



Republic of Rwanda
Ministry of Education

National School Feeding Strategy 2023 - 2032

October 2024

Executive summary

In 2019, the Government of Rwanda approved the National Comprehensive School Feeding Policy which established multisectoral objectives of school feeding, and aims at achieving universal coverage of all students in pre-primary, primary and secondary schools in the country within a few years. In 2019, a first School Feeding Strategy was developed along with the policy. It is this strategy that is now being updated and enhanced.

The purpose of the National School Feeding Strategy 2023 – 2032 is to guide the implementation of the policy for the coming 10 years. The strategy aims to maximise the effectiveness, efficiency and not least the sustainability of a high-quality National School Feeding Programme (NSFP).

School feeding is proven to have the potential of achieving significant benefits in the areas of education, nutrition and health, social protection, and – by focussing on using food produced and processed locally, and by creating decent jobs – agriculture, as well as local food systems and economic development. Because of these multiple benefits (with an average return on investment of 1 : 9 US Dollars globally over the lifetime of school feeding beneficiaries), school feeding, is now considered as one of the most cost-efficient social programmes designed to achieve multiple outcomes with one and the same intervention, in particular if embedded in a comprehensive package of school-based health and nutrition services.

The NSFP is well embedded within an enabling national policy context. Since its establishment, the programme has expanded rapidly and has reached universal coverage as of school year 2021/2022, and further increasing the provision of nutritious and diverse meals increasing from 3.3 to about 3.9 million children in government or government-supported pre-primary, primary and secondary schools on every single day of school in 2022/2023.

Several surveys and studies related to the programme have shown that the rapid expansion has indeed functioned well, supported by the strong commitment of the national and districts, as well as school management, parents and communities. Children have indeed received meals on almost all school days, and the funding and procurement models, the flow of funds, and the foreseen committees at school level have by and large functioned well. These are major achievements.

At the same time, a number of areas that require improvements or investments to ensure full effectiveness, efficiency and sustainability have been identified, too:

- Food prices have increased significantly since the flat rate per meal of 150 RWF has been established. At the same time, the initial parental contribution of 60 percent of this flat rate has shown to be too heavy a burden particularly for poor parents. As a result, schools have received

far less funds than required to purchase all of the required food commodities. This also meant that they could not afford to buy fresh food items, nor hardly any fruit or animal protein. The Government has addressed this situation by reducing the expected parental contribution for pre-primary and primary schools to 10 percent and increasing its own share accordingly.

- Food has mainly been bought from traders, and not from local farmer groups or food processors. This leads to increased prices, and to reduced benefits for local food systems.
- Schools, communities and parents are covering – as well as they can – a range of hidden costs.
- While school feeding has to be considered a cross-sectoral interventions, it is mainly supported by the education sector. The National Comprehensive School Feeding Policy foresees a multisectoral National Steering Committee to promote the cross-sectoral ownership and support to the programme.

With the aim of ensuring the sustainable financing of the NSFP, the Government has developed a specific School Feeding Financing Strategy, which lays out how increasing costs can be covered in the short and the long run. The Financing Strategy also makes recommendations to ensure its successful implementation.

To address the above observations as well as to support the implementation of the Financing Strategy, the present strategy proposes priorities and innovations:

Priorities:

Ensure effectiveness - It is crucial that the NSFP is implemented in a manner that maximises the degree to which its potential benefits are in fact achieved. This will require investments in quality and skills, and a review of processes.

Foster multi-sectoral engagement and ownership of the NSFP - It is crucial that a multi-sectoral committee or steering group is engaged and takes major decisions with respect to the direction the programme should take.

Ensure continued universal coverage of school feeding, while accommodating an increasing student population – This will support the strategies of the Education Sector Strategic Plan of accelerating the progression of students through the system, facilitating the transition from pre-primary to primary, and from primary to secondary education, and promoting better learning results; this will ALSO support the national nutrition policy and action plan.

