



Republic of Rwanda
Ministry of Education



Rwanda School Feeding operational guidelines

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Version 2.0

Foreword

School feeding is a key component of the Government of Rwanda's efforts to ensure that learners receive adequate nutrition at school, support human capital development, and expand equitable access to education. This commitment is guided by the National Comprehensive School Feeding Policy (2019) and further strengthened by the School Feeding Strategy and the School Feeding Financing Strategy (2024), all of which are aligned with the National Strategy for Transformation (NST2) and the Education Sector Strategic Plan (ESSP 2024–2029).

In implementing this policy, the Government has scaled up the school feeding programme from pre-primary to secondary education, equipped schools with kitchens and cooking stoves, and introduced a per-learner meal subsidy to complement parental contributions. With technical support from the United Nations World Food Programme (WFP), the Ministry of Education has developed the School Feeding Operational Guidelines to support effective implementation of the programme, while promoting the use of locally sourced food from farmers and cooperatives to strengthen local economies.

These guidelines provide practical direction on school meals and costing; procurement and food management; meal preparation and serving; monitoring and reporting; and school feeding management at school, district, and national levels. As a living document, they outline standards and best practices while allowing flexibility in implementation.

The 2025 edition of the School Feeding Operational Guidelines incorporates recent improvements in procurement processes, enhanced food safety and quality measures, and strengthened alignment with NST2 and ESSP 2024–2029. The Ministry of Education expresses its appreciation to all relevant stakeholders for their continued technical and financial support in advancing Rwanda's school feeding programme.



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Acknowledgment

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List Acronyms

DP	Development Partner
ECD	Early Child Education
EMIS	Education Management Information System
ES	Executive Secretary
ESWG	Education Sector Working Group
FAO	Food and Agriculture Organization
FCDO	Foreign Commonwealth and Development Office
IFMIS	Integration with national data management systems
JICA	Japanese International Cooperation Agency
JRES	Joint Review of Education Sector
LODA	Local Administration Entities Development Agency
MIGEPROF	Ministry of Gender and Family Promotion
MINAGRI	Ministry of Agriculture and Animal Resources
MINALOC	Ministry of Local Government
MINICOM	Ministry of Trade and Industry
MININFRA	Ministry of Infrastructure
MINISANTE	Ministry of Health
MoE	Ministry of Environment
NESA	National Examination and School Inspection Authority
OVCs	Orphans and Vulnerable Children
RAB	Rwanda Agricultural Board
RBC	Rwanda Biomedical Centre
RCA	Rwanda Cooperative Agency
REB	Rwanda Basic Education Board
RFDA	Rwanda Food and Drugs Authority
RICA	Competition and Consumer Protection Authority
RPPA	Rwanda Public Procurement Authority
RSB	Rwanda Standards Board
RTB	Rwanda Inspectorate
SEI	Sector Education Inspector
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WASH	Water, Sanitation and Hygiene
WVI	World Vision International

1. Introductions

This section provides the background for the National School Feeding Program (NSFP) of Rwanda. It briefly describes the potential benefits of school feeding, summarizes the prevailing policy context, presents the main features of the Comprehensive National School Feeding Policy (CNSFP) of 2019, the School Feeding Strategy (2024) and the School Feeding Financing Strategy (2024), presents the structure of this Operational Guideline, and it explains how to use this guide.

1.1. Background

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

- The '*One Cup of Milk per Child*' programme was introduced to reduce malnutrition among Rwandan children, with the specific objective of improving the nutrition status of school children in order to enhance their cognitive development and to promote retention of children in pre-primary and primary grade schools. This programme, which in 2019 reached almost 620,000 children, was funded by the Government of Rwanda in collaboration with development partners and managed by the National Childhood Development Agency (NCDA).
- In public and government-aided boarding secondary schools, the government was initially supporting the school feeding programme by contributing 156 RWF per student per day (before 2014). During the national leadership retreat (2014), the government took the decision to scale the programme to all secondary-level, government-aided public schools, with a contribution of 56 RWF per student per day.
- In 2019, the Government of Rwanda approved the school feeding policy which scaled up the school feeding programme to include secondary, primary, and pre-primary schools. Starting from 2022, the government contribution to school feeding increased from 56 to 135 RWF, per student per day, in pre-primary and primary schools.
- In 2024 the Government of Rwanda approved the School Feeding Strategy and the School Feeding Financing Strategy. This aims at improving program implementation and ensuring sustainable financing to the program.
- The National School Feeding Programme is funded by the Government of Rwanda, development partners and parents. Parents have the option to contribute to the meal through cash or in-kind support.
- In addition to the aforementioned programmes, WFP's Home-Grown School Feeding (HGSF) Programme initially provided daily meals to pre-primary and primary students in 140 schools in seven districts, namely: Nyaruguru, Nyamagabe, Rutsiro, Karongi, Gasabo, Kayonza and Burera. Some districts have since phased out, and presently, the project is operating in three Districts: Burera, Gasabo and Kayonza, covering 32 schools.

As of 2021, the school feeding programme covers 100 percent of students in pre-primary, primary and secondary levels. It has had a ripple effect, improved the students' health and attendance, while dropout was reduced.

The National School Feeding Operational Guidelines were initially developed and approved in 2020/2021. However, a great deal of changes has since taken place; market prices have changed over time, school feeding procurement guidelines were modified, partner profiles and interventions changed; additionally, some gaps in the food safety and quality were identified, and challenges around school feeding related infrastructure and cooking energy emerged. It was also realised during this period, that the school feeding operational guidelines did not consider certain parameters for the cost of the base meal, such as non-food items. New guidelines, framework papers, and instructions for policy implementation were issued separately and therefore scattered in a way that made implementation more challenging. Therefore, there is a timely need for alignment between the various implementation tools.

There has also been technology evolution and innovation in recent years, such as Mobile Money (MoMo) pay, and planning, monitoring, and reporting through the School Data Management System (SDMS), which should be integrated into these guidelines. It is for these reasons among others that it is important to review and update the operational guidelines with the purpose of aligning with the current trends.

1.2. Potential benefits of School Feeding

School feeding has multiple benefits for school children, households, and local communities. The four most important benefits are centred around four main areas,¹ as follows:

Education

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

- Based on a study of countries in Sub-Saharan Africa, school feeding has been shown to be an impactful intervention for boosting student learning; particularly in Burkina Faso, Kenya and Senegal.²
- In Rwanda, School feeding contributed to enrolment increase, since 2021 the increase in Pre-primary is 84%, Primary: 4%, Lower Secondary: 3%, Upper Secondary: 13% and TVET L1-L5: 16%
- School feeding programmes can show positive impact in both school participation (enrolment, attendance, completion) and learning (scores on cognitive, language and mathematics tests).³
- The school feeding programme has supported an increase in the percentage of learners who meet National Proficiency Framework benchmarks in Kinyarwanda Oral Reading comprehension as per Learning Achievement in Rwandan Schools (analysed using global proficiency benchmarks), from 78% to 84% among boys, and from 77% to 81% among girls, between 2020/2021 and 2022/2023.⁴

The Home-Grown School Feeding programme, implemented in Rwanda since June 2014 in selected districts with particularly high prevalence of stunting, has led to improved performance of students in primary school tests. This effect becomes significant after at least one year of uninterrupted school feeding and continues to increase with each year that children receive regular meals at school. For example, students who are covered by HGFSF for between one and two years record higher math and

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

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

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

4 Learning achievement in Rwandan schools analyzed using global proficiency benchmarks, December, 2023 and Learning Achievement in Rwandan Schools, Executive Summary Report, August 2022 (NESA).

science test scores, approximately 0.14 and 0.22 standard deviations respectively, relative to students without any exposure to school feeding; while after two and three years of school feeding, students score 0.24 and 0.42 standard deviations higher in science and math test scores, respectively, relative to students without any exposure to school feeding. These (preliminary) findings show that not only does HGSF have a significant positive impact on student performance; they also show that the return on the (constant) investment in school feeding, in terms of student performance, increase tangibly.

Health and nutrition

Nutritionally adequate school meals provide an incentive for families to ensure their children regularly attend school and to support their children to focus on their studies. The benefits are felt most markedly by vulnerable students, and especially by girls. In low and lower-middle-income countries, about 300 million schoolchildren have iron-deficiency anaemia, causing them to lose some six IQ points per child. For these reasons, nearly every country in the world provides some form of national school meal programme, with nearly half of primary schoolchildren in lower-middle income countries eating a meal at school. The school feeding programmes that procure food locally can offer additional benefits for smallholder farmers, supporting local food production and economies, and promoting sustainable local markets for diverse, nutritious foods.⁵

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

- School feeding programmes can promote macro and micronutrient adequacy in children's diets, leading to enhanced nutrition and health, decreased morbidity and increased learning capacities.⁶
- Fortified school meals or snacks consistently reduce anaemia prevalence and improve micronutrient status (iron, vitamin A, iodine, and folate).⁷
- Energy, nutrient, and micronutrient intake can be significantly higher and more adequate, and anaemia prevalence can be as much as 10 percent lower, among children participating in a school feeding programme compared to control groups.⁸

Social protection and gender equality

For many countries, social protection is the main goal of school feeding, providing an income transfer to households through the value of the food distributed. It is a safety net especially to low- and middle-income households. At the same time, gender equality in education is crucial for the development of countries. More specifically:

- School feeding programmes can reduce poverty by boosting income for households and communities. For families, the value of meals in school is equivalent to about 10 percent of a household's income. For families with several children, that can mean substantial savings.⁹
- The adolescent girls' strategy in Niger led to an increase of the graduation rate of female students from 32 percent in the 2013-14 school year to 64 percent in the 2014-2015 school year.¹⁰

5 The investment case for school health and nutrition, Memo #4 to inform the Global Education Forum April 2022 Case for Investment Paper, 7 April 2022.

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

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

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

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

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

- There is also a strong correlation between higher levels of education and a reduction in child marriages: if all girls in Sub-Saharan Africa and South and West Asia had secondary education, child marriage would fall by 64 percent, from almost 2.9 million to just over 1 million.¹¹

Agriculture and derived multiplier benefits for local economies

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

- In Ghana, a switch to HGSF led to a 33 percent increase in local agricultural sales and household income. A subsequent survey of 36 low- and middle-income countries (mostly in Sub-Saharan Africa) indicated that local purchase resulted in the inclusion of more diverse and fresh foods.¹²
- In Nigeria, 6 million locally sourced eggs and 80 tonnes of fish are consumed by 9.2 million schoolchildren across the nation, every week, ensuring employment for 95,000 women.¹³

1.3. Prevailing policy context

Vision 2050 is Rwanda’s national development implementation strategy, and supports the National Strategy for Transformation two (NST2) which has three main pillars: (1) Economic transformation, (2) Social transformation, and (3) Transformational governance. The second pillar includes four priority strategies, one focusing on quality of education and three of which focus on social wellbeing: health and stunting reduction, sanitation and hygiene and graduation from poverty and increased resilience.

The **Rwandan Education Sector Policy** establishes national education sector goals and objectives, according to the philosophical basis of the role of education in the country and are the foundation for all national education development programmes. One of its policy objectives is ‘to ensure that education is available and accessible to all Rwandese people’.

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

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

The Family and Nutrition Policy (2024) has the objectives of (1) achieving optimum nutrition for adequate health among the population of Rwanda, by eliminating all forms of malnutrition in ALL age groups with special attention on pregnant and lactating women, adolescent girls and children below two years; and (2) halting and reversing the trend of overweight and preventing dietary practices that contribute to non-communicable diseases especially among Rwandan women, adolescents and children.

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

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

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

It commends the elaboration of a National School Feeding Policy and Strategy, and the establishment of a national HGSF-programme by MINEDUC – highlighting, among other areas, the importance of this programme to stimulate the increased demand for safe, nutritious food and good nutrition in the country.

The Fifth Strategic Plan for the Transformation of Agriculture 2024-2029 (PSTA5) outlines three priority areas, i.e i) Modernization of Agriculture and Animal Resources for Climate-Resilient Food Systems, ii) Inclusive Markets and Post-Harvest Management for Sustainable AgriFood Systems, iii) Strengthening AgriFood Systems Enablers for Effective and Efficient Delivery. This will help the Education sector in implementing its key interventions with respect to nutrition; scaling-up of school kitchens and gardens, and of home-grown school feeding programs: In partnership with the Ministry of Agriculture as a key partner in the school feeding program, PSTA5 initiatives will complement the improvement of the school feeding program implementation.

1.4. Main features of the Comprehensive National School Feeding Policy

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

The Vision of the policy is that:

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

The CNSFP pursues four specific outcomes:

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

1.5. Structure of the guide

The Operational Guidelines are structured following a clear logic:

- **The present, section 1**, explains the background for the Guidelines, to ensure that all users have the same understanding on the purpose of school feeding in Rwanda, and the intended way to achieve it.
- **Section 2** explains what a healthy and safe school meal is in general, and what it should be composed of in Rwanda.
- **Section 3** details the planning, budgeting, and procurement of school feeding items. These entail planning and budgeting processes, flow of funds from both government and parents' contribution, food procurement, inspection and reception of food and non-food items and requirements for storerooms.
- **Section 4** explains food management at school including inspection of food quality and safety and proper use of storerooms. The section goes into details on how to ensure that the required food is in the store at the right time and in sufficient quantity.
- **Section 5** on meal preparation explains how a safe and healthy meal is prepared and served (cooks' readiness, requirements for kitchen environment and safe water, taking safe food out of the store, preparing meals, preparation of schoolchildren, serving meals, eating meals, and properly cleaning up)
- **Section 6** explains how the programme will ensure the transparent and accountable use of its resources, how it will measure and report on its results, and how it will share these results for discussion and learning among all parties with an interest in the programme.
- **Section 7** explains the entire governance structure of the programme, including multi sectoral coordination, decision-making bodies at different levels, the implementing actors, and their respective tasks.

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

1.6. How to use this guide?

The Operational Guidelines are meant to assist a wide range of actors, from high-level decision-makers at central level, to implementation leadership at City of Kigali/District level, and to school level, including cooks, storekeepers, school tender committees and school feeding committees. The guidelines are meant to make it easy for all actors involved in the programme design, planning, management, implementation and monitoring and reporting, to do what is expected and required in an efficient and reliable way.

This means that the guide is very explicit and detailed in some of its descriptions, walking relevant actors step by step through their tasks. It also means that the guide does not have to be read through from cover to cover to be useful: any actor can use the table of contents and the links to the tools to go directly to relevant sections.

The following table details the roles and the composition of different committees, groups, and the tasks of specific actors in the implementation of these guidelines as elaborated in section 7.

Section 1:	Introduction	Policy makers, members of the National School Feeding Steering Committees (NSF-SC), members of the School Feeding Technical Working Group (TWG), School Feeding (SF) programme managers
Section 2:	Safe and Healthy meals	Policy makers, NSF-SC members, TWG members, managers; School Feeding Committees (SFC); Cooks
Section 3:	Planning, budgeting, and procurement	SF programme managers, Districts, head teachers, SFC, and School Feeding Tender Committees (STC) and School Audit Committees (SACs)
Section 4:	Food management	Storekeepers and section inspectors
Section 5:	Meal preparation	Cooks, School Feeding Committees
Section 6:	Monitoring and reporting	SF programme managers, districts, section inspectors, head teachers, and SFCs
Section 7:	Programme governance	Policy makers, members of the National School Feeding Steering Committees, SF TWG members, managers

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

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

2. Safe, Healthy and Nutritious School Meals

2.1. General requirements to school meals

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

Nutrition: In day schools, school meals should provide at least 35 percent of daily energy and macronutrient (fat, protein, and carbohydrates) requirements of children, and between 50 percent and 70 percent of micronutrient requirements. This is based on the assumption that children will receive the remaining part of their requirements at home. Accordingly, for boarding schools, where children do not get any additional meals outside school, school meals should provide all macro- and micronutrients that children need. These requirements depend on the age of the children (younger children generally requiring smaller quantities), and their gender, and in older children (14 – 18 years), where girls will require more iron and other micronutrients, and boys require more energy. Not least, a meal should be diverse and should include at least five different food groups for a balanced diet.

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

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

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

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

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

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

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

2.2. The food basket for school meals in Rwanda

As Rwanda is a diverse country, where local production, preferences and prices differ and shift over the seasons, the NSFP does not prescribe one specific menu. Rather, it describes the principles on how menus should be composed and introduces a number of options for the menus to be put together by the school feeding committee (SFC) in each school in consultation with respective District/City of Kigali.

This section provides more details on the following:

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

2.2.1. Nutrient requirements

Each meal aims to provide at least 35 percent of the daily requirements of macronutrients (fat, protein, and carbohydrates) and 70 percent (in any case, not less than 50 percent) of essential nutrients and vitamins (micronutrients) based on the Recommended Dietary Allowance (RDA) for specific age groups.

Tables with exact quantifications of RDA for pre-primary, primary and secondary schools, disaggregated for adolescent girls and boys, can be found in Annex 1: Estimated required daily macro- and micronutrient intake for children and adolescents.

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

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

Time spent at school	Share of total daily nutrient requirements to be provided through school meals	
	Macronutrients	Micronutrients
Half day	35%	50–70%
Full day	35%	50–70%
Boarding	100%	100%

Table 1: Share of total daily nutrient requirements to be provided through school meals¹⁴

Some Rwandan primary schools, especially lower primary, are studying in shifts. In such cases, hot meals corresponding to the recommendations for half-day students will be served for all children where the first shift eats after school and before going home, and the second shift eats upon arrival at school. This provision can be further improved through two aspects:

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

Time spent at school	Share of total daily nutrient requirements to be provided through school meals	
	Macronutrients	Micronutrients
Half day	35%	50–70%
Full day	35%	50–70%
Boarding	100%	100%

- Table 1. The programme – or individual schools – could consider also providing a snack for these (or for all) students when leaving school in the afternoon.

2.2.2. Dietary diversity and food groups

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

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

¹⁴ Adapted from WFP, 2000 and Bhatia, 2013, Operational Guidance on Menu Planning) PCD, Imperial College London Quoted, quoted from WFP/FAO, 2018: Home-Grown School Feeding Resource Framework

The key to nutritious diets is therefore the diversity of food items included, which allow the body to obtain adequate amounts of macro- and micronutrients from different sources. In line with the draft Rwanda Food-based Dietary Guidelines, school meals should ideally include food items from at least five out of the following six food groups:¹⁵

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

Table 2: Food groups from which meals can be composed

2.2.3. Proposed 'base meal'

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

- The meal covers 35 percent of daily energy and macronutrient requirements and 50-70 percent of daily micronutrient requirements of the majority (at least 80 percent) of school children. Children with higher requirements may be considered for top-ups to vulnerable children (refer 2.2.3.2).
- At least 5 food groups are included in the meal, with one commodity per food group (i.e. no combination of small amounts of different foods from the same food group, e.g.: combination of small portion of rice and maize flour).
- School children in Pre-Primary, primary, and secondary schools require meals with a different amount of staple and oil, due to their varying energy and macronutrient requirements. This is reflected in the differing quantities of food to be served for each of these groups.

¹⁵ The standard recommendation of using four out of five food groups combines vegetable and fruit into one group. The present guide recommends five out of six groups, to promote the use of both fruit and vegetable in daily meals.

2.2.3.1. Base meal for day schools

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

The recommended basic food basket (reference) and daily quantities per school level		School level		
		Pre-Primary (3-5 years)	Primary (6-12 years)	Secondary (13-17 years)
		Weight per portion (g)		
Staples	Maize Meal (dry)	50	100	170
	Maize Meal (cooked)	150	300	390
Pulses, Legumes and Nuts	Bean (dry)	30	40	80
	Bean (cooked)	75	100	200
Vegetables	Amaranth	100	100	100
Fresh Fruit	Avocado (reference)	80	80	80
Animal Source Foods	Milk (reference)	80	80	80
Oil	oil	5	10	15
Iodized Salt	Iodized salt	3	3	3
Total KCAL		490	734	1034
Prepared Weight		410g + 80g milk	590g + 80g milk	785g + 80g milk
Average Energy Requirement Target Group		1252	1854.4	2690
% TE target group		39%	40%	38%

Table 3: Base meal for day schools

Plate distribution of food portions
(Milk not pictured)



Proportion of kcal per food portion
(Portion sizes for Primary)

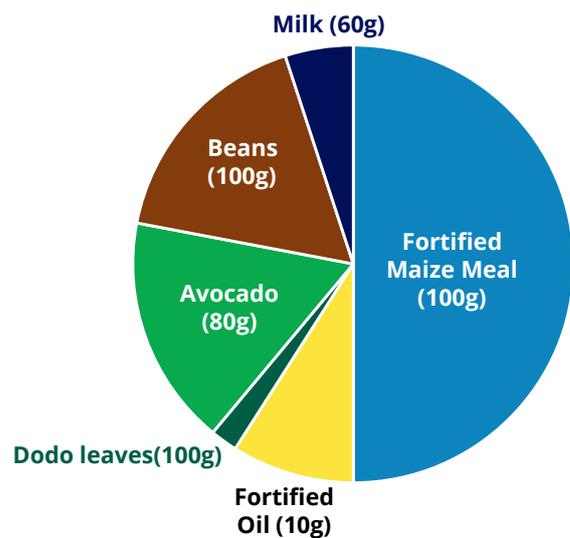


Figure 1: Illustration of the proposed base meal (primary)¹⁶

Note: fortified meal items (maize, oil etc) will depend on their availability and affordability

This base meal is not a prescription: it provides a good example of a meal that would fulfil all the requirements for healthy school meals in Rwanda, respecting cost limitations and local availability. As prices, preferences and availability differ among regions and over seasons, the base meal can be adapted by substituting any of its components by different foods from the same food group, in quantities that provide similar nutrient content.¹⁷

Fortified foods (e.g. maize meal, maize flour or salt) is proposed wherever possible, as the staple in school meals, because in Rwanda maize meal is required to be fortified with nine micronutrients (**Vitamin A, Vitamin B1, Vitamin B2, Vitamin B3, Vitamin B6, Vitamin B9, Iron, Zinc, Vitamin B12**) before it can be sold.¹⁸ This makes it an extremely valuable and cheap source of micronutrients that are not usually found in starchy foods. It is therefore important that fortification standards are followed by all millers, including medium and small-scale ones, and that rigorous checks are in place to ensure that whenever a school goes for fortified maize meal, they receive good quality.

