabling environment for learning and protection from gender-based violence (GBV), abuse and exploitation. By committing to address inequities and barriers to education, the school environment can support learning for all students.

Every day, girls face barriers to education caused by poverty, cultural norms and practices, poor infrastructure, violence and fragility. School-based programmes can contribute to ensuring that girls with and without disabilities learn and feel safe while in school. Additionally, boys and girls with disabilities are particularly marginalized due to stigmatization and discrimination. School-based programming initiatives tailored to incorporate and address the needs of girls and boys with and without disabilities contribute to upholding the rights of all children.

An essential contributor to human capital development, school feeding programmes may bridge immediate protection needs of children against age, gender and disability-related threats, such as forced and/or early marriage, different forms of child labor, recruitment into armed forces and groups, and other protection issues. School-based feeding can also contribute to providing children with more choices, thereby reducing the risk of reliance on negative coping mechanisms to meet basic needs.

Additionally, children that are unaccompanied, separated or in a child-headed household might lack the knowledge or skills to prepare food for themselves, and/or use their assistance entitlements (either cash-based or in-kind) to purchase basic necessities. The provision of cooked meals at school greatly contributes to their food intake and nutrition security.

## HOW CHILD PROTECTION OFFICERS CAN SUPPORT SCHOOL FEEDING PROGRAMMES

While ensuring the physical safety of children is crucial, child protection also includes measures that promote the child’s physical and mental wellbeing, fulfill children’s right to be free from abuse and exploitation, provide them equal access to basic services, and ensure that they have a positive experience while coming into contact with programmes in which WFP has a responsibility. *WFP is not a child protection-mandated agency, therefore when working with children in school feeding programmes, it is important to seek expertise on child participation from child protection-mandated actors.* In practice this requires WFP to closely coordinate with child protection actors.

Coordination and collaboration with community leaders, Child Protection Officers/dedicated Child Protection actors, or Social Workers with a child protection background is essential to consult children. This coordination is also required to identify Unaccompanied Minors (UAM), separated children as well as Child-Headed households, Orphans & Vulnerable Children (OVCs) and other context-specific at-risk groups (e.g. adolescent girls) who may require additional support and services to ensure they are able to attend school. Food security interventions and financial support to their caregivers or themselves should be considered.

Additionally, working with child protection actors, social workers, or dedicated government stakeholders with an expertise in child protection and safeguarding can help ensure the safety of children in schools, including safe and reasonable access to community feedback mechanisms. Child Protection Officers can support by identifying the challenges some households face in enabling their children to enroll in and attend school; and recommend measures that would facilitate their enrolment and attendance.



## ANNEX 2: FOSTERING PEACEFUL COEXISTENCE & GOOD RELATIONS

### HOW DOES THE GLOBAL COMPACT PRINCIPLES WORK TOWARDS PEACEFUL COEXISTENCE & GOOD RELATIONS?

- Design programmes and projects in ways that will combat all forms of discrimination and promote peaceful coexistence between refugee and host communities, in line with national policies.
- Programmes and projects that enhance understanding of the plight of refugees, including through technical cooperation and capacity development for local communities and personnel.
- Engagement of children, adolescents and youth will be fostered through sports and cultural activities and language learning and education.

### FOSTERING PEACEFUL COEXISTENCE & AGENDA 2030 ON SUSTAINABLE DEVELOPMENT

- Leave No One Behind:** “No one will be left behind, and targets will be met for all nations and peoples and all segments of society”
- SDG 10** Reduce inequality within and among countries
- SDG 10.2** Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

### HOW SCHOOLS CAN BRING COMMUNITIES TOGETHER

Opening schools in refugee settings and other fragile environments can provide hope for a peaceful future and create a sense of belonging wherever children live. Reinstating and providing access to basic services can create a sense of normal and a belief in – or hope for – a more peaceful future, signaling a shift from conflict

and violence to peace. Through concerted efforts and intentional trust building, host and refugee communities can learn from each other, forge friendships and minimize the incidence of xenophobia and discrimination towards the refugee experience.