Ensure healthy and diverse nutrition – by focussing on locally source diversified food items, deworming, communication, WASH, skills development etc.

Ensure efficiency – to reduce programme costs and workload

Solid performance reporting – to document programme use of funds, activities, outputs and in particular achievements – which will be at the core of securing long-term funding; and

Ensure complementary activities – using the strengths of the NSFP is that it can provide a platform through which limited additional efforts and investments can achieve significant additional benefits.

The proposed innovations include:

Building the resilience of the NSFP and the ability to adjust to market development and to withstand contextual shocks and stressors – including a more systematic adjustment to food price developments; and better documented criteria, responsibilities and decision-making processes for programme adjustments.

Enhancing effective financial management, accountability and transparency in the NSFP – by ensuring that every school has an accountant; and by reviewing the flow of funds to ensure better timeliness of disbursements;

Enhance cost-efficiency through procurement system innovation and upgrades – by reviewing procurement procedures, and considering increased collective bargaining of supply contracts for dry food, and by considering longer-term contracts for the supply of fresh food.

Reduce costs of food procurement and better engage food processors and farmer organisations – by considering a waiver of VAT and Withholding Tax for NSFP food procurement;

Alignment to the national environment and climate change agenda – by increasing fuel efficiency and accelerating the replacement of wood and charcoal by better, ideally renewable sources of energy; and

Building the human resources and professionalisation of school feeding management at all levels – by reviewing staff requirements, establishing a continuous system of skills development, support and supervision, and by promoting the performance of cooks while ensuring their decent work conditions.

The foreseen National School Feeding Steering Committee should be made functional as a matter of priority. At the same time, different sectors and levels of government each have a range of roles and responsibilities, which are summarized in table form in the strategy.

The main management responsibility will remain with the dedicated directorate in charge of school feeding program at MINEDUC. At district level, there should be one dedicated officer to support the NSFP planning, monitoring, supervision and reporting in each district. The main responsibility for the

implementation of the programme and the provision of reliable, timely data and information will remain at school level.

Specific sets of sub-strategies and guidance are included as annexes to this strategy for three important areas:

- Switching to clean cooking – to increase fuel-efficiency, and reduce pollution, CO2-emissions and costs (*Annex 2*).
- Community engagement (*Annex 3*); and
- Communication (*Annex 4*).

The strategy includes a specific set of activities to be implemented in the short and medium term. A separate results framework for the implementation of these priority activities is provided in *Annex 5*.

With respect to monitoring, reporting and evaluations, the strategy proposes a multi-sectoral Theory of Change as well as a detailed results framework (*Annex 6*), which will form the basis of a monitoring and reporting plan to be developed by MINEDUC.

The number of students expected in government and government-supported schools is expected to continue growing, due to a combination of general population growth and to increasing enrolment and decreasing drop-out. The expected numbers are summarized in the following table:

Level	Type	Level	Type	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Nursery	Day	Nursery	Day	269 100	328 302	400 528	488 645	596 147	727 299	810 938	904 196	1 008 179	1 124 119
Primary	Day	Primary	Day	2 926 000	2 867 480	2 835 130	2 792 603	2 750 714	2 709 454	2 668 812	2 628 780	2 589 348	2 573 744
Secondary	Day	Secondary	Day	705 600	790 272	885 105	991 317	1 110 275	1 243 508	1 392 729	1 559 857	1 747 040	1 954 152
Secondary	Boarding	Secondary	Boarding	135 000	135 000	135 000	135 000	135 000	135 000	135 000	135 000	135 000	135 000
	Total		Total	4 035 700	4 121 054	4 255 763	4 407 565	4 592 136	4 815 261	5 007 479	5 227 833	5 479 566	5 787 015

Most of the costs of implementing the strategy are included in the comprehensive costs of the NSFP identified by the Financing Strategy. These can be summarized as follows:

Expected future costs of school feeding (billion RWF)											
Cost item	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	
Food costs	255.3	272.7	294.0	317.6	344.8	376.2	408.8	445.9	488.1	538.0	
Transport	4.1	4.3	4.6	4.8	5.0	5.3	5.5	5.8	6.1	6.4	
Implementation costs	32.4	34.5	36.9	39.5	42.6	46.0	49.5	53.4	57.8	62.9	
Infrastructure costs	52.7	41.0	42.6	46.3	50.6	37.9	41.5	45.4	49.9	55.2	
Management costs	0.3	0.4	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.5	
Monitoring, reporting and evaluation costs	1.6	0.7	0.8	0.8	0.8	0.9	0.9	1.0	1.0	1.1	
Capacity strengthening costs	0.9	0.9	0.9	1.0	1.0	1.1	1.1	1.1	1.2	1.2	
<i>Student numbers (total) - ('000)</i>	<i>4 036</i>	<i>4 121</i>	<i>4 256</i>	<i>4 408</i>	<i>4 592</i>	<i>4 815</i>	<i>5 007</i>	<i>5 228</i>	<i>5 480</i>	<i>5 787</i>	
Total future costs of school feeding:	347	355	380	410	445	468	508	553	605	665	

Other parts of the strategy will be supported by partners. As for the costs of the NSFP, it is expected that the Government and other national actors can sustainably cover all expected costs in 7 – 8 years, until when an average of about 80 million US\$ per year will be required from external partners and funds.

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List of Abbreviations

DEO	District Education Officer
DHS	Rwanda Demographic and Household Survey
ESSP	Education Sector Strategic Plan
GDP	Gross Domestic Product
HGSF	Home-Grown School Feeding
MINAGRI	Ministry of Agriculture and Animal Resources
MINALOC	Ministry of Local Government
MINECOFIN	Ministry of Economic Planning and Finance
MINEDUC	Ministry of Education
MINICOM	Ministry of Trade and Industry
MININFRA	Ministry of Infrastructure
MINISANTE	Ministry of Health
NCDA	National Child Development Agency
NCSFP	National Comprehensive School Feeding Policy
NFNP	National Food and Nutrition Policy
NSFF	National School Feeding Fund
NSFP	National School Feeding Programme
NST-1	National Strategy for Transformation 2017-24
PFM	Public Finance Management
PSTA4	Fourth Strategic Plan for the Transformation of Agriculture
RBC	Rwanda Biomedical Centre
RWF	Rwandan Francs
SDMS	School Data Management System
SFCs	School Feeding Committees
STCs	School Tender Committees
UNICEF	United Nations Children's Fund
US\$	United States Dollars
VAT	Value-Added Tax
WASH	Water, Sanitation and Hygiene
WFP	United Nations World Food Programme

Foreword

The Ministry of Education, in collaboration with key stakeholders, has developed a comprehensive 10-year School Feeding Strategy aimed at realizing our vision that "All school children in Rwanda shall achieve their full developmental potential through a sustainable school feeding program that provides adequate and nutritious meals at school." This strategy not only operationalizes the essential policy actions required for securing sustainable financing mechanisms for school feeding programs but also emphasizes the importance of high-quality meals in fostering educational success.

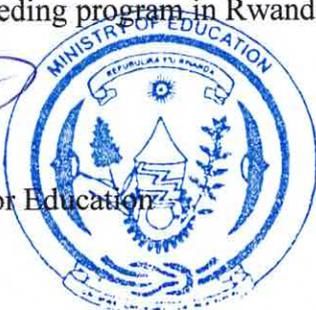
Beginning from 2023 to 2032, this strategy outlines a clear roadmap for the implementation and management of our school feeding initiatives. It highlights the necessity of multisectoral coordination and collaboration, ensuring that all efforts are aligned toward the sustainability of these programs. Quality school meals play a critical role in enhancing students' overall well-being, academic performance, and future prospects.