While other staples can be good substitutes, they do not have the same micronutrient density for the vitamins and minerals added to fortified maize meal. However, these other staples can still be used in school meals, especially when their prices are low and the fact that fortified meals are not available at a large scale for the moment. The **substitution guidance** (see Annex 4) informs on the quantities of other foods that would be required to adequately replace those of the base meal.

Currently, a small amount of milk (80g equivalent to 80ml) is a fixed part of the base meal. As the base meal is low in calcium, iron, and B-12, adding more and diverse animal source foods should be considered. This could be achieved through increasing total milk consumption to 1 litre per week and/or adding small amounts of other animal source foods, such as eggs (two times a week) or fish (once a week). However, for this to be affordable, more investments in the production and supply chains of these foods are required.

2.2.3.2. Children with special requirements

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

Furthermore, school children with allergy cases due to some food commodities especially soybeans, wheat, nuts, milk and milk products, fish-products, and others should be identified and consider substitutions while preparing and serving their meals.

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

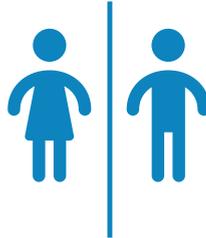
¹⁷ Annex 2: provides an overview of the level of nutrients provided by the base meal and alternatives.

¹⁸ According to Art. 5 of the Rwandan standards for food fortification, "The fortification of the following food vehicles is hereby made mandatory: salt, wheat, flour, milled maize (corn) products, edible oils and fats, and sugar." (<http://www.rwandafda.gov.rw/web/fileadmin/RegulationsGoverningFoodFortification.pdf>). An overview of the national fortification requirements can be found in Annex 3.

Adolescent Girl 14-15 Years

- Very high iron requirements
- High micronutrient density requirements

Total	Relative
2,449 kcal	1,000 kcal
3.1 mg iron	1.3 mg iron
7.3 mg zinc	3.0 mg zinc



Adolescent Boy 14-15 Years

- Very high energy requirements
- High micronutrient requirements

Total	Relative
2,990 kcal	1,000 kcal
1.5 mg iron	0.4 mg iron
8.6 mg zinc	2.9 mg zinc

Requires a lot of **micronutrient-dense foods** to meet her needs
Higher cost, needs



**More fresh, nutritious foods
OR supplementation**

Requires a lot of **energy**
to meet his needs



Lower cost,
needs **larger portions**

Note: Relative needs show that for the same amount of kilocalories the girls need to consume more micronutrients (iron).

Figure 2: Nutritional requirements of adolescent girls and boys

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

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

2.2.3.3. Base menu for boarding schools

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

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

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

Secondary Boarding School						
Meal	Breakfast		Lunch		Dinner	
Food group	Food	(g)	Food	(g)	Food	(g)
Cereal	Porridge flour (CSB+/ Super Cereal – cooked)	120	Maize Meal – dry	170	Rice	170
Oil			Oil	15	Oil	15
Sugar + Salt	Sugar – unless in CSB	10	Iodized Salt	3	Iodized Salt	3
Fruit	Banana	100	Avocado	200		
Pulses			Beans (dry)	80	Beans (dry)	80
Vegetables			Dodo (Amaranth)	100	Pumpkin or tomato	120
Animal source			Egg or fish	100	Milk	250 g or 0,25 litres
Total [food + milk]		230		668		388 + 250

Table 4: Base menu for boarding schools

For diversity, in particular the side dishes of fruit, pulses and vegetables should be changed frequently.¹⁹ This will also allow a great variety of recipes for the individual dishes to be served for lunch and dinner.

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

2.2.4. Substitution

As mentioned above, the ‘base meal’ or menu is not a prescription. It is an example of meals that meet the nutritional requirements within the average cost indication (see Annex 4). This means, that any or even all of the elements of the base meal can be substituted by a different food item, as long as the overall nutritional quality of the meal is not compromised, and the price ceiling is respected

Why substitution?

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

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

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

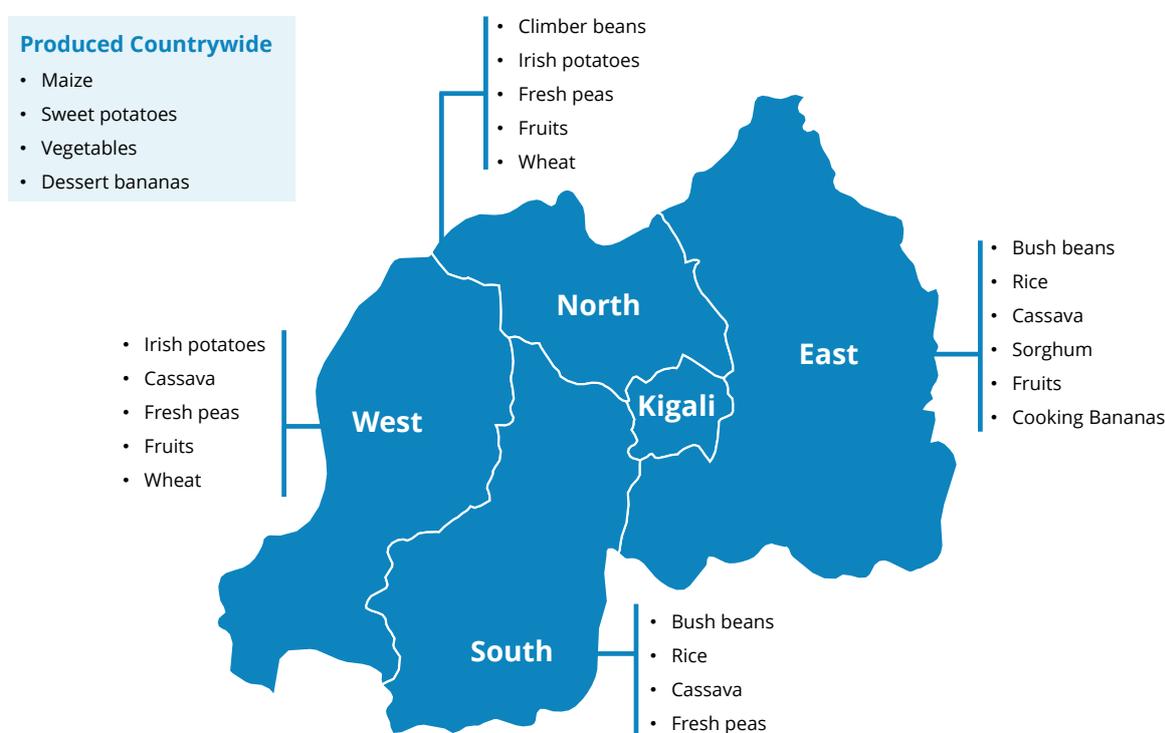


Figure 3: Food items with good agricultural potential in Rwanda's provinces²⁰

Substitution can be initiated by two different actors:

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

How to substitute?

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

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

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

Table 5: Example for a substitution table

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

Complete substitution tables for all the recommended food groups and foods can be consulted in **Annex 4**.

2.2.5. Costs

The cost of a meal is determined based on the composition of the food ration per student and the prevailing market prices. Guidelines on the annual government-allocated budget and parental contributions will be disseminated by the Ministry of Education as needed.

School feeding funding

The funding of school feeding will be raised from the Government subsidy, parents' contribution and other stakeholders including private sector and communities to ensure that every student is fed with a safe and nutritious meal on a daily basis at school. This meal can potentially be supplemented with production from school gardens.

3. Planning, Budgeting and Procurement of school feeding program

The previous sections have detailed what constitutes a safe, healthy and nutritious meal, but how does the NSFP ensure that the required food is in the storeroom in sufficient quantity and adequate quality? This section answers in detail, with its subsections following a logical flow:

- Responsibilities of National School Feeding Program Stakeholders
- Adequate planning and budgeting for the school feeding program
- Ensuring the availability of required funds at the right time; and
- Procurement process for the school feeding program.

The following figure provides an overview of Planning, Budgeting and Procurement for the school feeding programme.

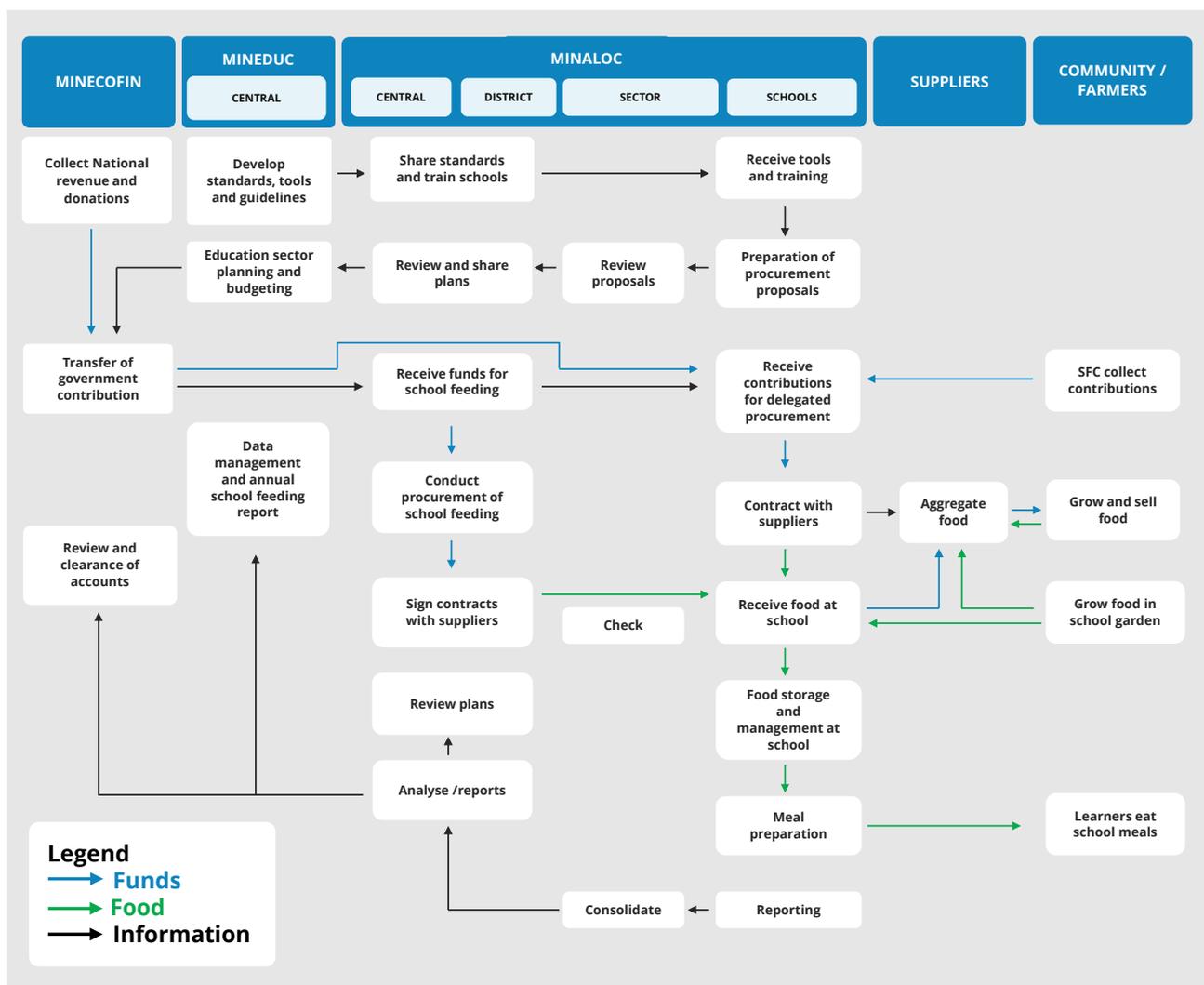


Figure 5: Overview of Planning, Budgeting and Procurement of school feeding program.

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

The highlighted action labels depict where funds, food or information originates. For detailed responsibilities of every party refer to section 7.

3.1. Adequate budgeting for the programme

The first step toward ensuring adequate amounts of food for school meals is to collect the required funds. Several sources of funds can be combined to ensure that the needed amount is collected:

Government subsidy

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

Parent / community contribution

- The school feeding programme should be supported by parents and communities who contribute to its effectiveness in multiple ways:
 - Providing funds for food, with the exact amount determined by the Government of Rwanda for parent contributions, while communities can contribute any amount through “Dusangire Lunch” initiative
 - Providing in-kind contributions, e.g. through labour in establishing or repairing school feeding infrastructure, working and harvesting in school gardens, or fuel wood; and
 - Providing funds for the payment of cooks, cooking fuel, and cooking or eating utensils. Not least, donors (private sector, external bilateral or multilateral partners, and others) can contribute to the NSFP as a whole or focus support to specific aspects (e.g. nutrition/ micronutrient supplements), areas (e.g. selected districts) or activities (e.g. complementary activities, or pilot activities which would help make the programme more efficient and effective in the future).

School Feeding Parent Contribution Guidelines

- **How Parent contribution is calculated**

In 2020/2021, the Government decided to make school feeding universal across all levels of basic education. A school meal menu model was used to determine the average cost of a base meal, set at 150 FRW. Parent contributions, whether in cash or in-kind were calculated based on this average cost.

Since then, the Government has increased its support, especially for day schools. Contributions per meal rose from 135 FRW to 219 FRW for primary schools, and from 56 FRW to 642 FRW for secondary day schools. Parent contributions are calculated by subtracting the Government's share from the base meal cost, then multiplying the result by the number of school days in a term. Both Government and parent contributions are subject to revision as needed.

- **Allowable in-kind parent contribution**

Parents can contribute cash or the equivalent in-kind, including food, labor and firewood. Parents can also contribute other items like manure or other required material for the school garden. Contribution in kind must be quantified in terms of money. Food must appear on the meal menu for specific school term. The School Feeding Committee would therefore decide the value of parent contribution based on daily labor cost or unit cost of food commodity.

Parent contribution guidelines for school

- Acceptable parent contribution is cash and/or equivalent in kind which may include food (must be on school meal menu for that term), labor and firewood.
- Parent in kind contribution is the cash equivalent of the average meal cost recommended by the Government of Rwanda minus government subsidies.
- Parents contributing in kind must make commitment with school management before the beginning of school term for procurement planning of food commodity.
- The School Feeding Committee has the responsibility to make a list of allowable in-kind food commodities and unit cost value and shall update the list for each school term.
- Based on agricultural seasons, the School General Assembly Committee (SGAC) in collaboration with School Feeding Committees may decide to allow all parents to switch to food in-kind contribution instead of cash for a specific commodity if it benefits both the parents and the school.
- If approved by school management, parents can also contribute items that are needed by the schools (school garden), however monetary value of the item contributed must be allocated on school feeding budget line.
- Schools must put in place mechanisms to keep records of in-kind parent contributions and be prepared for any audit, should it be required by any competent authority.

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

Budgeting

The required budget for the food costs of school meals (using the proposed base meal and its costs) should be the result of a simple multiplication based on the cost of the base meal per day (see section 2.2.5), number of feeding days (195 days per year), and the number of students in a school, district and/or nationwide. A tool has been developed which makes this calculation very easy for schools with access to a computer. For a more detailed description of this tool, please refer to section below.

Based on the proposals prepared by schools, sectors can then consolidate the school feeding budget within their area, which districts can finalize for consolidation into a national school feeding budget.

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

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

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

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

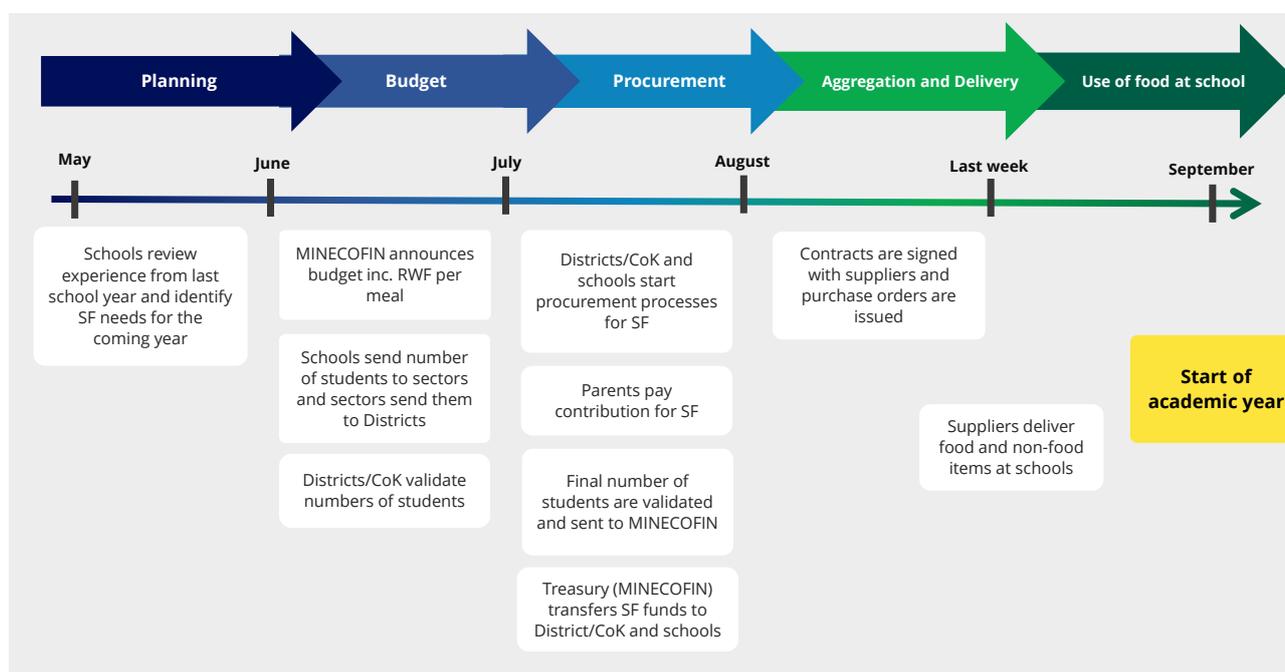


Figure 4: Timing of the planning, funding and procurement process

The explanation of the timing illustrated above is detailed in the table below:

May and June

- School Feeding Committees shall discuss and evaluate the experience encountered with the school feeding program during the previous year to strategize and plan for the preceding fiscal year.
- Schools shall prepare and submit the number of enrolled students and proposed quantities of food items they plan to consume during the next school term to their respective sectors.
- Sectors shall consolidate the number of students enrolled in all public and government aided day schools and their food commodity needs and submit them to District/City of Kigali.
- District/City of Kigali shall consolidate numbers of enrolled students, and the proposed quantities of which food items are needed by all schools in the District/City of Kigali.
- All these processes shall be done through SDMS.

July & August

- As soon as the budget for the coming financial year is approved by District/ City of Kigali council, District/City of Kigali shall commence procurement processes.
- District/City of Kigali shall expedite the procurement process using the procurement methods stated herein so that before the school term opens, schools have food items in stores.
- District/City of Kigali shall issue purchase orders and monitor food distribution to schools.

September

- Food commodities should be delivered to schools at least one week before the start of the school year. This allows proper inspection of the quality of the food received and provides a minimum of security margin so the slightest delay of deliveries does not translate into meals not being provided.
- The contract issued to supplier by the District/City of Kigali shall include transportation of food commodities to respective schools by the supplier to minimize transport costs.

Note: District/City of Kigali shall make sure that before every school term starts, schools are supplied with school feeding items based on submitted school requests and plan. For cost effectiveness and efficiency, District/City of Kigali shall elaborate annual distribution plans.

3.3. Procurement of food

3.3.1. Procurement of school feeding commodities

School feeding procurement processes shall be conducted at Central, District/City of Kigali and school level. The Procurement of perishable food commodities (Fruits, vegetables & animal source foods), shall be conducted at school specifically from small holder farmers and cooperatives from the neighbouring area using parent contribution funds. The school is also responsible for other daily expenses related to school feeding i.e cooking energy, safe drinking water, cooks' salaries etc, while the procurement of long shelf-life food commodities (Maize Flour, Rice, Beans, Salt & Oil) shall be conducted at Central or the District/City of Kigali.

The term Central Level refers to a Ministry, Agency, or any other institution formally mandated by the Government of Rwanda to oversee and execute procurement processes related to school feeding commodities.

3.3.2. Procurement proceedings at District/City of Kigali

- (a) Before the starting of every term, schools shall inform the districts through their respective sectors using SDMS about the number of enrolled students, to determine the quantities of food items required during the term.
- (b) The Sector shall verify, consolidate and submit to the District/City of Kigali through SDMS, the number of students enrolled in public and government-aided schools and corresponding food commodity needs.
- (c) The District/City of Kigali shall verify, consolidate and validate, the number of students enrolled in public and government-aided schools from sectors and determine the quantities of food items to be procured.
- (d) The District/City of Kigali shall prepare a procurement plan of school feeding based on the information from schools through sectors and on the available budget.
- (e) The District/City of Kigali shall conduct required procurement proceedings and sign the contracts with the suppliers;
- (f) The District/City of Kigali shall procure food items in line with the approved procurement plan;
- (g) The District/City of Kigali shall monitor the distribution of purchased food commodities by supplier and ensure that the price of food commodities include the cost of transport to the concerned school of which the food items are to be delivered.
- (h) Based on the approved delivery notes by the school after the reception of food commodities, the District/City of Kigali shall pay the suppliers invoices.