### HOW SCHOOL FEEDING CAN CONTRIBUTE TO FOSTERING GOOD RELATIONS & PEACEFUL COEXISTENCE

- Around 40 million children in need of school feeding live in fragile environments/countries affected by war and instability. Strategic investments for the future are crucial to peacebuilding and to ensure that there are no “lost generations” without access to education.
- The Refugee Education 2030 Strategy and WFP’s School Feeding Strategy 2020-2030 calls for schools to be an enabling environment that support learning for all students, regardless of legal status, gender or disability. School feeding is part of an essential package to bridge the immediate needs of children living in fragile and conflict-affected areas and refugee settings, while also creating pathways to fostering peaceful coexistence and good relations within diverse communities.
- The simple tenet of sharing food with others, in dining halls where children of diverse backgrounds – both host and refugee communities – eat together is a symbolic indicator of improved relationships and peaceful coexistence. This unstructured time could encourage children to meet others outside of their class, age group or community, and build friendships.
- A designated space – such as dining halls – can be of multipurpose use, be that for sharing a meal or for after school activities, clubs and other cultural activities that could work towards the peaceful coexistence and cultural understanding of people.

### PEACE, CONFLICT & SCHOOL FEEDING

Parent Teacher Associations, or other such variations, are the cornerstone of a successful school feeding programme and could be a platform to also build relationships among divided groups. These forms of school governance draw on both school staff and parents, and are involved in practical operational aspects, such as management of food storage, oversight of people preparing the food, management of parent contributions, troubleshooting, and much more.

WFP’s Evaluation Series on Emergency School Feeding suggests that working across divided groups requires initial trust-building activities to enable the group to work collectively. Different types of school governance bodies provide an opportunity for contact, where parents can break down enemy conception of “other,” engage in changing attitudes and biases, and build relationships.

Such strengthened relationships sustained outside the school can be indicative of greater community-wide impact. It could enhance the school as a local asset around which a range of activities coalesce and all of which seek to build bridges across divided groups, such as literacy training for adults as part of a resilience programme, nutrition and health campaigns, a focal point for voluntary savings and loans groups – all activities that can be initiated and promoted by other keys actors active in refugee settings schools, such as UNHCR.

\*Adapted from forthcoming WFP Technical Briefing  
Note: Peace, Conflict and School Feeding

## ANNEX 3: ACCOUNTABILITY TO AFFECTED POPULATIONS

School feeding enjoys fervent support because it has a critical role in supporting the food and nutrition needs of school-age children, while also aiming to achieve a broader range of goals. In refugee settings, school feeding is a valuable resource through which crisis-affected children can gain a sense of stability, a nutritious meal, and continued education. At the core of providing a comprehensive package of care through school feeding interventions is ensuring accountability to affected populations (AAP) and involving communities in all the stages of programme design, implementation, and monitoring.

In 2017, WFP recommitted to ensuring accountability to affected people through the adoption of the updated Inter-Agency Standing Committee's (IASC) Commitments

to Accountability to Affected People (CAAP). **Accountability to Affected Populations** is defined as an active commitment to give account to, take account of, and be held to account by affected populations. It represents a shift towards engaging affected people as key partners and stakeholders, not simply as beneficiaries of assistance.

As WFP is not a child-protection mandated agency, close coordination with child protection actors, including from sister agencies such as UNHCR, is required as there are risks involved in engaging children in participatory activities. Ensure that there are parental consent forms for children's involvement in any aspect of the programme they are engaging in, including when children are direct beneficiaries.

### ACCOUNTABILITY TO AFFECTED POPULATIONS PRINCIPLES

- Affected people have a right to be actively involved in the decisions that affect their lives. Ensuring the programmes are accountable to affected people is a key aspect of rights-based programming,
- Engaging affected people in programme decisions makes food assistance interventions more effective. It ensures that needs are correctly identified and understood and that programmes are designed in a manner that is appropriate to context. Engagement with affected people can also help flag problems in programme implementation, allowing for course-correcting adjustments to take place. It also gives affected people a sense of ownership of the process.

### KEY AAP COMPONENTS IN SCHOOL FEEDING IN REFUGEE SETTINGS

Operationalizing the principles and commitments to accountability for affected populations, three key components come into focus – information provision, consultations, and community feedback mechanisms (CFM).