School feeding is a vital pillar in achieving human capital development and has become an integral part of our strategy to improve learning outcomes by boosting student enrollment, attendance, concentration, and retention, while simultaneously reducing dropout rates and class repetition. This is especially important for disadvantaged children and those from low-income families, as it expands access to essential educational opportunities.

We extend our heartfelt gratitude to all the staff at the Ministry of Education and affiliated agencies, the Ministry of Finance and Economic Planning, district authorities, the private sector, development partners, and other stakeholders who have contributed to the development of this strategy. Your commitment is commendable.

In particular, we acknowledge the World Food Programme for its invaluable technical and financial support in the elaboration of this strategy, as well as its ongoing efforts to advance a high-quality, universal school feeding program in Rwanda.

Claudette IRERE
Minister of State for Education



Acknowledgments

The Ministry of Education would like to thank the Government's main partner in the school feeding program, the World Food Programme, for its technical and financial support in advancing a high-quality universal school feeding program in Rwanda since 2002, particularly in the development, review, and validation of school feeding strategy and school feeding financing strategies.

Additionally, the Ministry of Education would like to express appreciation for the support and contributions of all stakeholders, including the technical working group members, national school feeding steering committee members, and the education sector in general, who have also contributed to the development of these two strategies including school feeding strategy and national school feeding financing strategy.

1. Introduction

1.1. Background

The Government of Rwanda has supported food provision for school children for many years. Until 2014, it provided a subsidy of 156 Rwandan Francs (RWF) per meal in boarding schools and 56 RWF per meal in day secondary schools, with schools collecting the remaining resources from parents. In 19 selected districts with malnutrition, the Government provided one cup of milk per day to pre-primary and primary schools.

In 2019, aiming to strengthen human capital development, the Government rapidly expanded school feeding initiatives:

The National Comprehensive School Feeding Policy was approved, establishing multisectoral objectives and aiming for universal coverage of all students in pre-primary, primary, and secondary schools.

In 2021, the National School Feeding Programme (NSFP) was scaled up to provide a daily hot meal for all students in public and government-supported schools.

Detailed Operational Guidelines were approved by MINEDUC to clarify the roles of management and implementing actors, forming the basis for systematic training and guidance.

Significant investments were made in combined kitchens and storerooms for pre-primary and primary schools; by the end of 2022, only a few schools required these facilities.

By mid-2022, most schools had established School Feeding and Tendering Committees as mandated by the Operational Guidelines.

Based on a review of parental contributions, a new cost-sharing regime was introduced in September 2022, maintaining a base price of 150 RWF per meal while reducing parental contributions to 10 percent for pre-primary and primary schools.

The 2019 National Comprehensive School Feeding Policy provides a robust foundation for the NSFP, addressing various needs of school-aged children, their families, and the nation:

Enrolment was low in pre-primary (26%) and drop-out rates high in primary (9.5%) and secondary (34.5% and 10.3%). While net enrolment at the primary level was high (92.2%), learning outcomes were low, dropping to 69.1% at the secondary level. Children starting school at age four can expect only 6.9 years of schooling by age 18, with just 3.9 years of actual learning.

The 2019/2020 Rwanda Demographic and Household Survey indicates persistent malnutrition. Although stunting in children under five has decreased from 52% in 2005 to 33% in 2020, it remains

above the public health threshold (30%). Anaemia among children aged 6-59 months is high (36.6%), approaching crisis levels (40%). Although underweight and wasting rates have decreased, the minimum acceptable diet for children aged 6-23 months remains low at 22%. Additionally, overweight in children under five reached 6% in 2020. Baselines for school-age children still need to be established. The World Bank calculated Rwanda's Human Capital Index at 0.38 in 2020, indicating a child born today can expect to achieve only 38% of their potential in a perfect health and education system. Over 20% of Rwandan households are food insecure, and local food systems remain weak, with many farmers struggling to access markets for nutritious, affordable food.