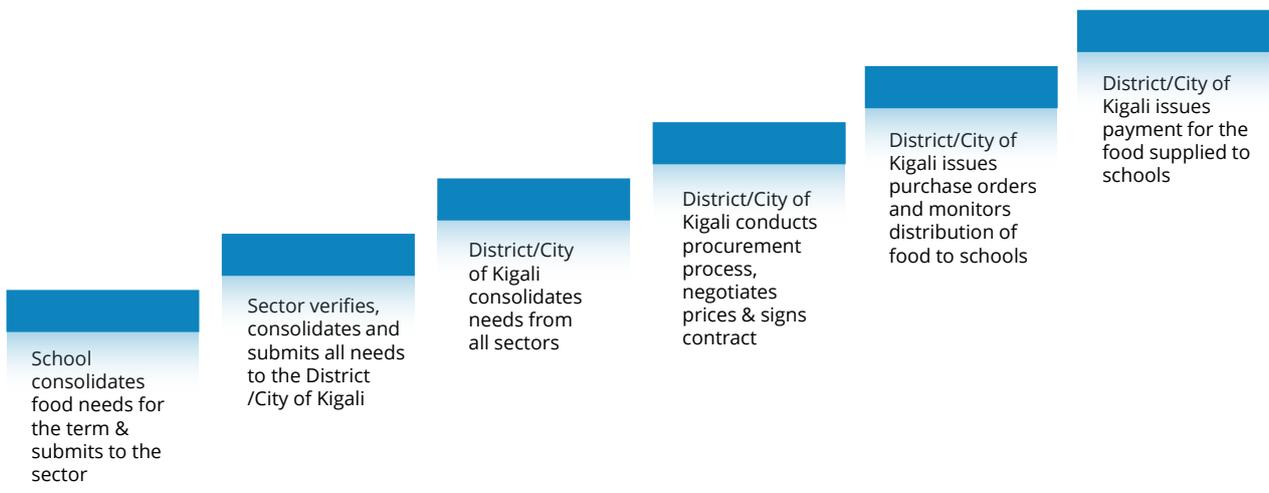


Figure 5: Procurement steps

3.3.3. Procurement Methods to be used at Central or District/City of Kigali level

In principle, procurement of food commodities for school feeding program follows the procedures as stipulated in Law No. 031/2022 of 21/11/2022 governing public procurement. However, given the unique nature and significance of the school feeding program, the Government of Rwanda may provide alternative guidance or grant exceptions where necessary. Starting 2025/2026, all long shelf commodities will be supplied by a designated supplier till further notice

3.3.4. Procurement Methods to be used at school level

The food commodities may be procured by school. These shall include mostly fruits, animal source food etc., and non-food items such as firewood. This shall be done in consideration of the following steps:

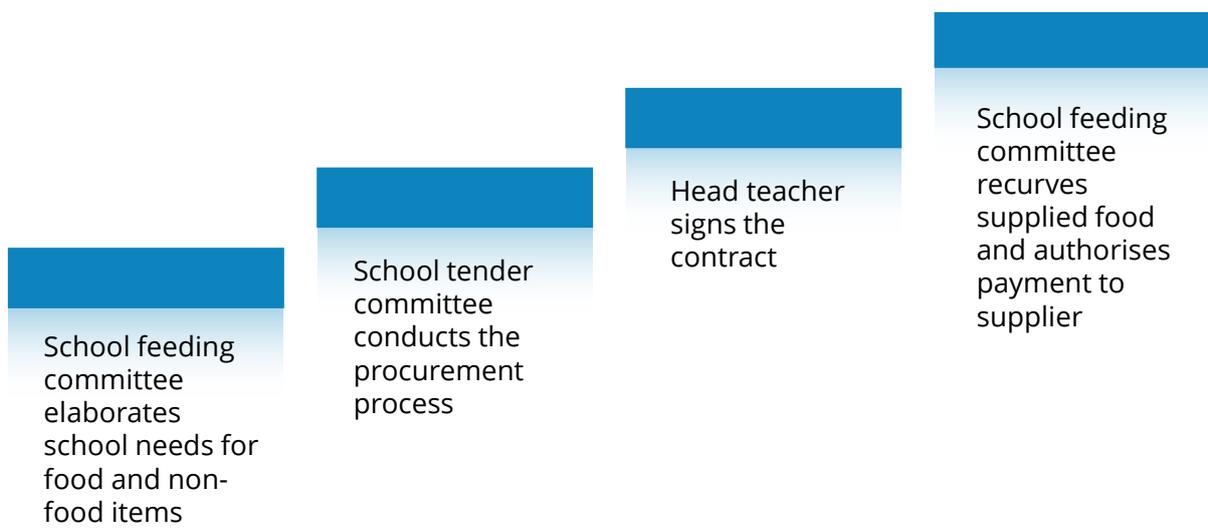


Figure 6: Procurement steps for delegated food commodities at school level

The following procurement methods shall be used to procure school feeding items at school level:

- (a) Restricted tendering.** The school shall procure food commodities by soliciting bids from specific farmers, and cooperatives, within the neighbouring area. School may procure food commodities from neighbouring Sectors, except if the local suppliers within their neighbouring area cannot supply enough food commodities, or are in far location, or are offering high prices compared to other suppliers.
- (b) Single Source procurement or Direct contracting.** Schools may procure perishable food commodities by soliciting a bid from a single bidder within the District/City of Kigali or from the closest neighbouring area when food commodities are available from a particular bidder, either cooperative or farmer. Schools may use single source to procure non-food items from farmers or cooperatives within District/City of Kigali or the closest neighbouring area. In case there is more than one competent farmer or cooperative, other procurement methods shall be used including open tendering.
- (c) Request for quotation.** The threshold for request for quotation shall follow the one specified in procurement laws and regulations. However, schools shall not be restricted on the frequency of usage of this method.

Guide for Special food procurement guidelines under the NSFP

Step 1: Identification of needs

1. For perishable food commodities and non-food items procured at school level, the School Feeding Committee elaborates school feeding needs and submits them to the School Feeding Tender Committee.
2. For the non-perishable food commodities procured at Central or district/ City of Kigali, the school consolidates and submits food needs for the term to the Sector. The Sector verifies, consolidates, and submits all needs to the district/City of Kigali. The District/City of Kigali consolidates needs from all respective sectors. The SFC needs to calculate how much of each food item will be needed for one day. The storekeeper, who is a member of the SFC, can be placed in charge of drafting a suggestion for discussion and approval by the SFC.

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

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

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

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

Food calculation table (Save this tool under a new name each time you calculate food requirements. This way, you can always go back to the original tool for new calculations)

Food items				Amount of food needed for 1 day			
1. For each food group, highlight the whole line for the food you want to use (click on the row-number at the left, and highlight with any colour you like).				3. Enter the number of students in your school, by level, in the .			
2. Delete or hide the rows of food items you do NOT want to use.				Required food quantities for each food group will appear automatically.			
	Portion size			Number of pupils by level			
	Nursery	Primary	Secondary	Nursery	Primary	Secondary	Total
				0	700	0	700
Staples (uncooked weights)	Weight per portion (g)			Quantity (kg)			
Fortified Maize Meal (reference)	50	100	130	0.00	70.00	0.00	70.00
Cassava flour	55	110	140	0.00	77.00	0.00	77.00
Cassava root	140	280	350	0.00	196.00	0.00	196.00
Sweet Potato	225	450	550	0.00	315.00	0.00	315.00
Rice	50	100	130	0.00	70.00	0.00	70.00
Green Banana/Cooking Banana	235	470	580	0.00	329.00	0.00	329.00
Yam	175	350	450	0.00	245.00	0.00	245.00
Irish Potato	235	470	560	0.00	329.00	0.00	329.00

Table 6: Food calculation table (excerpt)

For each food item, the daily requirements have to be multiplied with the number of school days in the term and school year.

The required food quantities must be multiplied with the local, estimated costs for each item, to arrive at the food budget for the term and the school year. This calculation is done automatically by the above-mentioned Excel tool without any additional inputs by the SFC as shown below for a school with 700 primary school children using the base meal:

Food items	Budget required per term							Budget required per school year						
	RWF for 65 school days for a school with the indicated number of pupils at each of the three levels							RWF for 195 school days for a school with the indicated number of pupils at each of the three levels						
	Nursery	Primary	Secondary	Total			Nursery	Primary	Secondary	Total				
Staples (uncooked weights)	0	700	0	700			0	700	0	700				
	East Rural	North Rural	South Rural	West Rural	Kigali	Average	East Rural	North Rural	South Rural	West Rural	Kigali	Average		
Fortified Maize Meal (reference)	2 308 347	2 378 409	2 333 681	2 613 301	3 172 221	2 561 192	6 925 042	7 135 227	7 001 042	7 839 903	9 516 662	7 683 575		
Bean (dry) (reference)	770 605	832 650	810 904	871 624	947 500	846 656	2 311 815	2 497 950	2 432 711	2 614 872	2 842 499	2 539 969		
Amaranth (reference)	692 500	1 222 102	713 788	706 809	1 013 634	869 767	2 077 499	3 666 307	2 141 364	2 120 428	3 040 903	2 609 300		
Avocado (reference)	771 048	845 645	586 282	818 435	1 297 640	863 810	2 313 145	2 536 936	1 758 847	2 455 305	3 892 921	2 591 431		
Milk (reference)	2 275 000	0	2 215 755	2 298 698	3 957 552	2 149 401	6 825 000	0	6 647 266	6 896 094	11 872 656	6 448 203		
Fortified oil	597 188	609 747	635 231	536 521	858 339	647 405	1 791 563	1 829 242	1 905 692	1 609 563	2 575 016	1 942 215		
Iodized salt	45 455	45 455	45 455	45 455	45 455	45 455	136 364	136 364	136 364	136 364	136 364	136 364		

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

Step 2: Budgeting and procurement planning process for SFP

Budgeting:

After the approval of the budget, Government funds are transferred to districts/City of Kigali based on the number of enrolled students, government subsidy per student, and number of feeding days. In parallel, the SFC also collects contributions from parents.

Procurement Planning:

- Using school feeding needs from the School Feeding Committee, the School Feeding Tender Committee shall prepare the school feeding procurement plan for perishable food items and non-food items.
- Using school feeding needs consolidated and submitted by Sectors; districts/City of Kigali shall prepare an annual procurement plan for non-perishable food commodities.

A simple template for annual procurement plan is attached as Annex 8: 21

Step 3: Tendering Process

The schools launch the tendering process for perishables and non-food items. The process includes a number of sub-steps:

At school level, tenders shall be awarded in consideration of the methods of procurement as detailed in Section 3.3.4

The request must include:

- The name of the school including its complete address
- The tender number
- The contract period (i.e. the coming school term or school year)
- The kind of food to be bought and an estimate of the quantities required over the contract period
- The deadline (date and time of day) by which the offer has to be received at the school.
- Availability of tender document and fee – if any (ideally, STCs should not require a fee for the tendering documents)
- The date and place of bid opening by the SFTC
- An invitation to bidders or their representatives to attend bid opening.

A request for quotation is transmitted to the intended bidders by direct correspondence.

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

- During the tendering process, all bids shall be submitted in a tender box. If the school has not already done so, it must establish a tender box and make it publicly accessible. A tender box is a locked coffer into which sealed bids or quotations can be entered by a bidder or a receptionist. The box cannot be opened by anyone but the STC, and not before the deadline for the submission of quotations or bids has expired.

Step 4: Bid opening and Evaluation of bids

For tenders awarded at school level the review of bids shall involve these activities:

- When a bidder places his bid or quotation in the tender box, s/he receives a receipt from an authorized school staffer confirming that s/he has placed a bid with the tender number written on the envelope inside the tender box before the deadline for submission. Alternatively, the bidder can sign on the submission list, including an indicated submission day and exact time, to be counter-signed by the receptionist or similar. Once the deadline has expired, no more bids are allowed to be entered into the tender box.
- As soon as possible after the deadline for submissions, but within three days maximum, the SFTC should gather to jointly open the tender box in the presence of the bidders who chose to attend. This can only be done if at least the quorum of the SFTC is present (3/5 of the members).
- The evaluation of bids shall take two steps:
- Technical evaluation: The tender review checks each bid to determine if the bid fulfils all the set formal criteria. Only the bids that fulfil all requirements are accepted as valid bids.
- Financial evaluation: the bids are now evaluated to determine which bidder fulfils all tender requirements and offers the required food and services at the best price.

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

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

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

After bids are opened, the Public Tender Committee conducts bid evaluation on the basis of requirements set forth in the tender document. The evaluation of bids is done within no more than 21 days from the date of bids opening. However, when the procuring entity cannot evaluate bids within this period, bidders are notified of the reasons within three days to be counted from the 21 days. The evaluation process comprises a series of steps including preliminary evaluation, technical evaluation, financial evaluation and administrative evaluation.

Step 5: Notification of results of bids evaluation

At school level, after the evaluation of bids, the SFTC makes a report and gives an “award notice” to all participating bidders. This notice must include the information that unsuccessful bidders have the right to request for a review of the decision within three days of reception of the award notice. If no appeal is received after the designated period, the report is considered as final and SFTC shall authorize the school headteacher to sign the contract.

Steps 6: Review and appeal

For tenders awarded at school level, in case that any of the unsuccessful bidders requests a review of the procurement process, this review is carried out by School Audit Committee which in such a case will function as a tender review committee. If the SAC finds any fault in the procurement procedures followed, it requests the SFTC either to re-evaluate or to re-launch the procurement process. (In this case, the SAC makes note of this decision in the evaluation report). Otherwise, it dismisses the review request and authorizes the SFTC to proceed with the procurement.

If no bidder requests a review of the procurement process, or if the review committee dismisses a requested review and authorizes the SFTC to go ahead, the SFTC takes the final procurement decision and authorizes the school headteacher to sign a contract with the successful bidder.

Step 7: Contract signing & implementation

At school level, once authorized, the school headteacher and the supplier sign the contract. This contract must include all duties and responsibilities of both parties, the delivery frequency, the agreement on how many days in advance of required delivery the school will call forward specific amounts of food, how requested food can be substituted (in line with the specifications in the substitution table annexed to the contract), and what should happen if the SFTC finds any fault in the delivered food.

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

Step 8: Final Statement and acceptance

For tenders awarded at school level; with agreed intervals and with sufficient notice ahead of the required delivery, the SFC calls forward specific quantities of food and non-food items, as stipulated in the contract.

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

A template for a food request form is attached as Annex 13:.

For foodstuff procured at Central or District/City of Kigali, purchase orders are issued to the suppliers who will deliver non-perishable food commodities to schools.

The SFC at school is responsible for the reception of all food and non-food items regardless of whether they are procured by the school or supplied by the supplier designated at the Central/District/City of Kigali level. This is a crucial step during the procurement of food, as at this point, the SFC has to determine whether the school has received the right quantity of food in good quality. The SFC should nominate members who live close to school (e.g. one teacher and one parent, plus the storekeeper who ensures access to the food storeroom) to carry out this task. The inspection of food for its quality is described in detail in the next in Section 4. With respect to quantities, the SFC needs to do the following:

- Have the list of food called forward ready
- Have at least three members of the SFC present when the food is delivered.
- Compare the food delivered with the amount of food called forward.
 - For Food in containers (bags, cans, etc.):
 - Check if all containers are adequately labelled (including information on the content, amount of content (kg or litres), potential fortification and certificates, and expiry dates; the expiry date must be AFTER the last date of foreseen use (e.g. last date of the term for which food has been called forward); where the expiry date is BEFORE this date, the container should be rejected. The school must ensure that all delivered food is consumed before the expiration date.
 - Count the number of containers;

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

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

Step 9: With the receipt of delivered food and or non-food items in hand, the supplier can now prepare and submit a bill to the district/school for payment. The frequency of payment has been established in the contract and does not have to follow the frequency of food deliveries. For example, where fresh food is delivered on a daily basis, the supplier could be asked to submit one bill for all the deliveries during the week, or even during a longer period, to reduce workload and transaction costs.

Step 10: The headmaster is one of the signatories for the school's bank account. The headmaster is also authorized to make payments from this account. In preparation for such payments, the school accountant (or the teacher entrusted with accounting tasks), checks the bills submitted by the suppliers for the different food and or non-food groups and compares them with the call-forward note, the receipt issued (or the delivery note endorsed) by the SFC, and the food supply contract. If the figures add up, she/he issues a memo requesting the head teacher (including the relevant documentation) to go ahead and make the payment to the supplier; if not, the supplier is requested to correct the bill.

Step 11: The STC prepares a procurement report, that summarizes information of all the food and non-food items bought during the term and the year. It annexes

- The procurement plan
- The bid evaluation report
- The supply contracts
- The call-forward notes sent to suppliers
- Duplicates of all signed food receipts; and not least
- The food stock reports (see further below)

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

Step 12: Specific 'food management' and 'resource management' windows have been developed, which are foreseen to be incorporated into SDMS. This will ensure that all procurement and other use of school-feeding related resources used by schools are automatically available for aggregation and analysis at District/City of Kigali. If districts are carrying out part of the procurement, they will add their reports on this tool, too. The consolidated information can be used for district audits and inspection, and in the different NSFP implementation reports as relevant (see below, section 6).

4. Food management at school

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

- Inspection of food quality and safety before delivery, at reception, during storage, and while being used at school
- Food storage, including requirements, use of, and maintenance of storerooms and accounting for food

4.1. Transport

During transportation, food can be subjected to contamination, damage and conditions that can compromise its safety. For foods requiring temperature controls, temperature irregularities during transport can cause microorganisms to grow to unsafe levels (or cause toxins to develop). Food suppliers should therefore constantly check to ensure the following:

4.1.1. Temperature control

- To transport foods requiring temperature control such as milk, meat and fish, vehicles should be equipped with temperature recorders to monitor temperatures throughout the journey.

4.1.2. Vehicle's condition

- Vehicles transporting food items should be fit for the purpose; i.e. exclusively used to transport food items (not carrying non-food items that could contaminate food)
- The vehicle should be clean, free from debris, and sanitised regularly
- The vehicle should be covered to prevent rainwater and dust from getting into the food
- The vehicle should have adequate ventilation that prevents moisture build up and mold growth
- Drivers should be trained in food safety practices, including temperature control, hygiene, and emergency procedures.

4.1.3. Loading and unloading

- Food items should be carefully stacked, loaded and unloaded to prevent spillage, damage and contamination
- Perishable items should be loaded last and unloaded first to maintain temperature control.

4.2. Traceability and documentation

- Accurate temperature logs should be maintained throughout the journey.
- Vehicle inspections and maintenance records should be kept.
- All food products should be clearly labelled with relevant information (product name, expiration date, lot number, destination and origin, etc).

4.3. Inspection of food quality and safety at school

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

Even before food is being brought to school by the supplier, a representative of the SFC (ideally the storekeeper), accompanied by a Sector Health and Sanitation Officer, and District School Feeding Committee should visit the supplier to inspect how the supplier aggregates and keeps food items before delivery. Whenever necessary, the District School Feeding Committee and the Sector Health and Sanitation Officer should take samples, which can be analysed. Furthermore, to ensure the safety and quality of food during transport, the contract with the supplier will have to include specific standards, tailored to the food item in question. A visit to the supplier could also include an inspection of the transport facilities that the supplier plans to use, to verify their adequacy in relation to these standards.

Tender Committees should ensure that all the required food safety and quality specifications (See Annex 20) are included in the tender documents and these standards should be checked when receiving food at schools.

Adherence to these standards must also be verified by the SFC representatives upon reception of the food at school.

Once the criteria for food quality and safety have been inspected, verified, and approved by the District/ City of Kigali School Feeding Committee and certification documents related to moisture and toxication in food commodities are presented by the supplier and approved, food is received by a school. After reception the supplier's responsibility for the safety and quality of food ends. After this, ensuring that all food is safe for human consumption and of good quality is the sole responsibility of the school.

The Ministry of Education through an inspection authority, District, Sector and school shall carry out regular food safety and quality inspection to ensure compliance with guidelines and standards (refer to annex 22 for inspection checklist). An inspection report shall be generated on termly basis to inform the Ministry of Education on food safety and quality status with recommended actions to be taken.

4.4. Overview of control methods and control points at school

At the school itself (after the supplier is visited for safety review and the supply of food commodities is approved), there are three 'control points' at which the quality and safety of food have to be checked:

- At reception – to ensure that any food not fit for human consumption (or becoming unfit for human consumption due to short shelf life) does not enter the school's food storeroom;
- During storage – at the occasion of regular storeroom inspections (see section **Error! Reference source not found.** below);
- Before use – when cooks collect food from the storeroom and/or start cooking (section 5.4 above).

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

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

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

4.4.1. Food in containers

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

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

- (1) The legal requirements for food labelling in Rwanda are summarized in the box below. If at reception of food a SFC is not satisfied with the fulfilment of these requirements, it should request the supplier to replace the concerned containers with corresponding ones with correct labelling. A report signed by two parties is then prepared and submitted to the district.
- (2) SFC shall inspect the transport carriers of food items to ensure food safety and quality before reception. The checklist (See Annex 20) may be considered, and a signed report is submitted to the District/City of Kigali.