In school feeding programmes in refugee contexts, **information provision** is understood as the dissemination of accurate, timely and accessible information related to the ration entitlements. Students, teachers, and parents should be informed and given account of the ration entitlement provided at the school level, irrespective of transfer modality and type of meal provided. Any prospective funding shortfalls or reduction in entitlements should be communicated in time. The information provided must be received and clearly understood by everyone, regardless of their age, gender or other characteristics. It should be accessible to the most at-risk groups - for example, an illiterate minority language child with a disability.

Through age-appropriate and inclusive **consultation** processes, the programme intervention should take account of and consult a broad spectrum of key stakeholders on programme design and implementation. It might seek the views of all the segments of the affected population and invite feedback throughout each stage of the project cycle.

A school feeding intervention in refugee setting should provide a platform to receive **complaints and feedback** from refugee parents, students and community members supported by the school feeding intervention. It must provide means for students, cooks, teachers, and other stakeholders to voice complaints and provide feedback in a safe and dignified manner, through formats and languages they have identified. Such systems must include established procedures for recording, referring, taking actions, and providing timely feedback to any complaint, thus holding to account the agencies and stakeholders involved in providing food and nutrition assistance in school settings.

### IN FOCUS: COMMUNITY FEEDBACK MECHANISMS

Community Feedback Mechanisms (CFMs) are grounded in the principles of accountability, transparency, equality, and non-discrimination. The commitment to CFMs is operationalized by providing two-way communication avenues that allow for communities to **express concern, lodge complaints, ask questions, and provide feedback** through a formalized CFM pathway; and by **closing the loop** on feedback and complaints.

The overarching CFM solution may consist of a **single avenue** of contact – such as feedback desks – or a platform hosting **multiple feedback and complaint channels**. Such platforms can take a number of different forms including telephone hotlines, post-distribution monitoring, focus group discussions, complaint boxes, and - more and more frequently - social media platforms such as Facebook or Twitter.

## MINIMUM INFORMATION FOR PEOPLE UTILIZING CFMs

- Types of CFM feedback channels available for the intervention and how to access them
- The objectives and scope of the CFM, including what can and cannot be addressed
- The procedure for submitting complaints and /or feedback
- The rights of people served and other stakeholders, including data protection rights
- Confidentiality and non-retaliation policy for complaints
- The process for safe referral of complaints and/or feedback
- The right to receive a response and the timeframe for this to happen

\*Adapted from WFP's [CFM Minimum Requirements Checklist](#)

## CHILD-FRIENDLY CFMs

In accordance with human rights laws, children – including adolescents under the age of 18 – have the right to express their views freely in all manners affecting them and their views must be given due weight in accordance with the child's age and level of maturity when considering what is in their best interest. For a CFM to be functional, it must be age, gender, and disability appropriate, as well as accessible and inclusive.

Asking boys and girls about their needs can help determine what their priorities are, will help avoid potential child protection problems, and may increase benefits for children who might otherwise be excluded. To be child-friendly, a CFM must have adapted channels and procedures to enable a feedback environment that children know how to access, understand, and feel comfortable interacting and communicating within. Examples include art groups, games, music, writing, peer groups, focal points, phone, SMS, email, and social-media channels. It is critical to raise awareness of the availability of CFM among children and their caregivers by using relevant, effective, and adapted mediums, platforms and formats.

## RESOURCES & TOOLS

- [Accountability to Affected Populations Guidance Manual](#) (WFP, 2017)
- [Protection and Accountability Policy](#) (WFP, 2021)
- [Emergency Handbook](#) (UNHCR, version 3.7, 2020)
- [CFM Minimum Requirements Checklist](#) (WFP, 2020)
- Child Friendly CFM Guidance (forthcoming, 2021)
- [CFM Guidance Document: Tips for Designing, Planning, Implementing and Evaluating your CFM](#) (WFP, 2020)
- [Gender-Sensitive CFM](#) (WFP, 2021)

## CONTACTS

WFP's [Emergencies and Transitions Unit](#) (PROP)

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