1.2 Purpose of the National School Feeding Strategy

The National Comprehensive School Feeding Policy envisions that “All school children in Rwanda shall achieve their full developmental potential through a sustainable school feeding programme that provides adequate and nutritious meals.” School feeding is a high policy priority for the Government, and the rapid expansion of the NSFP is a significant achievement. In 2019, a National School Feeding Strategic Plan was developed, providing additional guidance for future activities.

The need for an updated and comprehensive National School Feeding Strategy arises from the rapid scale-up of the NSFP, guidelines on school fee harmonization, rising food prices, the development of a Financing Strategy, and insights from various surveys. The updated strategy will:

- Summarize experiences and lessons learned from the implementation of the school feeding programme.
- Present a comprehensive Theory of Change to achieve its objectives.
- Articulate a clear value proposition for addressing the needs of school-aged children, their households, and local farmers.
- Provide guiding principles for the design and implementation of the NSFP.
- Recommend improvements in food basket composition and menu planning to enhance cost and fuel efficiency and support local procurement.
- Suggest ways to increase the proportion of food sourced from local farmers and cooperatives.
- Describe complementary activities to enhance the programme's efficiency and effectiveness, including WASH, deworming, and support for local food systems.
- Outline the roles of various actors at different levels in the NSFP.
- Establish a detailed results framework for monitoring and reporting.
- Clarify how the NSFP's costs will evolve and be covered, with a focus on national sources and temporary support from external partners.

- Detail strategies for capacity building among all relevant actors.
- Propose a clean cooking strategy aiming for zero reliance on firewood or charcoal by 2032 and a 50% reduction in CO2 emissions.
- Provide guidance on community engagement and communication.

With this vision, the strategy aims to guide the implementation of the policy over the next ten years, maximizing the effectiveness of school feeding in education, nutrition, agriculture, and social protection. The intersectoral nature of school feeding necessitates a strategy document that is embraced across all involved sectors.

Specific objectives include:

- ✓ Promoting efficiency gains to lower the total costs of the NSFP without compromising meal quality or quantity.
- ✓ Ensuring all pupils in pre-primary, primary, and secondary schools receive adequate meals daily to facilitate participation and focus in class.
- ✓ Improving the nutrition of school children through nutritious meals and fostering healthy dietary and hygiene habits.
- ✓ Strengthening food procurement to benefit local farmers and promote sustainable local food systems.
- ✓ Reducing the environmental and climate impact of school meals, aligning with national priorities for cleaner energy sources.
- ✓ Ensuring efficient, transparent financial contributions from various domestic and external sources.
- ✓ Establishing clear targets for program outcomes and facilitating regular reporting on achievements.

Intended users of the strategy include:

- Political entities (e.g., Ministries) for developing overall guidelines and reviewing sector strategies, plans, and budgets.
- Technical levels across sectors and districts to align strategies and budgets with this document.
- Technical staff at the Ministry of Education and local governments for detailed programme design guidance and operational reviews.
- Stakeholders committed to supporting the NSFP can adapt to this strategic document.

1.3 Methodology for Reviewing the National School Feeding Strategy

The preparation of this strategy involved a comprehensive desk review, surveys, and consultations conducted by MINEDUC and its partners:

Desk Review

A variety of national and international policies, strategies, and online materials were reviewed, including:

5th Population and Housing Census 2022 – Main Indicator Report

Concept Note: Social Protection Support for School Feeding

PEFA Assessment 2022 (Central Government) – Draft Report

MINALOC - Social Protection Financing Strategy 2016/17-2020/21

MINECOFIN - Fiscal and Financial Decentralization Policy (revised) - 2022-2027

Education Sector Strategic Plan 2018/19 To 2023/24

Various reports from MINEDUC and partners related to school feeding and human capital.

Surveys

Several analyses were conducted, including:

A market assessment in April 2022 to evaluate food prices since the policy's inception.

A National School Feeding Programme Survey covering 416 schools within the NSFP.