4.5. Food storage at school

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

4.5.1. Physical conditions of a storeroom

The school storeroom is designed (see annex 6 to store food items, as they have enough space to accommodate adequate food for students. The following are important criteria which school management, SFCs, communities and constructors should follow. In general, food storerooms should:

- **Be away from the dumping area and toilets:** Toilets and food dumping areas can be serious sources of contamination, which would make food unfit for human consumption. They also attract pests.
- **Be spacious:** This is important, so food can be adequately stacked in the storeroom with sufficient space (33,600 Sqm: 4.80m by 7.00m) and stacking should be done in a way that allows circulation of air (space between food stacks, walls, and roof). An example for a spacious lay-out of a storeroom is shown below.²¹

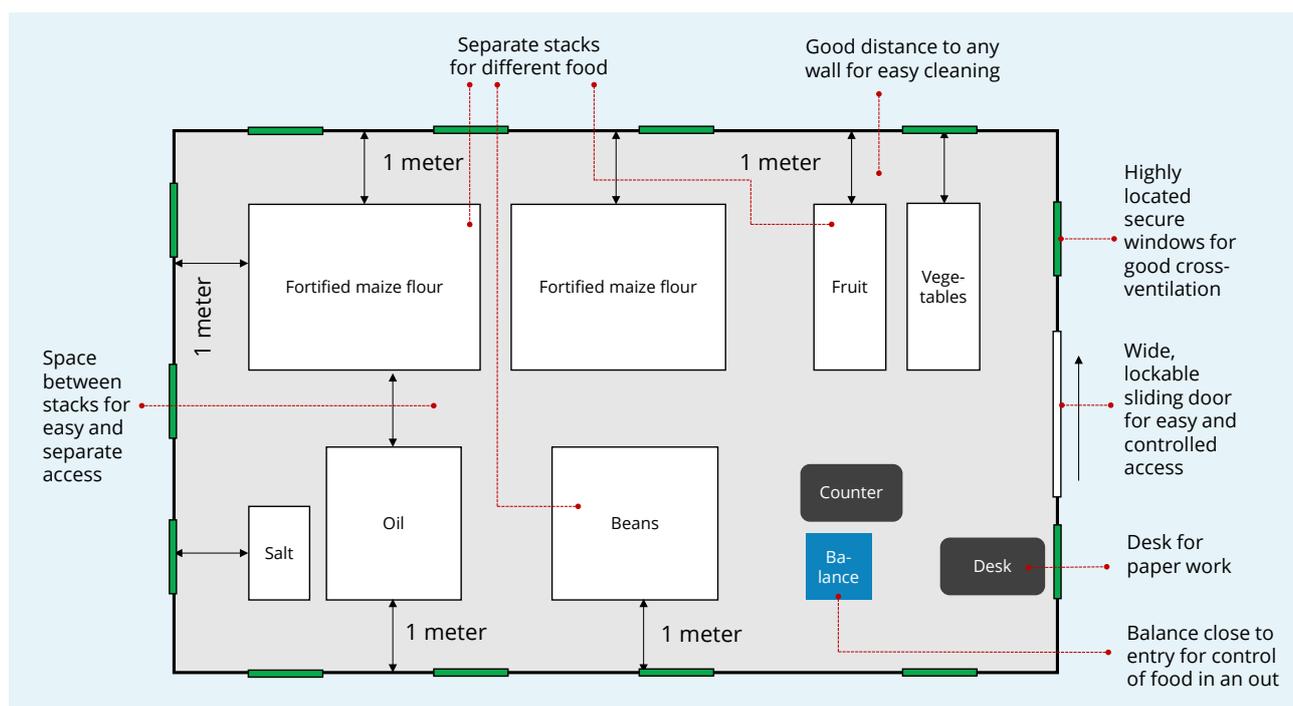


Figure 7: Generic lay-out of a spacious food storeroom

- **Be secure:** The storeroom must have a strong door and locks. In addition, windows should either be fixed or lockable or be fitted with burglar bars. This is important, so that entry can be controlled for who enters the storeroom and has access to the food inside.
- **Temperature Control:**
 - Refrigeration: Keep perishable foods such as dairy, meats, and leftovers in refrigerators at 40°F (4°C) or below.

²¹ The design proposed here is significantly larger than what is included in the present MINEDUC kitchen-cum-storeroom design. The design here is meant to guide on general principles and can be followed as closely as possible as available resources allow.

- Freezing: Store frozen foods at 0°F(-18°C) or below. Ensure freezers are not overpacked to allow for air circulation.
- Temperature Monitoring: Use thermometers in all storage units and check temperatures regularly to ensure they remain within safe ranges. The room temperature shall be maintained at 25°C.
- **Be well-ventilated:** Circulating air will help keep food dry, and avoid molding or rotting, or smells accumulating and affecting the food. This means that the construction should include ventilation channels or e.g. open windows with metal screens, which prevent the entering of persons and pests, but allow the entry and exit of air.
- **Keep pests out:** If insects, rodents, and other pests get into a food storeroom, they can quickly destroy storage containers, access food, and make it unfit for use in school meals. This means that windows and doors have to shut tightly; that there should be no cracks or holes in the wall; that the connection between roof and walls should be tight, or reinforced with small-meshed wire-fence; and that windows are fitted with fine-mesh and intact screens to allow ventilation without letting pests in.
- **Be dry:** It is important that no water can enter the storeroom through the roof, the windows, the walls, the door, or from below. The exposure of stored food to water can quickly make it unfit for human consumption. For construction, this means that:
 - The roof must be tight and intact, and well-secured against strong winds/storm. Roofs should also have a certain overhang over walls, both to give shadow on the walls and keep the storeroom cooler, but also to avoid rainwater hitting the wall or windows directly.
 - Walls should not have cracks, windows should either be closable from the inside or brick-holes should be so small, that rain, even in strong winds, cannot enter the storeroom.
 - To avoid surface water entering the storeroom, it should be built on a natural or artificial elevation, and the door to the storeroom should have a high threshold.
- **Proper Pathway:** The storeroom should have a pathway that is made of a solid surface that does not include cement.
- **Have proper lighting:** It must be easy to see inside the storeroom, both for good food management, for controlling the storeroom and checking food and food containers, and for cleaning.
- **Be easy to clean:** Storerooms must be regularly cleaned – see next section. If it is difficult to clean the storeroom, this will probably not be done adequately or often enough. The following should therefore be avoided:
 - Rough or cracked walls and floors, where dirt cannot easily be wiped away;
 - Surfaces that cannot be washed without dissolving. This means that walls and floors should ideally be lined to allow at least wiping with a wet rag;
 - ‘Hidden corners’ in the construction, which make it difficult to access all areas.
- **Have fire precautions:** If the storeroom is close to the kitchen (as in the proposed standard design), the separation between the storeroom and the kitchen is advised to be fireproof, wherever possible. In addition, a storeroom, regardless of its location, should have a fire extinguisher, sand buckets, quick access to water, or similar, so a potential fire is easier to stop.
- **Be clean:** see more details below.

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

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

4.5.2. Use of a storeroom

It is important to understand how storerooms are used to safeguard the food. The most important elements to know are:

- A storeroom for school meals **should not be used for storing any other things other than food.**
- Perishable food (e.g. fruits, eggs, vegetables, milk, meat, etc.) will be stored for a much shorter time in a storeroom but is also far more vulnerable to rapid deterioration than dry food or oil in storage containers. For this reason, perishable food should be stored under special conditions as appropriate to prevent spoilage. This may include:
 - Having separate shelves where food can be kept in relative darkness and relative coolness; and
 - Having racks where perishable food items can be stored without squeezing each other.
- All **food should be placed on pallets** (100 cm x 120cm) or poles, as shown in the figure for a number of reasons:
 - Keeping food away from the floor will avoid moisture seeping up into the food.
 - Securing air flow under the food will ensure ventilation and help keep food dry.
 - Keeping food on pallets or poles helps with keeping dirt on the floor from coming into contact with food and makes cleaning of the storeroom easier.
 - If food is stored on pallets or poles, rodents and other pests cannot easily hide underneath it.
- Finally, **food should not be stacked against any wall** of a storeroom: this will make cleaning difficult and allow pests that have invaded a storeroom to hide. Ideally, there should be one meter between any wall and the closest stack.

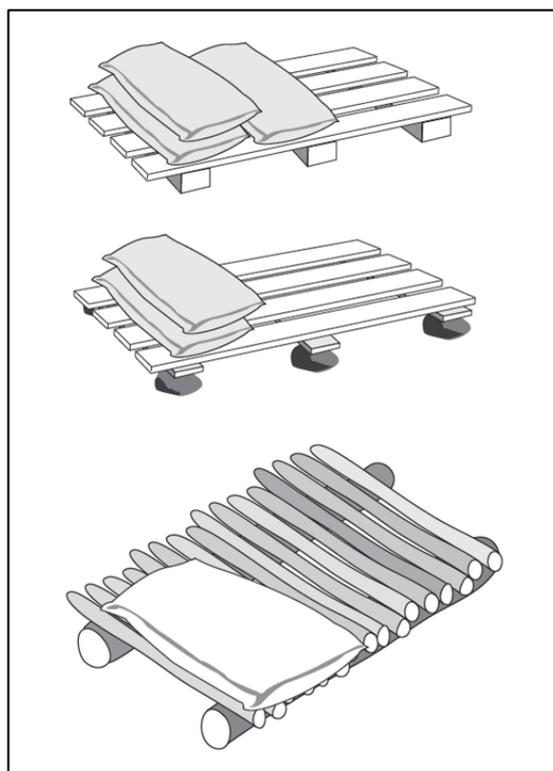


Figure 8: Examples of pallets or poles under food stacks

4.5.3. Maintenance of a storeroom

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

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

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

If a deterioration is observed, the storekeeper must inform the SFC, which will discuss how to address the issue, organize the community to help, and appeal to the school headteacher or the district to provide support where items have to be bought for repairs (fine-meshed screen, cement, burglar bars, etc.).

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

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

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

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

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

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

4.6. Accounting for food at school

For the stored food to be managed efficiently, all concerned parties have roles to play from food reception, stacking, management and use.

4.6.1. Reception and food stacking

The SFC has inspected all the delivered food at reception. The accepted food can now be brought into the storeroom. It is important to note that food delivered is only accepted if it is safe and suitable. To ensure safety and suitability, the following should be considered:

- Deliveries should be scheduled during school hours to ensure the presence of designated staff for inspection and reception.
 - Delivery should be scheduled according to the consumption rate of the school, maximising freshness and reducing storage time. Milk, meat and fish should be delivered in quantities that will be used at once, when the school does not have refrigeration facilities to avoid any challenges with storage of perishable food.
 - There should be a clean, well-lit area for receiving food deliveries with necessary tools like weight scales and receiving forms.
 - Physical inspection is conducted to check for any sign of damage, spoilage, or contamination, and ensure intact packaging, proper labelling, and expiry dates.
 - Weighing scale is used to ensure the delivered quantities match the order.
 - Delivery documents, including supplier information, delivery date, and contents, as well as quality documents (Certificate of analysis) are verified.
 - The received goods are immediately moved to the appropriate storage areas to maintain their quality. The received food is recorded in the Food Management Sheet/Store Card (See Annex 16).
 - Records of all inspections including condition of goods, and any discrepancies noted should be maintained.
 - Any issues should be documented and communicated with suppliers for resolution or replacements.
 - Inside the storeroom, different food commodities should be stored separately.
- When additional quantities of the same food item are received in the storeroom, they are stacked separately from the old. Both stacks are easily accessible; and the storekeeper must clearly distinguish between the old and new stacks.
 - Food should be stacked in a manner that:
 - It is easy to clean inside the storeroom; and
 - It is easy to count the quantities of food items in the store. As shown in the illustration, well-arranged stacks allow quick counting of all the bags in the stack by multiplying the number of layers with the number of bags in each layer.

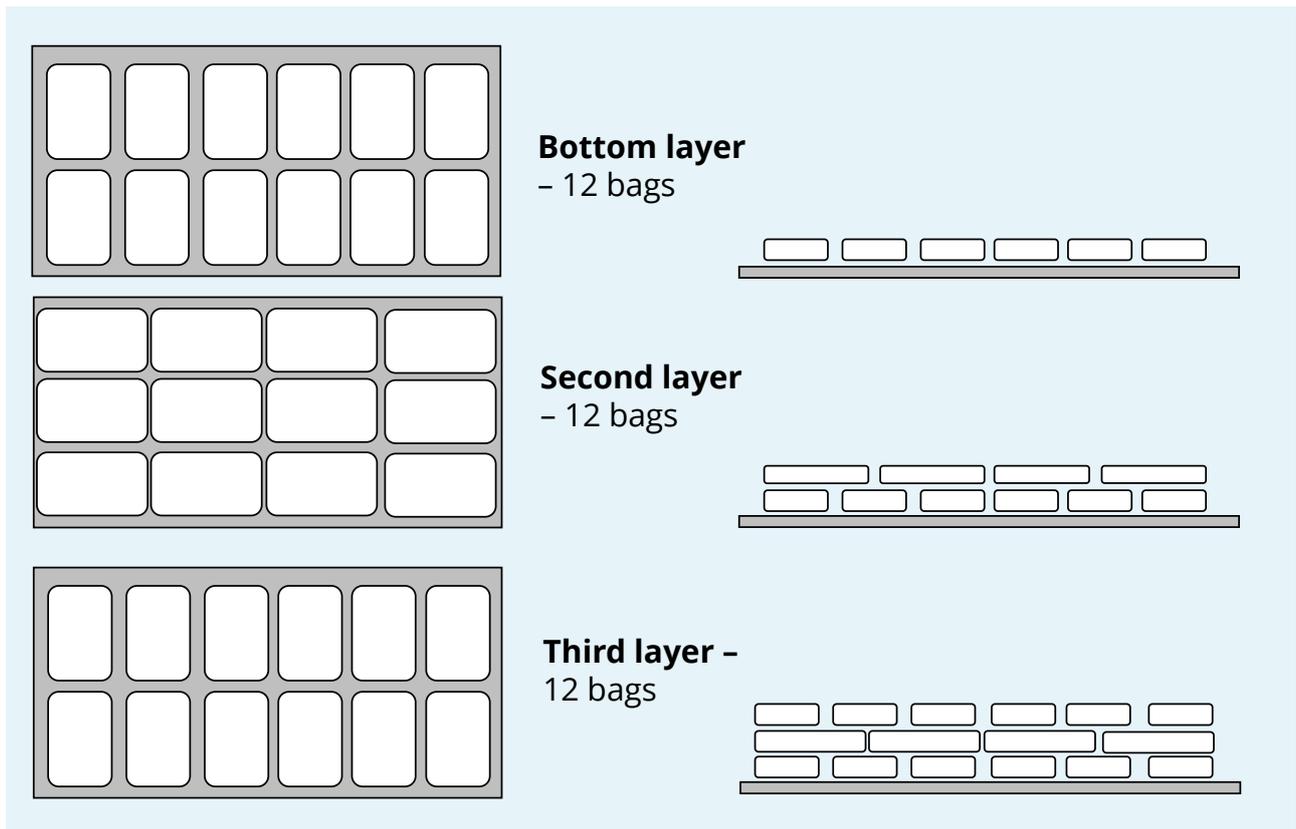


Figure 9: Illustration of good food stacks

4.6.2. Handing out food to cooks

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

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

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

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

Once the correct amount of each food item required is established, the storekeeper stocks-out food items to the cook.

For single items (e.g. one or half a piece of fruit per child), take the required number of items to the counter. For items in bags / containers, take the required number of containers to the counter; place full containers next to the counter, ready to be taken away by cooks; and, if required, open one container and measure out the additional amount required. For solids (salt, maize flour, beans, etc.), use the weight, and for liquids (e.g. oil), use a measuring cup or vessel. For all food to be handed out to cooks, it is important that storekeepers follow the 'First In First Out' (FIFO) rule, meaning that for each food item, the food that has entered the storeroom first has to be used first. Ideally, food items that will expire first shall be used first (FIFO).

This is important to avoid that food exceeds its expiry date or deteriorates, while other food, which could have stayed fit for school meals for a longer time, is used.

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

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

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

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

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

4.6.3. Food stock control

To ensure the safety and quality of food items in the storeroom and that they are in enough quantities to feed the students, at least once every week, ideally every Friday, the storekeeper should carry out a stock control. This includes:

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

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

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

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

- control how many containers are affected;
- weigh all the affected containers to establish if and how much food of each item is missing;
- enter the missing food as missing in the Food Management Sheet/Store card; and

alert the SFC, and engage together with the SFC into an investigation, of who may have gained access to the storeroom, and how.

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

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

If the quantities of food items in the storeroom are not enough to feed students for the next feeding days, the storekeeper should inform the SFC to ensure that the needed food items are procured on time.

Disposal of food that has become unfit

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

neither the storekeeper nor any other person is wrongfully accused of having diverted food, claiming it was unfit for human consumption;

neither students nor any other person consumes unfit food, with high health risks for the person, and high reputational risks for the school meals programme.

For these reasons, the following steps should be observed:²²

1. Separate the suspected foods from the rest;
2. The storekeeper shall immediately notify the SFC and the Health and Sanitation Officer at Sector Level of the suspected food and seek guidance;
3. The head teacher will invite the HSO to visit the school, to assess the food and determine its suitability for human consumption.
4. If the HSO concludes that the food continues to be fit for human consumption, this is registered in the Food Management Sheet/Store card, and the food is re-entered to the place in the storeroom where it belongs.
5. If the HSO concludes that the food is unfit for human consumption, he or she will seize the food and issue a seizure form.
6. In the event that there is need for further analysis, the HSO and headteacher will notify the District about the incident and request for lab analysis
7. If the test results indicate that the food is unfit for human consumption, the District in consultation with competent authorities will dispose off the food.
8. The disposal of the food shall be done in the presence of the competent authorities.
9. The District Education Office in conjunction with the District health Office will support the storekeeper to establish the cause of contamination and provide guidance for proper mitigation.

4.6.4. Food register

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

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

²² This list of steps are directly inspired by the Food Safety and Quality Guidelines for Public Health Officers, Food Suppliers and School Boards of Management prepared by the Ministry of Education, the Ministry of Health, and the Council of Governors of the Republic of Kenya; it has, however, been adapted to the context of the Rwandan NSFP.

The storekeeper uses the Food Management Sheet/Store card (see Annex 16:) to register all data on food distribution with exact quantities for each kind of food, including:

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

Food losses have to be recorded immediately when they are observed by managers, especially at the weekly stock control.

The SFC and any inspector can at any time ask to see the up-to-date Food Management Sheet/Store card.

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

For the future, digital tools could be developed to improve storeroom management and ensure real-time, reliable and efficient registration of all food movements as well as other school feeding related data. The storekeeper will be trained in the use of the food management sheet.

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

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

- Requirements and preparation of cooks
- Requirements for kitchens
- Calculation of daily food quantities to be used
- Control of food safety and quality by cooks
- Preparation of meals
- Getting school children ready for meals
- Sanitary requirements for toilets and hand-washing facilities
- Serving of meals
- Eating of meals
- After the meals
- Requirements for preparation of meals using centralized kitchen model

5.1. Cooks

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

5.1.1. Requirements for cooks

In general, cooks need to be healthy, sufficiently strong to prepare large portions of food, they need to be motivated for their work, and they need to know why school feeding is important for the children they serve. They must know how to prepare safe, healthy and nutritious meals, and how they will always ensure good hygiene.

General requirements for cooks

Before recruitment:

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

After recruitment:

- Each cook must have an induction training based on the school feeding operational guidelines.
- In addition, each cook has to have participated in **specialized training on best practices in food handling and safety for school feeding** based on the present guidelines at least once and obtained a certificate for this. For this, districts will arrange training sessions at sector level in cooperation with TVET School, which cooks need to attend.
- Display **positive behaviour** and ethics.

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

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

5.1.2. Daily preparation and hygienic behaviour of cooks

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

Before starting their work, cooks need to:

- come in clean clothes
- wear a clean apron (preferably white) and head-dress (to be provided by the school, where funded from community contributions) and clean, closed shoes - cooks should have at least two items of each, so they can be regularly washed and – if required – replaced.
- Remove all jewellery, e.g. necklaces and rings
- Keep fingernails short and clean
- thoroughly wash their hands with clean running water and soap. If they dry their hands, cooks should dry their hands.
- Be free from wounds on hands.

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

During work time

During the entire time at work, cooks should:

- Refrain from **unhygienic practices** in the kitchen (e.g. smoking, chewing tobacco, spitting on the floor, picking nose, sneezing over the food, blowing nose...)
- **Thoroughly wash their hands with clean running water and soap after** every time they have visited the bathroom/toilet, sneezed in their hands, handled anything dirty or spoiled food or materials.

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

5.1.3. The management of cooks

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

- Deciding the number of cooks required
- Recruiting cooks
- Ensuring that all cooks have obtained required health certificate and trainings
- Deciding on the monthly salary of cooks in consultation with Sector and District.
- Approval of the work schedule of cooks, including ad hoc adaptation in case of sickness or other unforeseen events
- Supervising cooks, including ensuring cooks' adherence to the present guidelines and any other relevant standard in force.

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

5.1.4. The number of cooks

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

As a minimum,

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

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

- No cook should work more than can be harmonized with her or his other chores, either at school (e.g. cleaners) or at home;
- Rwanda Labour law requirements must be respected, meaning that no cook works more than 40 hours per week.
- All of the recruited cooks should carry out an equal amount of work.

5.1.5. Payment of cooks

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

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

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

For the Rwanda school feeding programme, cooks shall be paid

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

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

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

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

5.2. Requirements for school kitchens

The school kitchen must respond to a number of requirements. MINEDUC has prepared a standard design for improved kitchens, which also includes a storeroom (see Annex 6:). Schools should comply with the designed kitchen, taking into account the following general rules:

Location:	First of all, a kitchen-must be away from potential sources of infection, such as latrines, garbage sites, etc. Furthermore, a kitchen should be as close as possible to a water point. Not least, within the school compound, the kitchen should be accessible for vehicles (to bring food to the kitchen, remove waste, and allow access for fire fighters in case of emergency.)
Space :	A kitchen should have sufficient space for the required number of stoves, food-stock for perishable and non-perishable items, cooks' changing room (see Annex 6), space for all cooks to freely move around, including the washing and preparation of food, cooking, and the dishing out of meals. There should also be space for storing some food, e.g. during meal preparation, some condiments, etc. A school feeding kitchen should also have a serving area, which both students and cooks / servers can easily access from each side.
Surfaces:	A kitchen should have sufficient free surfaces away from the floor, where food required for the daily meal can be placed and treated (washed, cut, chopped, pounded, etc.) before being put into the pot on the stove. Surfaces should also suffice to be used for the washing and drying of dishes. Surfaces should be easy to clean.

Construction:	The kitchen roof, walls and floor should protect cooks, food and utensils from heat, cold, rain and wind, as well as the intrusion of insects, pests and other animals. The roof, walls and floor should be easy to clean.
Ventilation and lighting:	The kitchen should allow free circulation of air for cooling and air quality. Often, half-walls (with screens-mesh) are ideal; and in areas with (occasional) strong winds, movable shutters may be considered to reduce exposure of the kitchen interior.
Stoves:	Schools are encouraged to use fuel-efficient stoves, ²³ which can save up to half of the expenses for fuel wood, and considerably reduce the negative impact of school feeding on the environment (forest cover and climate). Stoves should also be equipped with chimneys to ensure adequate indoor air quality for the cooks. The size and number of stoves required depends on the size of the school and the number of meals to be prepared at a time. to ensure food diversity. A school should have at least three stoves. The size of the stoves will depend on the number of students (see annex).
Utensils:	A kitchen needs adequate food grade utensils. These include an adequate number of pots in the right size, depending on the number and kind of meals to be prepared; some pans for special purposes, mortars or mills, cutting boards, knives, measuring scales, and ladles. Not least, some measuring cups for measuring quantities of oil and salt, and for dishing out adequate portion sizes should be part of kitchen equipment, as well as an adequate number of food grade plates and spoons (preferably stainless steel) ideally with one set for each student in the school, plus a reserve for replacements.
Safety measures:	Kitchens should ensure the availability of basic safety equipment; these include fire safety (fire extinguishers), first aid kits, Personal Protective Equipment, etc.

The basic construction of a kitchen-storeroom can normally be done by communities, with the technical support of a district officer knowledgeable of good school kitchen design, as provided in the annex, and material inputs for roofs, flooring, etc. Fuel-efficient stoves and those using clean cooking energy are encouraged. Plates and spoons should be bought by the SFC, with funds contributed by parents.

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

5.3. Calculating food quantities for daily meals

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

This calculation follows the following steps:

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

$$\frac{\text{Number of children attending at the school level}}{1,000} \times \text{Amount of food per student (g)} = \text{Required amount of food in kg}$$

Schools with more than one level of education need to carry out this calculation for each level separately, and then add the results of these separate calculations.

Example:

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

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

Calculation:

At Pre-Primary level, the attendance is 173 minus 5 children, i.e. **168** children. The quantities of each food item in the base meal (see section 2.2.3.1) are entered in column b. Column c calculates 168 x quantity of each food item, e.g. 50 g x 168 = 11,760 g of maize. Column d divides by 1,000 to arrive at kilogram.

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

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

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

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

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

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

Answer: The cooks have to fetch:

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

Cooks and storekeepers can simplify calculations by adopting the approach below:

- They can prepare one easy calculation sheet for e.g. each 100, 10 and 1 child for each food item, and then just add the quantities up for the exact number of students attending;
- They can also prepare full lists of food quantities required for each dish in their menu, based on the number of students enrolled in their school, and then adjust this slightly to account for students who are not attending on a specific day.
- The fetching of the right quantities of food can also be facilitated by adequate measuring tools (e.g. a scale, bucket, can, etc.) which one knows contains a certain amount of food.

5.4. Control of food safety and quality by cooks

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

- If food is in packages (cans, bags, etc.), the packaging material should be intact/ not damaged and there should be a proper label which complies with the requirements of labelling standards (e.g: production and expiry date, storage conditions,...) This has already been checked when the food was received by the school, but should be checked again before using the food. Cooks must make sure that the expiration date has not yet passed. (For this reason, storekeepers must ensure the proper storeroom management, and ensure that the first food that came into the storeroom is used first putting into consideration the expiration date/FIFO protocol – see above in section 4).
- Deteriorating food normally changes its appearance, and cooks can detect smell, observe decolourization, feel inadequate softness, etc.
- Of course, cooks can also see if there is any pest infestation, e.g. by weevils, mice, etc.

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

Look:

- Is the food discoloured (as a whole, or does it have stains)?
- Does the food look mouldy?
- Can you see signs of living or dead insects (bites, holes, excrements, insects)?
- Check the expiry date
- Is the package still intact/sealed?

Smell:

- Does the food smell fresh and as it should?
- Can you smell mould or rot, or any other form of decomposition?

Feel:

- Does the food feel as it should, when it is fresh?
- Any undue softness/ hardness (e.g. banana, mango)?

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

- Verify and either confirm the unsafe state of the food, or confirm that the food can be used;
- In case the food is unsafe, immediately address the problem by:
 - Isolating and removing the spoiled food from the storeroom and proceed with its appropriate disposal;
 - Provide the cooks with a replacement quantity of food the daily meal preparation
 - Investigate how the deterioration could take place, and take adequate countermeasures, or – where required – suggest such countermeasures for the discussion of the SFC.

For more details, please refer to section **Error! Reference source not found.** above on the inspection of food safety and quality at school.

5.5. Preparation of meals

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

Regardless of any specific recipe to follow, cooks must observe a number of rules to ensure that the meals are safe to consume. The World Health Organization (WHO) has formulated five keys to safer food:²⁴

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

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

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

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

3. **Cook thoroughly:**

- a. This rule is particularly important, as bacteria – which make food unsafe to eat – grow rapidly in food between 40 C and 60o C, also known as the ‘danger zone’.
- b. Cook foods thoroughly, especially meat, poultry and eggs
- c. Bring foods such as soups and stews to boiling point to make sure that they have at least reached 70 °C. Make sure that juices of meat and poultry are clear, not pink. Ideally, use a thermometer.
- d. Reheat cooked food thoroughly.

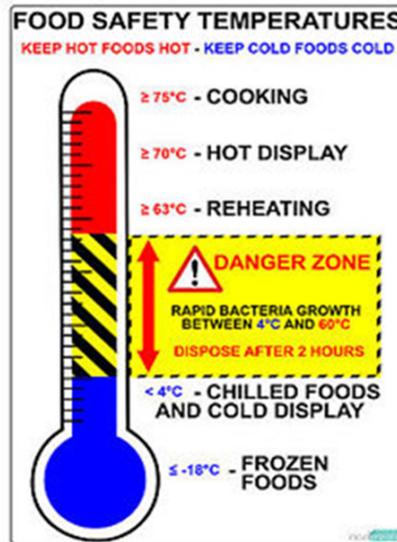


Figure 11: Food safety temperatures

5. 4. Keep food at safe temperatures:

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

6. 5. Use safe water and raw materials:

- a. Use safe/potable water or treat water to make it safe.
- b. Select fresh and/or wholesome foods.
- c. To ensure food safety on milk and milk products, use processed ones such as pasteurized milk.
- d. Wash fruits and vegetables, especially if they are to be eaten raw.
- e. Do not use processed food after its expiry date (see above section 5.4)

5.6. Getting Students ready for meals

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

- Receiving and eating meals should not take too much time, so keep the disruption of classes and of the time available for play to a minimum. So time spent in queues should be as short as possible. At the same time, cooked food should be served as quickly as possible to avoid it's cooling down and staying too long in the 'danger zone' – see above.
- Children should ideally not use the toilet during their meals – so any student who might need to, should be asked to use the toilet before getting ready to receive their meal.
- Thorough handwashing by all students with soap and clean running water is essential – after every visit to the bathroom/toilet, and before they receive food (regardless of having visited the bathroom/toilet or not).

- Thorough handwashing takes about 30 seconds for each child – with a large number of pupils and a limited number of handwashing facilities (often one per class) this can take a lot of time.

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

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

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

Example: A school has 7 classes with 49 pupils each. If each class lines up behind one handwashing stand, and each pupil uses 30 seconds for thorough hand-washing, each class will have to use 24.5 minutes for hand-washing, and after that queue again to receive meals. If, by contrast each class uses several handwashing stands, and classes queue up in an established sequence, each class only spends 3.5 minutes in the handwashing queue, and can then proceed to receive meals, giving every child 30 minutes more of free time.

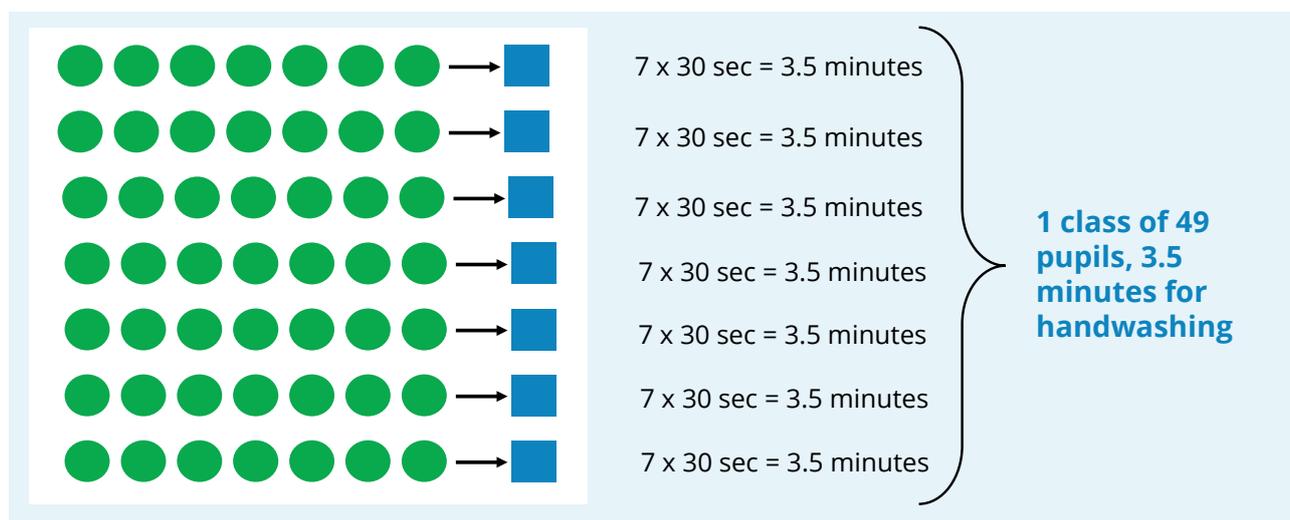


Figure 12: Efficient handwashing

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



Figure 13: The use of time in a sequenced routine

5.7. Requirements for toilets and handwashing facilities

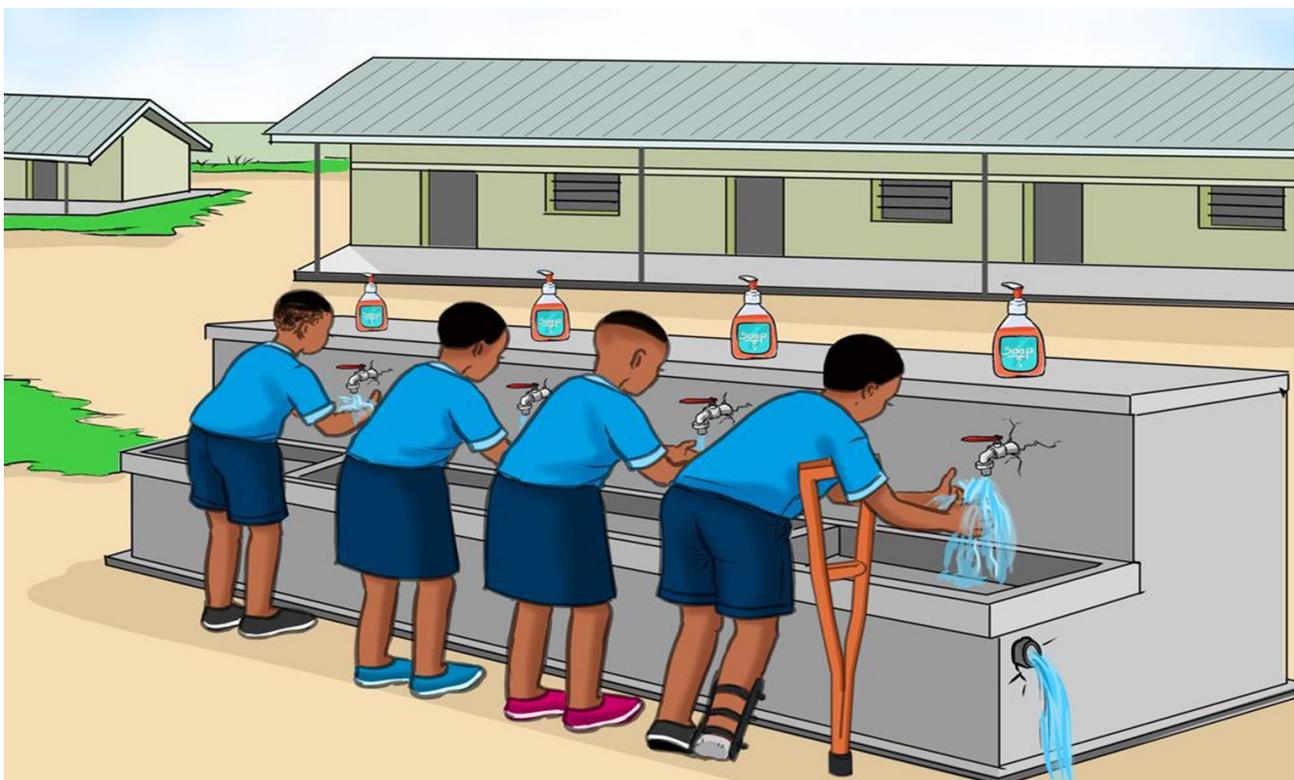
Safe water

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

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

Handwashing facilities

There should be at least one handwashing facility per class. Hand-washing facilities for school feeding,²⁵ either fixed (a normal tap, or handpump) or mobile (large dispenser buckets, pedal cans (see photo) etc.) should be located not too far from the place where children receive their food.



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i.e. in addition to handwashing facilities at latrines

Toilets and sanitation

There are many organisations who provide design plans for adequate school latrines.²⁶ In recent years, the design of latrines that also produce bio-gas, which can be used for cooking, has advanced.²⁷ Where communities assist with the establishment of latrines, it is important that they are guided and supported technically with respect to good design. At this occasion, participating workers should be trained on the job, so that they in principle can replicate the building of adequate latrines for their own household – or even others.

Every school should have a sufficient number of toilets: for every 30 girls and for every 50 boys, there should be at least one cubicle, and for each sex, one disability accessible cubicle. In addition, there should be at least one meter of urinal for each 50 boys; and at least one “girls’ room” where adolescent girls can safely address menstrual hygiene. For each 2 cubicles, there should be 1 hand-wash point with tap and soap.²⁸

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

Training and supervision

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

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

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

Aspect	Latrines	Handwashing facilities (school feeding)
Number²⁹	Cubicles: 1 : 30 girls and 1 : 50 boys Urinals: 1 meter for each 50 boys Disability accessible: 1 for girls and 1 for boys	For latrines: 1 for each 2 cubicles For school feeding: 1 per classroom (for sequenced use)
Location	Far from classrooms and kitchen	Close to meal distribution area
Water	Rainwater or no water (depending on design)	<u>Safe water</u> for handwashing; plus at least 2 litres of per child per day for drinking;
Separate	For boys and girls	No, joint
Initial training:	Yes	Yes
Supervision	No	Yes

Table 9: Summary of considerations for latrines and school feeding handwashing facilities

²⁶ Detailed design instructions for different types of adequate school latrines can be found at <http://washinschoolsmapping.com/wengine/wp-content/uploads/2015/10/Sudan-KhartoumTechnicalGuidelinesSchoolLatrines.pdf>

²⁷ See for examples: http://www.hydroaid.org/uploads/2/6/1/3/26130567/case_study_-_biolatrines_-_waya_school.pdf

²⁸ MINEDUC “Child Friendly Schools Infrastructure Standards and Guidelines” Primary and Tronc Commun schools, t May 2009; <http://humanitarianschools.org/downloads/Rwanda-Child-friendly-School-Infrastructure-Standards-2009.pdf>

²⁹ Based on “Child Friendly Schools Infrastructure Standards and Guidelines” in Primary and Tronc Commun schools, MINEDUC 2009

5.8. Serving of meals

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

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

Each school should have at least one plate, one cup, and one spoon for each child. To allow for possible losses, schools should ideally have at least 10 percent extra of each of these items. Before using these utensils, cooks or helpers must ensure that they are clean. The choice of material for these utensils should be food grade and comply with the Rwandan Environmental protection principles.

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

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

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

Supervision of meal serving

It is important that the serving of meals is supervised:

On every day, the teacher of the class should supervise the students serving the meals, to ensure that this work is carried out adequately. The SFC can establish a supervision schedule, so all teachers bear an equal burden of supervision. In principle, teachers can eat when their class eats.

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

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

5.9. Eating of meals

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

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

5.10. After the meal

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

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

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

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

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

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

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

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

School garden

Schools that have land should utilize them to grow foods that provide high micronutrients (such as vegetables and fruits). To ensure best practices for reducing microbial and chemical contamination in the school garden production, hence providing safe, healthy and nutritious meals from these gardens, the following shall be considered:

- **Soil amendment, pests and disease control.**
 - Schools should NOT spread animal faeces in school gardens
 - Proper application of fertilisers and pesticides and record keeping
 - Proper disposal of chemicals
- **Harvesting and handling**
 - Careful handling of produce to minimise damage, avoiding contamination from soil or equipment
 - Proper cleaning, sorting, packing, and storing/preparation of produce.
 - Proper handwashing, protective clothing, and health checks for workers handling produce
 - Accurate records of farm inputs, production processes, and product movement.

Food safety complaints and incident reporting

Food poisoning outbreaks can be suspected when two or more individuals developing similar gastrointestinal symptoms after eating common food items are identified. Schools are responsible for closely monitoring for the occurrence of outbreaks, particularly those related to statutory notifiable diseases. It is therefore important to note that:

6. Schools have protocols in place for handling food poisoning outbreaks that occur in their institution. Follow-up actions may include:

- Schools isolate students or staff who exhibit symptoms of illness and help them seek medical treatment as necessary.
Schools advise other students to stop eating concerned food items immediately to prevent further food-related incidents from occurring.
- Schools record the following items to facilitate further investigation: Name list of students to whom meals are provided (with information such as the types of food served;
- Schools submit a food incident report to District, which does investigations with competent authorities. The investigations to be made may include: Meal consumption history, onset time, symptoms and medication; and records of on-site checks on food storage, temperature control and personal hygiene for schools. District shall report suspected outbreaks to RBC as soon as possible so that timely preventive measures can be implemented; and
- Schools shall keep and provide food samples of suspected items, if any, according to the instructions of the health inspectors.

7. Monitoring and reporting of school feeding programme activities and results

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

Overview of the indicators that will be monitored.

Category Indicator	Indicators	Frequency	Responsible	Verification Means
SF Planning	Needed food quantities (Number of Students registered in SDMS (boys and girls) per level, per quantity, per item, and source	Quarterly	Data feeder: SF committee at School level Monitoring: SEI, DDE, Central level	SDMS, SF Committee Meeting Minutes, School reports
	Number of Cooking utensils to be purchased	Annually	Data feeder: HT Monitoring: SEI, DDE, Central level	SDMS, SF Committee Meeting Minutes, School inventory reports
	Quantity of cooking energy to be used	Quarterly	Data feeder: HT Monitoring: SEI, DDE, Central level	SDMS, SF Committee Meeting Minutes, School inventory reports
	Number of cooks to be Hired	Annually	Data feeder: HT Monitoring: SEI, DDE, Central level	SDMS, SF Committee Meeting Minutes
SF Budgeting	Total budget received (Government subsidy, Parent Contribution-In cash, Community contribution in-cash, partner contribution, school source of income, others)	Quarterly	Data feeder: Central Level, Districts/ City of Kigali and Head Teacher. Monitoring: HT, SEI, DDE, Central level	SDMS, SF Committee Meeting Minutes
	In-kind contributions (parents' contribution)	Quarterly	Data feeder: HT Monitoring: SEI, DDE, Central level	SDMS, SF Committee Meeting Minutes, budget plan
	School gardening (quantity of foods cooked from school garden and their monetary value)	Quarterly	Data feeder: HT Monitoring: SEI, DDE, Central level	SDMS, SF Committee Meeting Minutes, budget plan

SF Procurement	Tender Execution Status per food items and tender type for non-perishable Items, Boarding School, Districts/City of Kigali) per level	Quarterly	Data feeder: HT, DDE/Education specialist Monitoring: SEI, DDE, Central level	SDMS, Tender committee meeting minutes, Procurement Execution Plan and Reports PFM minutes and reports at District level
	Tender Execution Status per food items and tender type for perishable Items in all schools	Quarterly	Data feeder: HT, Monitoring: SEI, DDE, Central level	Tender committee meeting minutes, Reports, ...
	Tender Execution Status per non-food items tender	Quarterly	Data feeder: HT, DDE/Education specialist Monitoring: SEI, DDE, Central level	SDMS, Tender committee meeting minutes, Procurement Execution Plan and Reports PFM minutes and reports at District level
Stock Management	Quantity of Food received, food used, stock balances per item	Monthly, Quarterly		
SF Delivery	Daily meal attendance per class group : Number and percentage of total school days with school feeding per grade.	Daily	Data feeder: HT Monitoring: SEI, DDE, Central level	SDMS, Daily attendance reports
	Feeding days: Number of students receiving meals at school disaggregated by gender and grade	Daily	Data feeder: HT Monitoring: SEI, DDE, Central level	SDMS, Daily attendance reports
	Varied meal: Number of days a varied meal (balanced meal that includes at least five food groups) is provided	Daily	Data feeder: HT Monitoring: SEI, DDE, Central level	SDMS, Daily attendance reports
	Food source: Food commodity origin (school gardens, locally produced, imported)	Quarterly	Data feeder: HT Monitoring: SEI, DDE, Central level	SDMS, Daily attendance reports
SF Impact	Academic performance	Annually	Data feeder: HT Monitoring: SEI, DDE, Central level	CAMIS, SDMS
	School attendance rate	Annually	Data feeder: HT Monitoring: SEI, DDE, Central level	SDMS, IEMIS
	Nutritional status of students	By term	Health Unit at District, sector and Central level	Health Units reports

Table 10: Overview of indicators to be monitored and their use

The specific responsibilities with respect to monitoring and reporting will be explained in the following subsections.

In principle, monitoring responsibilities are located at the most decentralized level possible, i.e. where the relevant actors have the best access to the information required. By contrast, the preparation of school feeding reports will be the responsibility of higher-level actors (Education Unit at District/City of Kigali), which have the position and the capacity to consolidate and analyse the data provided by monitoring actors.

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

7.1. Transparent and accountable use of resources

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

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

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

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

Figure 14: NSFP Resource Management Sheet

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

- Bank statements for any reception of funds on the school's bank account;
- Reports prepared by the accountant and/or the SFC on any funds or other items contributed by parents;
- The stock reports prepared by the storekeeper for food, and/or non-food items if the responsibilities include non-food items.
- Headteacher's own records on any funds or other items received from other donors

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

The resource management sheet captures information on the receipt of resources, their use, and losses.³⁰ The latter are identified either by the storekeeper when carrying out stock control (see above), or by comparing the amounts received minus the amounts used with what is actually left in the account or the cash box of the SFC.

All losses should be justified to maintain the trust in the efficient use of resources by the programme.

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

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

7.2. Output of the programme

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

Data on school meals provision based on detailed information/ attendance collected by teachers should be recorded into the SDMS by head teachers. This information should ideally be entered offline on a daily basis and uploaded weekly when internet connection is established (e.g. by taking a lap-top to the sector or district on a weekly basis.) Once recorded into SDMS, Districts/City of Kigali will compile a report to allow data analysis, inform decision making and continuous improvement. Furthermore, data analysis will help to compare the resources used against the number of meals provided, determine the cost-efficiency of the programme and, the average cost of a meal.

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

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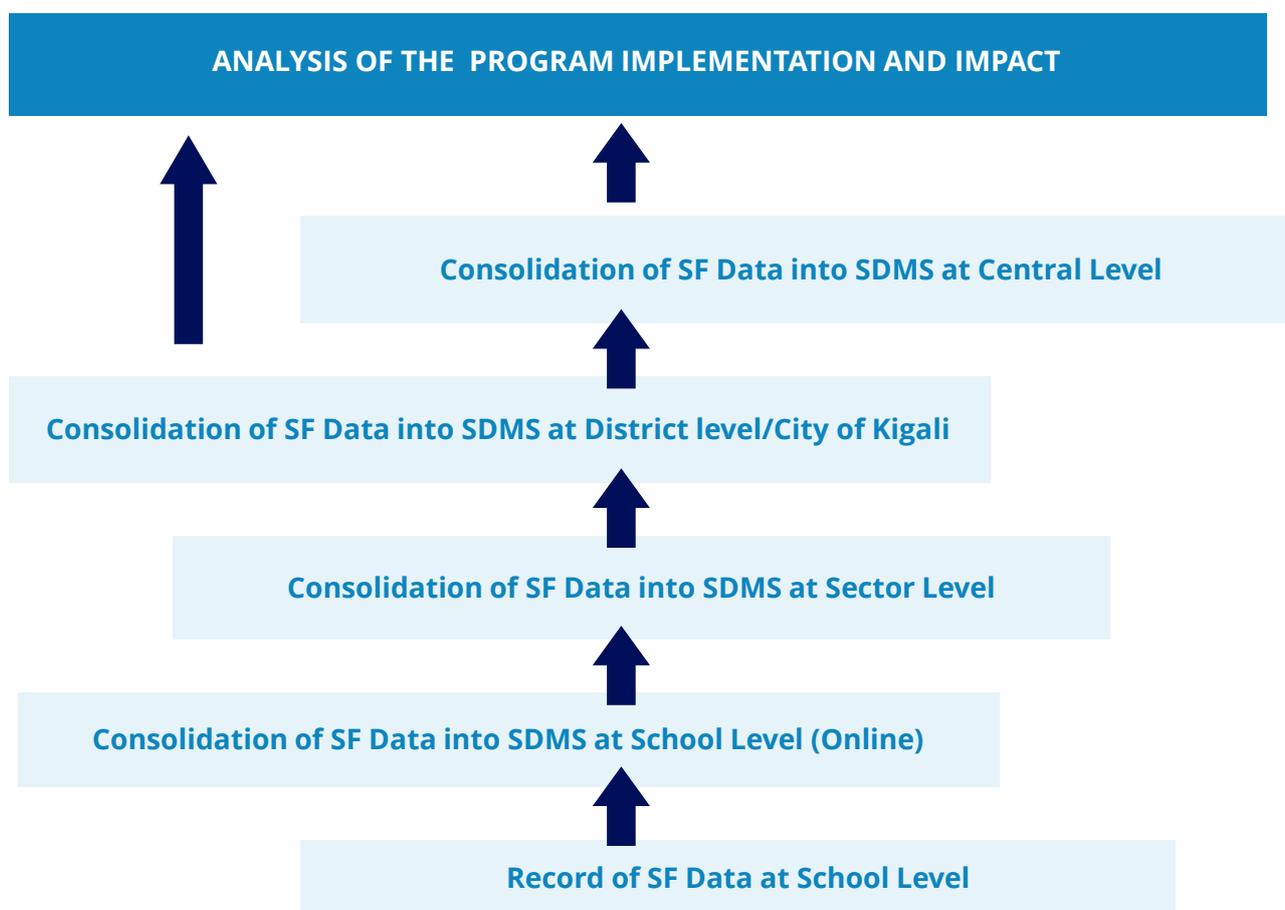
Ideally, instead of completing this separate resource management sheet, all the information captured by it should be entered directly into the SDMS for real-time monitoring.

Once data on food groups are recorded for each school, the NSFP management can analyse in which areas schools have performed better on meal dietary diversity and the underlying reasons (e.g. different prioritisation of resources, rather providing diverse meals on fewer days; larger contributions by parents; a good school garden or community field; availability, affordability and accessibility of food commodities etc.), which in turn can help to learn and share important lessons with all schools.

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

To ensure the efficient use of resources, Districts/City of Kigali will analyse data from schools and generate compiled schools feeding reports (quarterly, termly, annually).

Flow chart of SF data record into SDMS from school to central level



The information to be captured into SDMS should include:

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

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

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

Tracking individual or average attendance?

In many education management information systems, information related to attendance tracks the average attendance in a school, simply by capturing the number of students present on each day of school, and comparing this number with the total number of girls and boys enrolled. This information is useful and allows some general insights into the impact of school feeding, however, it would not allow determining if a lower attendance rate is due to a few children being absent on many days, or many children being absent on a few days – which are two completely different things and will have completely different reasons. By contrast, registering the attendance or not of each student on each school day would allow a far more in-depth and disaggregated analysis of the development in the attendance and its effects in terms of performance.

It would not only allow the simple calculation of an average, but also the calculation of the attendance rate for each girl or boy – which is often a prerequisite information for social protection cash transfer programmes conditioned by school attendance of a household's school-age children). From this individual attendance rate it is then easy also to calculate the share of girls and boys that has attended school on at least 80 percent of school days.

7.2.1. Nutrition and health

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

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

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

7.2.2. Social protection.

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

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

7.2.3. Local agriculture economies

Finally, with respect to local agriculture and local economies, it is easy to calculate the total amount of funds injected into local economies from the data included in the procurement reports. The effects of this cash injection on local economies and food security could be monitored through market monitoring systems or occasional surveys e.g. on the level of employment or household income in different areas.

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

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

7.3. Sharing results and learning

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

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

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

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

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

The core information of the annual school feeding report should also be included in the Education Statistical Yearbook, not only to make this part of the documentation of the programme widely available, but also to enhance the awareness of as many programme stakeholders as possible.

8.2. The National School Feeding Steering Committee

Composition / membership

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

- The Ministry of Education (chair) – MINEDUC;
- The Ministry of Agriculture and Animal Resources (Co- Chair) – MINAGRI
- Ministry of Gender and Family promotion
- Ministry of Finance and Economic planning (MINECOFIN)
- The Ministry of Health (MINISANTE)
- The Ministry of Environment
- The Ministry of Local Government (MINALOC)
- The Local Administration Entities Development Agency (LODA)
- National Childhood Development Authority – NCDA;
- Rwanda Basic Education Board – REB;
- Rwanda Agricultural Board – RAB;
- Rwanda Public Procurement Authority – RPPA;
- Rwanda Food and Drugs Authority – RFDA;
- Rwanda Cooperative Agency – RCA;
- Rwanda Biomedical Centre (RBC); and the
- Rwanda TVET Board (RTB)
- Rwanda Inspectorate, Competition and Consumer Protection Authority (RICA).
- National Examination and school Inspection Authority (NESA)
- Province Executive Secretaries and Kigali City Manager
- Rwanda Standards Board (RSB)

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

- World Food Programme – WFP (co-chair),
- Food and Agriculture Organization – FAO
- United Nations Children Fund – UNICEF
- United States Agency for International Development – USAID
- Foreign Common Wealth and Development Office (FCDO)
- World Vision International – WVI
- Faith-based organisations representatives

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

Duties and Responsibilities

The NSFSC will request advice on specific issues from the SF-TWG on any issue regarding the NSFP with a copy to ESWG. Based on the advice received, and its own discussions, the SFSC will issue guidance with request of implementation to the coordination bodies and implementers involved in the programme. In particular, the NSFSC will

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

Steering Committee Chair

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

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

The chair will be responsible to fulfil the following tasks:

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

Steering Committee working modalities

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

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

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

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

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

Task forces

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

Reporting

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

NSFSC secretariat

The Department in charge of school feeding at MINEDUC will function as the secretariat for the NSFSC and has the following tasks:

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

8.3. The School Feeding Technical Working Group

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

- The Director General in charge of school feeding MINEDUC (chair)
- School feeding coordination specialist(s), MINEDUC
- Nutrition specialist(s), MINEDUC
- Food Safety Specialist(s), MINEDUC
- WASH specialist(s), MINEDUC
- Social Cluster, Education Sector Policy Analyst, The Office of the Prime Minister
- Representative, REB
- Director, Non-Credit and Savings Cooperative Coordination, RCA
- Head of Nutrition & Hygiene Department, NCDA;
- Director General of Agricultural Development, MINAGRI,
- Director, Directorate of Internal Trade, MINICOM;
- Director, Budget Policy Formulation & Reforms Specialist, MINECOFIN;
- Director, Health Policy and Regulation unit, MINISANTE;
- Food and Nutrition Specialist, Social Affairs Unity, MINALOC;
- Planning and LG Imihigo Specialist, MINALOC;
- Director, RTB, potentially represented by Rwanda Polytechnic;

- Division Manager, Malaria and other parasitic diseases, Rwanda Bio Medical Centre
- RPPA Representative
- Strategic Outcome 2 Manager, WFP, Rwanda Country Office (co-chair)
- UNICEF
- FAO
- European Union
- World Bank
- USAID
- Japanese International Cooperation Agency (JICA)
- FCDO
- Deputy Chief of Party, Home Grown School Feeding programme, World Vision Rwanda
- SNV
- Plan International
- Save The Children
- Any other party upon the agreement of the TWG Co-Chairs.
- The Vice-mayors in charge of social Affairs may also be invited to the Steering Committee for special occasions where needed.

Duties and responsibilities

The overall objectives of the SF-TWG are:

- to provide policy and strategy advice related to school feeding;
- to oversee the implementation of the national school feeding policy;
- to provide technical support for the development and implementation of a national school feeding programme;
- to coordinate and unify school feeding interventions to leverage its cross-cutting impact across all relevant sectors, mainly education, agriculture, social protection and health;
- to advise all relevant stakeholders on the most appropriate course of action regarding the implementation of school feeding programmes, as well as building their capacity for effective service delivery;
- to monitor progress towards the efficiency, effectiveness and impact of school feeding interventions in the country;
- to provide regular reports, workplans and updates to the Education Sector Working Group (ESWG); and national school feeding steering committee
- to identify specific technical areas that require additional, often intensive support and commission the setting up of short term, task and time bound Task Forces to carry out such work.

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

- Follow up on the implementation of the national school feeding strategy and provide regular updates on the strategy and workplans;
- Lead the development and implementation of guidelines for the national school feeding programme;
- Lead the capacity building of national school feeding stakeholders, including measures to

institutionalise such capacity strengthening

- Lead Review and approve research and knowledge transfer with respect to school feeding, and spearhead national awareness creation;
- Create and strengthen multi-sector collaboration on school feeding; this also include a continuous link to other relevant actors, in particular the other technical working groups in the Social Cluster, with a view to exchange information and to ensure, that all working groups keep each other in mind in their discussions.

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

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

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

Chair and Co-Chairs of the TWG

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

- Agreeing on the frequency of meetings;
- preparing meetings (with the support of the secretariat (unit/school feeding office). This includes
 - setting the agenda in consultation with group members,
 - inviting all members at least two weeks before any scheduled meeting;

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

Frequency of meetings

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

Secretariat of the SF-TWG

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

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

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

Task forces

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

8.4. Multi-sectoral coordination at decentralized levels

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

The following illustration provides an overview:

NSFP Management and Implementation Structure

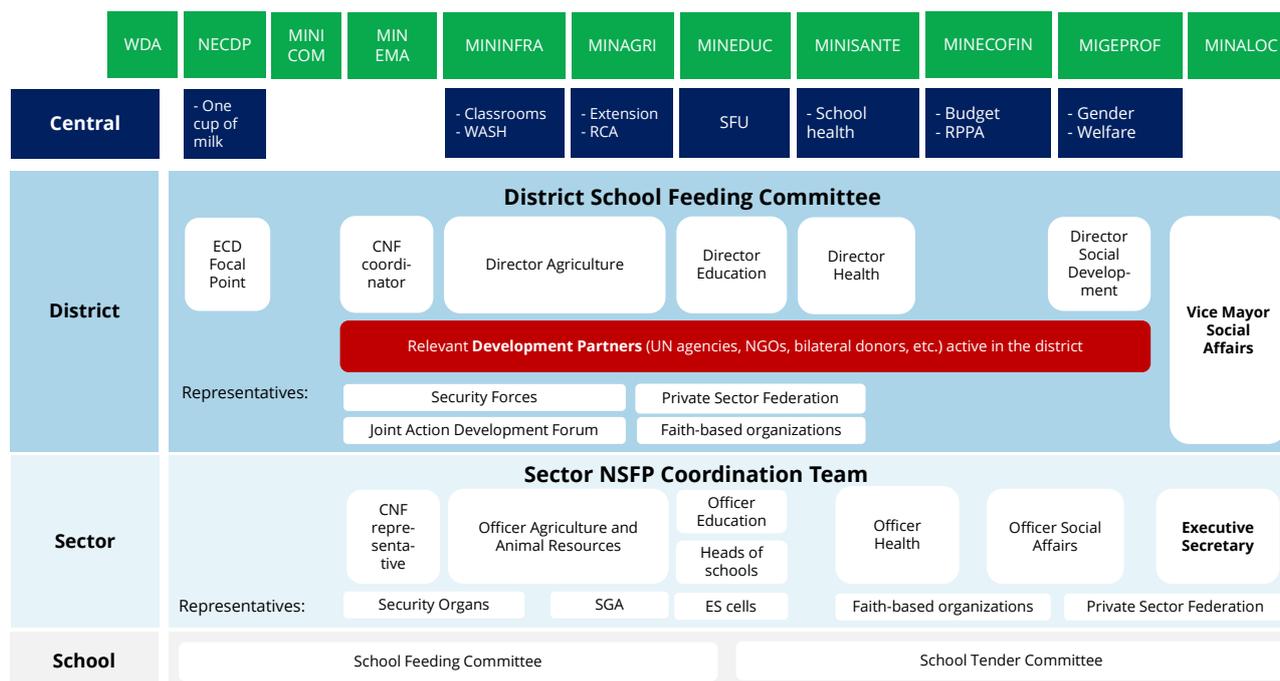


Figure16: Overview of NSFP implementation actors

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

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

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

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

- Mayor (chair);
- Vice Mayor in charge Social Affairs co-chair
- Directors of Education, Health, Agriculture and Natural Resources, and the Social Development unit, Business Development and Employment
- Family and Gender Mainstreaming officer
- Representative of day school Head Teachers at District level
- Representative of Boarding school head teachers at District level
- The Joint Action Development Forum (JADF) Chairperson
- National Women Council at District level
- Representatives of security organs, Faith-Based organisations representative, and the Private Sector Federation representative.
- Sector Executive Secretaries
- HOSO committee representative

The DSFC will be responsible to

- Develop mechanisms for resource mobilization from the community and Development Partners at district level for school feeding activities;
- carry out joint action planning, implementation, monitoring and Evaluation of School Feeding activities; and
- periodically report on the progress of implementation to the national level.

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

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

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

- Led by the Sector Executive Secretary and shall include
- Sector/ Education officer/sector education inspector, Agriculture, and Social Affairs, Animal Resources Officer,
- Faith-Based organisations, and Private Sector Federation and Security Organs;
- National Women Council Coordinator at Sector Level
- Heads of schools, School General Assembly Representatives, and Executive Secretary (ES) Cells.
- Heads of health centres

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

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

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

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

8.5. Implementing actors and their respective tasks.

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

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

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

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

At central level:

The Ministry of Education (MINEDUC)

is the lead management agency for the national school feeding programme. Within the Ministry, the programme is managed by the directorate in charge of school feeding with the following responsibilities:

- In general, to ensure the efficient and effective implementation of the programme, and to coordinate its day-to-day activities;
- to lead and follow-up on the development of the policy and strategy governing school feeding, and to cooperate with other sectors on the adequate integration of the programme into their respective sector strategies and plans;
- to set standards by developing guidelines and tools for use by the district, sector, cell and school level teams;
- to support and guide all lower governance levels involved in school feeding;
- to lead the preparation of the annual budget for school feeding to be reviewed by the National Steering Committee, in which the direct contribution per meal per student will be determined;
- to guide and lead all planning, monitoring and evaluation regarding school feeding at the national level, including the consolidation of annual work plans, overseeing of monitoring and consolidating data and information, preparation of consolidated school feeding reports, and guiding the planning and implementation of periodic evaluations;
- Prepare a plan and oversee its implementation for the inspection of school feeding provision at school level, and overall adherence to established guidance, budgets and plans;
- to function as the secretariat for the SF-TWG, preparing all work sessions, following up on the decisions and recommendations of the two mechanisms, and providing them with relevant feedback, including on the implementation by partner sectors such as health, agriculture, infrastructure of complementary activities which are crucial for the success of the NSFP;

- to mobilize and coordinate external partners to contribute to the implementation of school feeding programme with technical as well as financial inputs;
- to advise on capacity strengthening needs and development plans;
 - to plan and budget for rainwater harvesting facilities gradually in all schools to reduce water bills;
 - to undertake advocacy and resources mobilization for the school feeding programme implementation.
 - To strengthen and upgrade SDMS to effectively facilitate the school feeding programme
- to conduct research and analysis on best practices within the country and beyond.

In addition to MINEDUC, the following national agencies and partners participating in the implementation of School Feeding Programme tasks and responsibilities as follows:

The **Ministry of Finance and Economic Planning (MINECOFIN)** shall support the resource mobilisation and budget planning and execution, specifically by:

- consolidating the existing budget lines for school feeding and ensuring sufficient budgetary allocation for the School feeding programme and related operational costs;
- advocating for and facilitating the mobilization of resources from local and international partners to support School Feeding programmes;
- providing guidance and assistance to the School Feeding team when preparing budget and multi-year funding proposals;
- providing funding to relevant ministries to ensure implementation of complementary interventions; and
- developing strategies and guidance for innovative financing of school feeding programmes; and Provide guidance on financial management systems.
- Allocating the budget for water and electricity and cooking gas bills to the districts;
- Collaborate with MINEDUC on a stock management module in the School Data Management System (SDMS);
- Through RPPA, offer flexible alternative procurement mechanism to support school feeding.
- Availing the budget for payment of school feeding program and utilities arrears.

The Ministry of Local Government (MINALOC) shall have the following responsibilities:

- To oversee the implementation of School Feeding policy at decentralized entities;
- To ensure that School Feeding activities are integrated in performance contracts at all local levels;
- To develop mechanisms and guidelines for community and local leaders' involvement in resource contribution to the School feeding programme. This involves ensuring parents' contributions are raised at all schools. To mobilize resources and/or avail social protection funds that will support the school feeding of students from poor families.

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

- Participate in the development of the school feeding menu that provides adequate, safe, healthy and nutritious meals to the relevant groups of students;
- Support to complementary health and nutrition interventions including adequate WASH facilities, hand washing stands, deworming, etc;
- Secure complementary funding for potential nutritional supplements (e.g. sprinkles) and/or fortification processes;
- Provide school-based health services;
- Carry out capacity-development on nutrition and health issues at all levels;
- Prepare and disseminate a comprehensive nutrition and health document;
- Conduct operational research on school nutrition status and identify best practices that can be replicated in the different schools;
- Avail and update as necessary the list of diseases that cooks need to test on while obtaining their health certificates.
- Set up waste management systems.

The Ministry of Gender and Family Promotion (MIGEPROF): shall support the nutrition and social protection side of the school feeding programme by

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

The Ministry of Agriculture and Animal Resources (MINAGRI) shall support farmers, farmer organisations and cooperatives with a view to agricultural techniques, post-harvest handling (aggregation, storage, food safety and quality), organizational governance, and participation in public procurement, by:

- Creating an appropriate framework linking the supply chain of local farmers produce to the school feeding programme;
- Capacity development of local farmers to increase production, improve the processing and ensure quality of their (produce) production;
- Through RAB, identify and publish local farmers and local industries for districts capable to supplies, food, and non-food items needed for school feeding;
- Putting in place strategies to increase crop productivity to facilitate school feeding;
- Providing technical and financial support in school gardening;
- Assisting livestock resources extension in schools;
- Strengthening the supply of milk value chain (production, processing, quality control, distribution, etc,) for the scale up of the one cup of milk per child component

The Ministry of Infrastructure (MININFRA) shall support to the relevant infrastructure investments at schools, including classrooms, storerooms, kitchens, and not least WASH (adequate sanitation, access to safe water) by:

- Enhancing the provision of clean running water in schools;
- Enhancing the provision of flexible bio-gas systems to reduce the use of firewood in schools;
- Ensure access to electricity by all schools;
- developing, in consultation with relevant ministries, standards for the establishment of school

feeding infrastructure, including solid waste management systems.

The Ministry of Environment (MoE) shall provide guidance and support in mainstreaming environmental protection.

The Ministry of Trade and Industry (MINICOM) shall support:

- Through Rwanda Cooperative Agency support to organizing farmers into cooperatives, offering legal registration, inspection and capacity building;
- Provide support to linking cooperatives, industries and local farmers to Districts/City of Kigali and/or schools for the supply of food commodities at considerable prices and monitor they whole process in as far as prices are concerned; and
- Regulating food safety and storage for school feeding program.

National Child Development Agency (NCDA) shall implement additional complementary nutrition programmes, including the 'One cup of Milk' programme, and support its full integration into the NSFP and ensure safe, healthy and nutritious meals/adherence to nutrition school feeding guidance within the national school feeding programme.

Rwanda TVERT Board (RTB) shall support to the professionalization of cooks and other actors involved in the school-feeding related value chains

The Local Administrative Entities Development Agency (LODA) shall support the programme with training and other capacity strengthening of relevant decentralized entities.

Rwanda BioMedical Centre (RBC) shall support the programme with coordinated and regular deworming of school children, as well as with the elaboration of specific guidelines with respect to school health.

Rwanda Basic Education Board (REB) shall support in measuring and recording the impacts of the school feeding programme on educational outcomes

National Examinations and School Inspection Authority (NESA) shall support in monitoring and evaluating of the school feeding program implementation

Rwanda Food Drugs Authority (RFDA) shall provide overall guidance on food safety and quality within school feeding program.

Rwanda Inspectorate, Competition and Consumer Protection Authority (RICA) shall provide guidance on food quality and safety within the school feeding programme.

At province level:

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

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

- Provide technical guidance, coordination and oversight at the Provincial level to ensure proper implementation;
- Incorporate the school feeding programme into the Province performance contract (Imihigo);
- Supervise and advise districts in their implementation of school feeding, and advocate for

districts in school feeding activities;

- Resource mobilization and sensitize local education, health and agriculture partners on school feeding;
- Regular monitoring and evaluation of district-level performance and implementation of school feeding;
- Provide guidance and capacity building to lower levels.

At District/City of Kigali level:

District/City of Kigali authorities are responsible for the education outcomes in their respective districts. Decentralized budget allocations also imply district authority and control over the education budget. A Unit in charge of Education at Districts/City of Kigali will champion Districts' responsibilities in the implementation of this programme which include:

- Function as the secretariat of the DSFC and ensure good coordination of school feeding related activities;
- Provide technical guidance and oversight at district level to ensure proper implementation, including inspection of school feeding implementation at school level to ensure adherence to school feeding budgets, plans, and operational guidance;
- Incorporate the school feeding programme into the District performance contract (imihigo);
- Oversee school feeding grants management and financial reporting;
- Support school level committees (see below) with the management of school feeding, including the procurement and management of food items;
- Resource mobilization and sensitization of education, health and agriculture partners on school feeding;
- Regular monitoring and evaluation of sector and school level performance and implementation;
- Collect and compile NSFP procurement plans for approval by the RPPA;
- Collecting and compiling all school feeding related data at the district level on a school term basis and submit them to the SFSC; and
- Provide guidance and capacity strengthening to sector, cell and school levels.

Specifically, for the procurement and management of food commodities, Districts/City of Kigali will be relied upon:

- (a) to procure non-perishable food items (Maize Flour, Maize, Rice, Beans, Cooking Oil, and Salt) for day schools and ensure their timely distribution to the respective schools by suppliers;
- (b) to ensure that boarding schools use District awarded contracts to buy food commodities in case of favourable prices;
- (c) to delegate to schools, the responsibility to purchase some food and non-food commodities whenever deemed necessary such as the part of using parent contribution and or other extra revenues generated by the schools;
- (d) to ensure that price of food commodities include the cost of transport to the school;
- (e) to ensure that school feeding needs are consolidated and validated through School Data Management System (SDMS);
- (f) to verify and validate the consolidated report of number of students enrolled in the school and registered in SDMS and corresponding food commodity submitted by the sectors;
- (g) to ensure effective contract management and timely payment of suppliers' invoices;

- (h) to ensure that school feeding program is catered for in the procurement plans;
- (i) to ensure that as many as possible potential bidders are registered in Umucyo E-procurement and IFMIS systems for smooth operations;
- (j) to work closely with WASAC or any other water service providers to ensure verification and timely payment of water bills;
- (k) to work closely with REG or any other water service providers to ensure verification and timely payment of electricity bills;
- (l) to work with REG or any other electricity service provider to determine the appropriate mechanics to provide electricity to schools including the issuance of the electricity unit tokens purchased for each school;
- (m) to ensure that the provided electricity units are equivalent to the paid amount and distribute electricity tokens via school administration;
- (n) to ensure that school administration separates water and electricity meters from affiliated entities such as staff quarters or owners' churches etc. so as to avoid private consumptions of services paid by the Government;
- (o) to support schools in establishing and implementing strategies for effective management and consumption of water and electricity without compromising hygiene, learning and teaching activities;
- (p) to work with schools in planning and in need assessment related to utilities (water and electricity) to inform the budgetary allocation for water and electricity; and
- (q) to coordinate and monitor food distribution in schools.

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

At sector level

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

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

For specific purposes of procurement, Sectors shall:

- (a) Verify, consolidate and submit to the District/City of Kigali the number of students enrolled and registered in SDMS in public and government-aided schools and corresponding food commodity needs;
- (b) Consolidate and validate food items and quantities to be procured based on the requests from schools and submit them via SDMS to the District/City of Kigali for procurement planning and tendering proceedings;
- (c) Coordinate and monitor food distribution in schools; and
- (d) Report, through Umucyo offline module, all procurement processes conducted by schools outside umucyo E-procurement system.

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

At school level

For the delivery of these delegated tasks, each school will establish two committees: the School Feeding Committee (SFC) and the School Tender Committee (STC). To the extent necessary, schools will use their capitation grants or other sources of income to provide for per diem and travel costs of the committee members. SFC and STC are complemented by two additional bodies that exist at all schools regardless of school feeding, i.e. the School Audit Committee and the School General Assembly Committee.

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

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

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

The SFC will be responsible to

- Decide on the food baskets/menu to be provided, following the guidance on the minimum nutritional requirements, diversity, and costs;
- Establish procurement plans for the coming school year, based on the available budget, the required amount of food items, the number of children in school, and the lead price for each food item (see below);
- Request the STC to procure the required perishable foods, once procurement plans are approved;
- Ensure monitoring of contract execution.
- At reception of food, control the quality and quantity of food items supplied, and sign receipts for delivered items; (at least three members of the committee, one parent must be available);
- Alert the STC of any irregularities with respect to the fulfilment of procurement contracts;
- Ensure the school-level management and use of food, including the monitoring and reporting of food used, remaining stocks, preparation of new call forwards/purchase orders, etc.;

- Determine equipment, materials and other services that should be paid from school feeding funds in addition to food (dishes, tools, cook aprons etc.),
- In collaboration with local leaders, mobilize parents and stakeholders for school feeding contributions;
- Collect and manage these contributions, and determine which households should be exempted – or should be allowed to contribute through labour or in-kind;
- Determine the required number of cooks, setting their monthly salary, recruiting cooks, ensuring that cooks have health certificate, supervising their work and settle salary payments;
- Support the inclusion of school feeding into Imihigo at school level; and
- Promote the inclusion of school feeding aspects into school improvement plans.

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

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

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

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

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

- he/she resigns in writing and the school executive committee validates his/her resignation
- he/she is no longer able to perform his/her duties due to disability or illness;
- he/she is absent in meeting for three (3) consecutive meetings without valid reasons;
- he/she manifests behaviors contrary to his/her responsibilities;
- he/she jeopardizes functioning of the Committee;
- he/she dies; or
- If his/her child is no longer a student at that school

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

Facilitation allowance: Allowances for committee members should be determined by the School Executive Committee.

The **School Tender Committee** (STC) will consist of three teachers and two parents. Teachers will be designated by school head teachers while parents will be designated by the School Executive Committee. One parent will serve as a chairperson and the secretary will be elected by all members. None of these members should be part of the school feeding committee. Where there is an existing school tender committee, it will perform the responsibilities of procuring for school feeding programme as well as other items needed at school.

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

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

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

Resolutions and minutes of the meetings of the School Procurement Committee: The meeting minutes and resolutions of the School Tender Committee shall be signed by its members who are present, immediately following the meeting's completion, and should submit a copy to the school administration.

Term in office of members of School Procurement Committees: The elected members of the School Tender Committee serve for a period of two (3) years renewable once however more than a half of its members are not allowed to serve two consecutive terms.

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

1. he/she resigns in writing and the school executive committee validates his/her resignation;
2. he/she is no longer able to perform his/her duties due to disability or illness;
3. he/she is absent in meeting for three (3) consecutive meetings without valid reasons;
4. he/she manifests behaviors contrary to his/her responsibilities;
5. he/she jeopardizes functioning of the Committee;
6. he/she dies; or
7. If his/her child is no longer a student at that school.

Facilitation allowance: Allowances for committee members (transport) should be determined by the School Executive Committee and will be provided only for the day of bids evaluation.

Additionally, school management has:

- (a) to verify, consolidate and submit on time to the Sector the number of students enrolled in the school and registered in SDMS and corresponding food commodity;
- (b) in collaboration with SFC to plan, prepare and submit to the sector food commodities needs for consolidation;
- (c) to ensure all procurement done offline are reported in Umucyo e-procurement system for delegated food commodities by the District/City of Kigali;
- (d) to avail appropriate storage facilities for food items and ensure effective stock management;
- (e) to pay supplier invoices for supplied perishable food items and non-food items as delegated by the District/City of Kigali;
- (f) to ensure the security of food commodities received;
- (g) to facilitate the district in the achieving its responsibilities related to the effective management of water and electricity;
- (h) to verify and approve the quantity and quality of food commodities received and sign delivery notes to support the payment of suppliers; and
- (i) to conduct all relevant communications with selected suppliers upon signing procurement contracts in case of delegation by the District/City of Kigali.

List of Annexes

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

Macronutrients (energy, protein and fat)

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

* Average of daily requirements for boys and girls.

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

Micronutrients (vitamins and minerals)

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

* Average of requirements for boys and girls.

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

² Bioavailability of 10% in developing countries.

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

⁴ Girls aged 11–17 years.

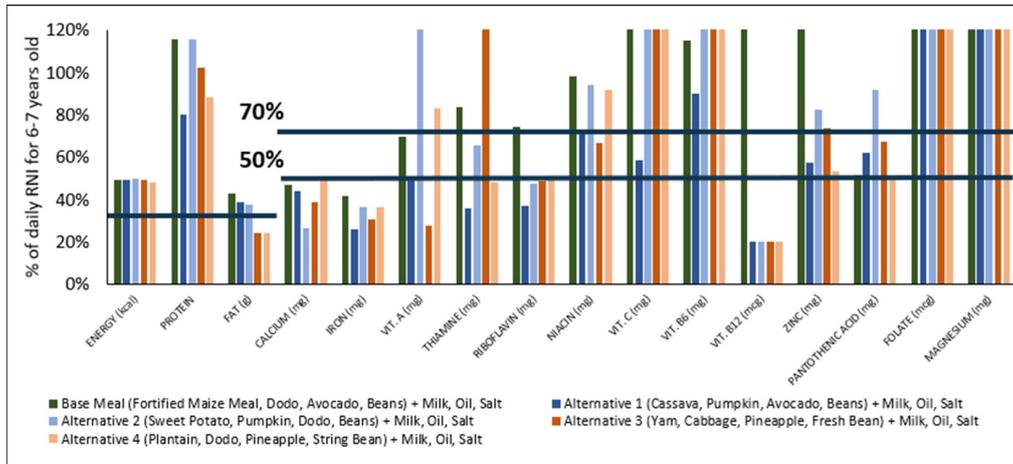
⁵ Boys aged 11–17 years.

⁶ Boys and girls aged 6–12 years.

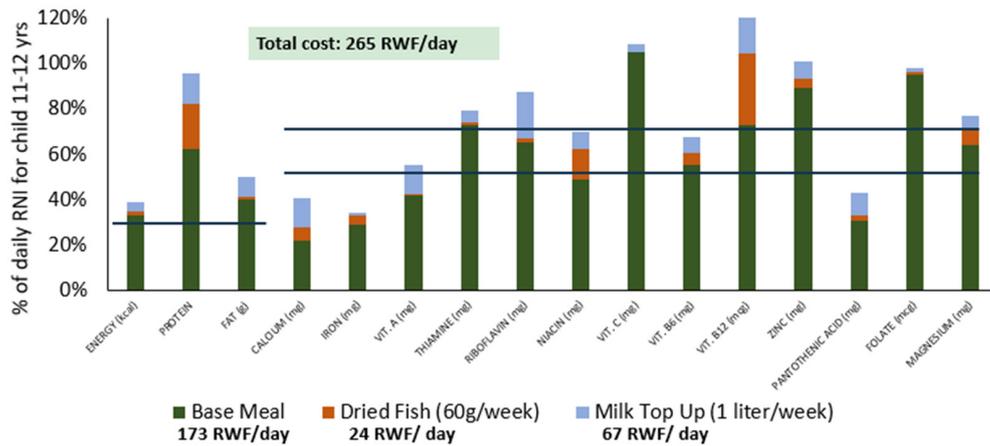
⁷ Boys and girls aged 13–18 years.

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

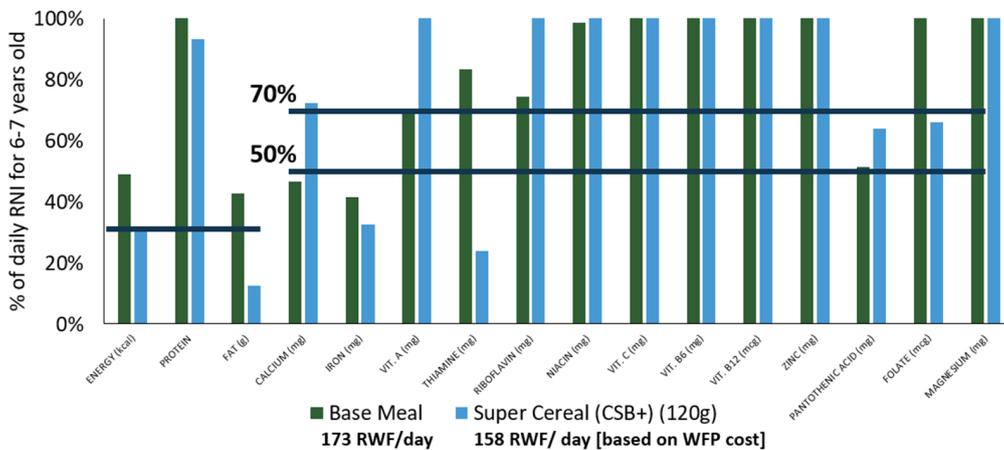
Annex 2: Level of macro- and micronutrients provided by base meal and alternatives



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



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



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

Annex 3: National fortification requirements

For maize meal (RS EAS 768)

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

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

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

For oil: RSEAS 769

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

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

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

For iodized salt: RS EAS 35

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

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

Annex 4: Substitution tables for proposed base meals

Fresh Fruits (all weights are fresh weights)	Weight per portion	Energy provided (kcal)	Aggregate Nutrient Score (GFD profile)	
<i>Avocado (reference)</i>	80	95	8%	
Pineapple	250	73	11%	
Banana	150	92	7%	
Mango	150	63	10%	
Papaya	250	62	12%	
Guava	200	80		
Passion fruit	220	64		
Orange	250	77	12%	
Vegetables (all weights are fresh weights)	Weight per portion	Energy provided (kcal)	Aggregate Nutrient Score (GFD profile)	
<i>Amaranth (reference)</i>	100	18	16%	
Spinach	100	18	20%	
Cabbage	150	28	10%	
Cassava Leaf	100	31	21%	
Pumpkin	150	29	12%	
Eggplant	160	32	5%	
Carrot	100	35	11%	
Mushroom	100	27		
Tomato	160	27	9%	
Animal Source Foods (all weights are fresh weights)	Weight per portion	Energy provided (kcal)	Aggregate Nutrient Score (GFD profile)	
<i>Milk (reference)</i>	125g	83	10%	
Fish (dried)	30g	87	18%	
Small fish (dried)	25g	84		
Small fish (fresh)	100g	84		
Egg	50g	68	9%	
Beef	50g	89	7%	
Goat	50g	38	7%	
Chicken	50g	40	6%	
Staples (secondary school portion sizes) (uncooked weights)	Weight per portion	Energy provided (kcal)	Aggregate Nutrient Score (GFD profile)	
<i>Fortified Maize Meal (reference)</i>	130g	481	33%	
Maize Corn (whole kernel, dried)	130g	453		
Maize Corn (on the cob (including the cob), raw)	650g	449		
Cassava flour	140g	469	14%	
Cassava root	350g	470	18%	
Sweet Potato	550g	448	31%	
Orange Flesh Sweet Potato	525g	454		
Rice	130g	472	10%	
Green Banana/Cooking Banana	580g	437	26%	
Yam	450g	466	31%	
Irish Potato	560g	437	33%	
Staples (primary school portion sizes) (uncooked weights)	Weight per portion	Energy provided (kcal)	Aggregate Nutrient Score (GFD profile)	
<i>Fortified Maize Meal (reference)</i>	100g	370	26%	
Maize Corn (whole kernel, dried)	100g	348		
Maize Corn (on the cob (including the cob), raw)	500g	345		
Cassava flour	110g	368	11%	
Cassava root	280g	376	16%	
Sweet Potato	450g	366	26%	
Orange Flesh Sweet Potato	425g	368		
Rice	100g	363	8%	
Green Banana/Cooking Banana	470g	354	22%	
Yam	350g	363	28%	
Irish Potato	470g	367	29%	
Pulses, Legumes and Nuts (weight specified)	Weight per portion	Energy provided (kcal)	Aggregate Nutrient Score (GFD profile)	Protein Provided
<i>Bean (dry) (reference)</i>	40g	134	12%	8.96
Bean (cooked)	100g	127	11%	8.7
Bean (fresh)	100g	166	15%	11.4
High iron beans (dry)	40g	137		
Soy beans (dry)	40g	164		
Lentil (dry)	40g	125	14%	11.08
Groundnuts/Peanuts (dry)	40g	170	12%	10.32
Groundnuts/Peanuts (ground/pate)	30g	170	12%	10.32
Pea (dry)	40g	136	11%	9.2

Annex 6: Checklist for school kitchens

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

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

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

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

Utensils for cooking	Are there sufficient pots ?	Yes	No			
	Does each pot have a lid ?	Yes	No			
	Are there sufficient pans ?	Yes	No			
	Are there sufficient knives ?	Yes	No			
	Are there sufficient cutting boards ?	Yes	No			
	Are there sufficient bowls and containers ?	Yes	No			
	Are there sufficient ladles ?	Yes	No			

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

Annex 7: Template for a school-meals request for quotations / tender notice



National School Feeding Programme

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

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

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

Formal requirements to participate in a NSFP bid:

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

Additional requirements for traders:

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

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

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

/

Date	Name	Position	Signature
------	------	----------	-----------

Annex 8: Template for a school-meals tendering document



National School Feeding Programme

Tender Document – Template for Bids

Part 1: to be completed by the school

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

Food item required: _____

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

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

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

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

Potential substitution: see attached substitution tables

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

End of bid specification

Part 2: To be completed by the bidder

For all bidders:

Identification and contact of the bidder:

Name: _____ Address of the bidder: _____

Phone number: _____ E-mail address: _____

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

Cooperative / business registration number: _____ (attach
documentation)

Business permit: _____ (attach
documentation)

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

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

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

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

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

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

Evidence of capacity to deliver required food commodities required: _____

(attach documentation)

Additional requirements for traders:

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

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

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

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

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

Provide valid tax compliance certificate: _____ (attach documentation)

_____/_____/_____
Date Name Position Signature

Annex 9: Template for the review of bids



National School Feeding Programme

Template for Bid Evaluation

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

Part 1: Review of formal requirements:

	Evaluation checklist		
	Yes		No
Bidder is fully identified:			
Bidder is a cooperative, farmer group or trader			
Cooperative / business registration number is provided and documented:			
Business permit is provided and documented:			
Bank details are provided and documented:			
Permit by Public Health Office to handle food is provided and documented:			
Price for the requested food is provided in total and per unit:			
Capacity to deliver required food is assured and documented:			
Additional formal requirements for traders:			
Location and capacity of store is specified			
Ownership / rent of store is documented			
Operations in selling food for at least one year is assured and documented:			
Tax compliance certificate is specified and documented:			

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

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

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

Signatures of the participating members of the School Procurement Committee:

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

Annex 10: Template for an award notice



National School Feeding Programme

Award Notice

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

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

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

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

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

Date

Name

Position

Signature

Annex 11:

Annex 12: Template for a bid evaluation report



National School Feeding Programme

Template for Bid Evaluation Report

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

Request for quotations / bid invitation:

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

Opening of quotations / bids:

The bids were opened on _____.

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

Name: _____ Position: _____

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

Name:	Representing:

Bids / quotations received:

Bids were received from altogether ___bidders.

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

Fulfilment of formal requirements

The following bidders did not fulfil formal requirements:

No.	Name	Reason

Prices offered:

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

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

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

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

Decision:

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

Award notice:

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

Signatures of the participating members of the School Procurement Committee:

/ /
Date Name Position Signature

Annex 13: Template for a food request form



National School Feeding Programme

Food Call Forward

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

To the supplier contracted under the above tender number:

.....

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

not later than

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

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

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

For the SFC:

/ /
Date Name Position Signature

Annex 14: Template for a food receipt



National School Feeding Programme

Food receipt

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

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

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

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

For the SFC:

/ /
Date Name Position Signature

Countersignature for the supplier:

/ /
Date Name Position Signature

Annex 15: Checklist for storerooms

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

General	Name of school:	<input type="text"/>	Level	<input type="text" value="(Pre-Primary, primary, secondary)"/>		
	School registration:	<input type="text"/>	Community:	<input type="text"/>		
				If no, what should be done?	By whom?	By when?
Location	Is the storeroom located away from latrines?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Is the storeroom away from the dumpsite??	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Space	Can all food be stored separately in the storeroom?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Can all food be accessed directly?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Can a distance of 1 meter be kept from any food stack to each wall?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Security	Does the storeroom have a door that can be locked?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Are windows small enough to prevent people from entering?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	If not, are windows fitted with burglar bars?	<input type="text" value="Yes"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Construction:	Is the roof intact? Does it protect against water intrusion when it rains? Are the walls intact and stable?	Yes	No			
	Is the storeroom elevated and is there a high threshold to protect from surface water entering?	Yes	No			
	Does the storeroom have gutters to protect its walls from rain?	Yes	No			
	Does the construction protect against the intrusion of insects, pests and other animals? (fine-meshed screens in front of windows, no cracks, etc.)	Yes	No			
	Are there inaccessible corners that are hard to clean / where pests can hide?	Yes	No			
	Are walls and floor smooth to make cleaning easy?	Yes	No			
Venti-lation	Is there good air ventilation in the storeroom?	Yes	No			
	Is the storeroom dry? Does the air smell fresh (not mouldy)?	Yes	No			
Lighting	Is there good light in the storeroom, even when doors / windows are closed?	Yes	No			

Part 2: Checklist for daily / weekly storeroom control

Checklist for state of store-room / hygiene and food control	Is the ceiling clean (free from spiderwebs, dust, other dirt?)	Yes	No			
	Are the walls clean, with no cracks, and free from spiderwebs, dust, other dirt?	Yes	No			
	Is the floor clean, and free from dust, leaked or spilled food?	Yes	No			
	Is the air fresh, with no smell of pests (rodents / insects / other)?	Yes	No			
	Is the air fresh, with no smell of mould or rot?	Yes	No			
	Are the food containers intact, with no sign of broken seals, tampering, leakage or spillage?	Yes	No			
	Do you see any living or dead insects, or traces of them?	Yes	No			
	Do you see any other living or dead pests, or traces of them such as excrements, holes, etc.?	Yes	No			

Annex 17: Resource management sheet

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

Annex 18: Template for an Annual School Feeding Report



National School Feeding Programme Annual School Feeding Report 20xx

Prepared by the National School Feeding Steering Committee:

Logos of all participating entities

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

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

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

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

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

- Education outcome indicators
- Nutrition outcome indicators
- Social protection outcome indicators
- Agriculture outcome indicators
- Local economy outcome indicators
- Conclusions

4. Use of resources and programme efficiency

- Summary of all contributions received by source (national government subsidy, sector contributions, local governments, parents, external donors (disaggregated))
- Disaggregation of how resources were used – food procurement by schools and by districts; other items, supplementary activities
- Cost of a daily meal – potentially disaggregated by districts; analysis of content of meals, comparison with previous years
- Conclusions

5. Partnerships

Who has contributed directly or indirectly to the programme – which Ministries / sectors, national non-state partners (private sector, NGOs, etc.), international partners (UN, donors, NGOs, etc.)

6. Overall assessment and future directions

- What worked, what didn't work; underlying reasons
- Options that were discussed, with their pros and cons
- Priorities for the next year

Annex 19: Template for a contract with supplier

AMASEZERANO YO KUGEMURA IBIRIBWA BY'ABANYESHURI NO.....

Ingingo ya 1: IRIBURIRO

Nyuma y'uko abagize akanama gatanga amasoko ku kigo cy'ishuri cya gasuzumye ibyangombwa byatanzwe mu gupiganirwa isoko ry'ibiribwa biramba no kubisesengura kakemeze ko Rwiyemezamirimo(izina ry' Ikigo/ umuntu uhawe isoko)..... ihagarariwe na (Umuyobozi niba ari ikigo) ikorera mu ka Karere ka....., Intara ya....., ufite / gifite TINTelephone..... na E-mail: ahawe/gihawe isoko ryo kugemurira abanyeshuri ibiribwa biramba mu gihembwe cya..... gitangira tariki ya/...../.....kikarangira tariki/...../.....

Hagati y'ikigo cy'ishuri na rwiyemezamirimo hemejwe amasezerano akurikira:

Ingingo ya 2: Ikigamijwe muri aya masezerano

KUGEMURIRA ABANYESHURI IBIRIBWA BYO KUBATUNGA MU GIHEMBWE CYA GATATU (.....) CY'UMWAKA W'AMASHURI WA/.....

Ingingo ya 3: Ibiribwa bizagemurwa n'agaciro kabyo

Nomero	Ubwoko bw'ibiribwa	Ingano y'ibikenewe	Igipimo / Urugero	Igicirocya kimwe	Igiciro ru-sange
1	Umuceli (urugero)	1000	Kirogarama	870	870,000
2	Amavuta (urugero)	50	Litiro	1000	50,000
3					
	IGITERANYO			

Ibiribwa bizagemurwa bifite agaciro k'amafaranga
.....

Ingingo ya 4: Uko ibiribwa bizajya bigemurwa

- Hashingiwe ku biribwa bikenewe ishuri riha uwatsindiye isoko '**bon de commande**'
- Uwatsindiye isoko akabigeza ku ishuri mu masaha y'akazi akabishyikiriza ubuyobozi bw'ikigo butanze iri soko
- Uwatsindiye isoko agomba kandi kuza yitwaje ibaruwa yishyura iherekejwe na facture igaragaza amafaranga ikigo kimufitiye agomba kwishyurwa.

Ingingo ya 5: Ibyo rwiyezeza mirimo asabwa.

- Kugemura ibiribwa by'abanyeshuri bigasuzumwa na' komite ishinzwe kugaburira abanyeshuri mbere y'uko byinjira mu bubiko bw'ishuri.
- Kugemurira ku gihe ibyo biribwa.
- Kwishyura mu byiciro hakurikijwe ibizajya biba byarahageze bihuzwa n'ubushobozi bw'ishuri.
- Kuzana ibiribwa biri kumwe n'urupapuro rubiherekeza (Borderaux d'Expedition).
- Kuzishyurwa ari uko amafaranga atangwa na leta muri gahunda yo kugaburira abana ku ishuri (school feeding) yahawe ishuri ni ukuvuga amafaranga ya school feeding y'igihembwe cyacy'umwaka w'ingengo y'imari wa
- Kubahiriza aya masezerano uko ari.

Ingingo ya 6: Ibyo Ishuri riyemeje.

- Kwakira ibiribwa no kubisuzuma no kubipima mbere y'uko byinjira mu bubiko
- Kuzuza urupapuro rubyakira (Bon de reception) ;
- Kwishyura amafaranga yose yavuzwe mu ingingo ya 2 y'aya masezerano ;
- Kubahiriza aya masezerano uko ari.

Ingingo ya 7: Indinduka kuri aya masezerano

Hashingiwe ku mpamvu zumvikana nko kubura Kw'ibibwa Rukaka ku isoko, guhinduka kudasazwe kw'ibiciro ku isoko n'ibindi , ikigo cy'ishuri cyangwa se rwiyemezamirimo bashobora gusaba guhindura ibiciro byatanze , igihe cyo kugemuriraho ibiribwa , ubwoko bw'ibiribwa bigemurwa ndetse n'uburyo bwo kwishyura mu gihe byemejwe na komite ishinzwe kugaburira abanyeshuri. Iyo impinduka zemejwe n'impande zombi hasinywa umugereka kuri aya masezerano.

Ingingo ya 8: Uburyo bwo kwishyurwa:

Amafaranga azishyurwa mu byiciro hakurikijwe uko Ishuri rizagenda ribona ubushobozi. Amafaranga azishyurwa hakuwemo 3% na TVA ku biribwa biyikatwa y’umusoro wa Leta. Amafaranga azishyurwa Bwana/ Ikigo hakoreshejwe uburyo bwa Chèque cyangwa ordre de Paiement (OP)

Ingingo ya 9: Gusesa amasezerano

Igihe bigaragaye ko uwatsindiye isoko adatanga ibigemurwa hakurikijwe amasezerano na gahunda byumvikanyweho, amasezerano ashobora guseswa.

Aya masezerano kandi ashobora guseswa ku bwumvikane bw’impande zombi mu gihe hari impamvu zumvikana zatumye aya masezerano adashobora gukomeza.

Ingingo ya 10: Uburyo bwo gukemura impaka

Hagize ibibazo bivuka hagati y’impande zombi muri aya masezerano, bizakemurwa ku bwumvikane nibidakunda hitabazwe amategeko.

Ingingo ya 11: Igihe amasezerano atangira gushyirwa mu bikorwa

Aya masezerano atangira gushyirwa mu bikorwa akimara gushyirwaho umukono n’impande zombi.

Bikorewe I....., ku wa/...../.....

.....

Umuyobozi w’Ishuri

.....

Rwiyemezamirimo

Annex 20: Key safety and quality parameters for main products in school feeding program

S/N	PRODUCT	KEY PARAMETERS	REQUIREMENT
STAPLES			
1.	maize meal	Aflatoxin B1, µg/kg, max	5
		Total aflatoxin, µg/kg, max	10
		Vit A (retinyl palmitate, spray-dried or equivalent, 75 000 µg RE/gb) (7.5 % retinol), mg/kg	0.5 -1.4
		Iron, mg/kg, min	21
		Acid insoluble ash % m/m, max	0.15
		Moisture content, max	14%
2.	Milled maize meal	Aflatoxin B1, µg/kg, max	5
		Total aflatoxin, µg/kg, max	10
		Acid insoluble ash % m/m, max	0.15
		Moisture content, max	14%
3.	Maize grains	Aflatoxin B1, µg/kg, max	5
		Total aflatoxin, µg/kg, max	10
		Inorganic matter % m/m, max	G1: 0.25 G2: 0.5 G3: 0.75
		Moisture content, max	13.5%
		Diseased (rotten and moldy) grains, %m/m	G1: 2 G2: 4 G3: 5
		Live insects	Absent
4.	Cassava flour	Yeast and moulds	
		Moisture content, max	14%
		Cyanide, mg/kg, max	10
5.	Cassava root	Cyanide, mg/kg, max	10
6.	Sweet potato		

7.	Rice	Grade (head rice) % m/m, min	G1: 5 G2: 15 G3: 25
8.	Green banana/ cooking banana	-	
9.	Yam	-	
10.	Irish potato	-	
11.	PULSES, LEGUMES AND NUTS		
12.	Beans (dry)	Pesticide residues mg/kg, max	0.2
		Moisture content, max	14%
13.	Beans (cooked)/prepackaged	Clostridium botulinum	Absent
14.	Beans fresh	-	
15.	Lentil (dry)	Pesticide residues mg/kg, max	0.2
		Moisture content, max	14%
16.	Groundnuts/ peanuts (dry)	Aflatoxin B1, µg/kg, max	5
		Total aflatoxin, µg/kg, max	10
		Moisture content, max	14%
17.	Peas (dry)	Pesticide residues mg/kg, max	0.2
		Moisture content, max	14%
18.	VEGETABLES		
19.	Dodo/ amaranth	-	
20.	Spinach	-	
21.	Cabbage	-	
22.	Cassava leaves/ isombe	Cyanide, mg/kg, max	10
23.	Pumpkins	-	
24.	Eggplant	-	
25.	Carrots	-	
26.	Tomatoes	-	
27.	FRESH FRUITS		
28.	Avocado	-	
29.	Pineapple	-	

30.	Banana	-	
31.	Mango	-	
32.	Papaya	-	
33.	Orange	-	
34.	ANIMAL SOURCE FOOD		
35.	Fresh milk, heat treated at school		
		Antibiotics residues	Absent
		Density at 20 °C, g/ml	1.028 - 1.034
36.	Packaged/ pasteurized milk and dairy products	E. coli	Absent
		Antibiotics residues	Absent
37.	Fish (dried)	-	
38.	Egg	-	
39.	Beef		
40.	Goat		
41.	Chicken		
42.	FORFIFIED OIL	Vit A (Retinyl) palmitate mg/kg	20 - 40
		Peroxide value mEq. Peroxide oxygen/kg, Non-virgin (re-fined), max	10
43.	IODIZED SALT	Iodine mg/kg	30 - 60

Annex 22: Ifishi y'ubugenzuzi bw'isuku n'ubuziranenge bw'ibiribwa muri gahunda yo gufatira ifunguro ku ishuri

IBIGOMBA GUSUZUMWA KU BIYANYE N'ISUKUN'UBUZIRANENGE MURI GAHUNDA YO GUFATIRA IFUNGURO KU ISHURI

AKARERE: Umuyobozi w'ishuri:.....

Izina ry'ishuri:..... Tel:.....

Kode y'ishuri:..... Itariki y'isuzumwa:.....

Umubare w'Abanyeshuri akarere kasabiye

Inshuke: umubare...../amafaranga.....

Abanza: umubare...../amafaranga.....

Ayisumbuye: umubare...../amafaranga.....

Umubare w' Abanyeshuri bishyuriwe umusanzu na Leta

Inshuke: umubare...../amafaranga.....

Abanza: umubare...../amafaranga.....

Ayisumbuye: umubare...../amafaranga.....

Umubare w'Abanyeshuri bose

Inshuke:.....

Abanza:.....

Ayisumbuye:.....

Umubare w' Abanyeshuri bishyuriwe umusanzu n'ababyeyi

Inshuke:.....

Abanza:.....

Ayisumbuye:.....

IKIGOMBA GUSUZUMWA	YEGO	OYA	ICYONGERWAHO
Ishuri ryabonye ibaruwa y'Umunyamabanga wa Leta yibutsa amabwiriza y'isuku muri gahunda y'ifunguro ku ishuri?			
Komite ishinzwe isuku yashyizweho			
IBIKORWA REMEZO N'IBIKORESHO			
1. Ububiko bw'ibiribwa			
Mu bubiko hamantsemo amabwiriza y'isuku mu bubiko			

Ububiko bufite umwanya uhagije			
Ibiribwa bibikwa bitandukanye hakurikijwe amoko yabyo			
Ibiribwa bibora bibitse bitandukanyijwe n'ibitabora			
Ibiribwa ntibikora ku nkuta			
Ibiribwa biterekwa ku tubaho twabugenewe			
Mu bubiko hinjiramo umwuka uhagije			
Mu bubiko hagaragaramo isuku ihagije			
Ibiribwa bibitse ku buryo umuntu yatambukamo akora isuku			
Nta byonnyi bigaragara mu bubiko bw'ibiribwa			
Nta bukunze bugaragara ku nkuta cyangwa hasi mu bubiko			
Mu bubiko hari amafishi y'ibyinjiye n'ibyasohotse			
Amafishi yujuje neza kuri buri bwoko bw'ibiribwa			
Ibiribwa bisohoka hitawe ku gihe byinjiriye n'igihe bizarangirira			
Ububiko bufunze neza ku buryo bitakwibwa			
2. UBUZIRANENGE BW'IBIRIBWA			
Ibiribwa bibitse mu bikoresho (imifuka, amajerekani, ...) bifunze neza			
Amatariki y'igihe ibiribwa bizarangirizaho aragaragara neza			
Ibiribwa ntibirarenza igihe (Expiration date)			
Ibiribwa ntibigaragaramo umwanda ushobora guteza ibibazo (amabuye, ibyuma,...)			
Mu bubiko hagaragara umunzani wo gupimisha ibiribwa			
3. Igikoni			
Mu gikoni hamamitse amabwiriza y'isuku mu gikoni			
Igikoni gifite aho gukarabira intoki			
Mu gikoni harimo igikoresho kimenwamo imyanda (Poubelle) igomba gusukurwa buri munsu nyuma yo gutegura amafunguro			
Igikoni kigeramo umwuka uhagije			

Igikoni gifite ahasohokera imyotsi			
Ahasohokera imyotsi hakora neza			
Nta murayi ugaragara mu gikoni			
Igikoni kiri kure y'ubwiherero cyangwa ibimpoteri			
Nta byonnyi bigaragara mu gikoni			
Igikoni kirakoropye neza kandi kirumutse (nta mazi aretsemo)			
Ibikoresho byo gutekeramwo n'ibyifashishwa mu guteka birasukuye bihagije			
Ibikoresho byo mu gikoni bibikwa ahantu hasukuye			
Hari aho kogereza ibikoresho habugenewe kandi hafite isuku ihagije			
Hari icyobo gifata amazi yakoreshejwe mu gikoni kandi gipfundikiye neza ku buryo kitateza umwanda cyangwa impanuka			
Hari icyumba abatetsi bahinduriramo imyambaro			
Hari icyumba cyabugenewe cyo gufatiramo amafunguro (Dinning hall)			
Mu gikoni hageramo amazi meza			
Mu gikoni hageramo umuriro w'amashanyarazi			
Nta bigunda cyangwa amazi aretse byegereye igikoni			
4. Icyumba cyo gufatiramo amafunguro			
Ishuri rifite icyumba cyabugenewe cyo gufatiramo amafunguro (dinning hall)			
Mu cyumba harimo isuku ihagije			
Harimo intebe n'ameza bihagije			
Hageramo umwuka uhagije			
Hari aho kogereza ibikoresho byafatiwemo ifunguro			
5. Ibikoresho			
Ibikoresho byo gufata ifunguro birahagije (amasahani, ibiyiko, amakan-ya, ibikombe)			
Ibikoresho bifite isuku ihagije			
Ibikoresho ntibikozwe muri parasitiki			
Hari ahateganyirijwe kogereza ibikoresho habugenewe			

Ahogerezwa ibikoresho hafite isuku ihagije			
Hari aho kumukiriza ibikoresho habugenewe			
Aho ibikoresho byumukirizwa hafite isuku ihagije			
Hari aho kubika ibikoresho byasukuwe habugenewe			
Ahabikwa ibikoresho hafite isuku ihagije			
ABATETSI			
Abatetsi bipimishije indwara zandura			
Bambaye umwambaro w'isuku bahabwa n'ishuri			
Imyambaro y'abatetsi ifite isuku ihagije			
Bambaye ingofero zabugenewe			
Bambaye inkweto			
Inkweto z'abatetsi zifite isuku			
Abatetsi bafite isuku ku mubiri			
Abatetsi basukuye intoki mbere yo gutangira guteka			
Abatetsi bazi gusoma, kwandika no kubara			
Abatetsi barahuguwe			
AMAZI			
Ishuri rifite umuyoboro w'amazi			
Ishuri rifite ibigega bifata amazi y'imvura			
Amazi akoreshwa mu guteka aturuka: <ul style="list-style-type: none"> ➤ Ku muyoboro w'amazi(tap water) ➤ Mu bigega bifata amazi y'imvura ➤ Ku mavomero rusange ➤ Mu gishanga ➤ Abanyeshuri barayazana 			

Ishuri rifite uburyo bwo gusukura amazi yo kunywa:			
<ul style="list-style-type: none"> ➤ Guteka amazi ➤ Imashini iyungurura amazi ➤ Umuti wica udukoko wabugenewe 			
Hari ibikoresho byo kubikamo amazi yo kunywa			
Ibikoresho bifite isuku ihagije			
Hari ibikombe byo kunyweramo amazi			
Ibikombe bifite isuku ihagije			
Hari ibikoresho byo kubikamo ibikombe			

Ishuri rifite akarima k'igikoni.

Imbogamizi:

Ibyifuzo:



Republic of Rwanda
Ministry of Education