An action-research project focused on increasing fuel efficiency in meal preparation.

Results from these studies were presented to government stakeholders and the School Feeding Technical Working Group.

Consultations

Consultations involved various ministries, local governments, school head teachers, farmer cooperatives, the Private Sector Federation, and development partners including the EU, JICA, UNICEF, and WFP. The School Feeding Technical Working Group facilitated these discussions, ensuring comprehensive input from diverse stakeholders. A draft strategy was reviewed by MINEDUC, MINECOFIN, and other national stakeholders, incorporating feedback before final validation by the Ministry of Education.

2.2. Policy Context

The National Comprehensive School Feeding Policy (NCSFP) of 2019 envisions that “All school children in Rwanda shall achieve their full developmental potential through a sustainable school feeding programme that provides adequate and nutritious meals at school.” The policy aims to achieve four specific outcomes:

- Support Education: Enhance learning ability, increase enrolment, and improve attendance and cognition, contributing to overall learning outcomes.
- Enhance Nutritional Status: Improve the nutrition of schoolchildren by addressing nutritional needs and micronutrient deficiencies with a well-designed food basket and rations.
- Provide a Safety Net: Support food-insecure households.
- Enhance Agricultural Productivity: Create links between school feeding and local farmers, ensuring a reliable market for local produce.

The NCSFP outlines short, medium, and long-term objectives within these areas and is guided by principles such as quality service delivery, performance-oriented monitoring, sustainable funding, accountability, equity, effective communication, and promotion of local initiatives.

The policy prioritizes actions in six key areas:

1. Scaling up the coverage of school feeding programmes to ensure universal access for all children in pre-primary, primary, and secondary schools.
2. Ensuring health- and nutrition-sensitive school feeding programming with diverse, flexible, and nutritious meals.
3. Promoting school gardening to educate children and parents about nutrition-sensitive agriculture and provide additional inputs for school meals.
4. Securing sustainable financing for school feeding programmes.
5. Creating policies linking market access for local farmers to the school feeding programme.
6. Fostering partnerships and multi-sectoral coordination in the management of school feeding programmes.

The NCSFP includes a monitoring and evaluation framework focused on service coverage and quality, as well as the programme's impact on access, retention, achievement, and learners' health.

The NCSFP is supported by a broader national policy framework. The National Strategy for Transformation 2017-2024 (NST-1) serves as the implementation strategy for Rwanda's Vision 2020 and the early years of Vision 2050.

NST-1 includes three main pillars: economic transformation, social transformation, and transformational governance. Notably, it prioritizes eradicating malnutrition and enhancing the demographic dividend through improved access to quality education.

The Rwandan Education Sector Policy (2003) includes eight objectives, including ensuring that education is accessible to all Rwandans. The Education Sector Strategic Plan 2018/19 – 2023/24

(ESSP) provides a holistic framework for developing and delivering education services, with a focus on quality learning outcomes and increased access to education.

The School Health Minimum Package (2014) promotes nutrition and school gardens as key components of school health, emphasizing the need for adequate infrastructure. The National Food and Nutrition Policy (2014) recognizes food and nutrition as universal rights essential for children's development and adult quality of life, supporting the expansion of school feeding and initiatives like One Cup of Milk.

The Rwanda Nutrition Policy aims to achieve optimal nutrition for all Rwandans, with a focus on vulnerable groups. The Fourth Strategic Plan for the Transformation of Agriculture 2018-2024 (PSTA4) outlines priority areas, including scaling up kitchen and school gardens and promoting local procurement for school meals.

2.3. The National School Feeding Programme

When the NCSFP was approved in 2019, the National School Feeding Programme (NSFP) covered approximately 714,000 children across pre-primary, primary, and secondary schools, excluding those supported by the World Food Programme (WFP). The initial focus was on secondary school students and selected pre-primary and primary children receiving milk under the One Cup of Milk programme. The government was providing a subsidy of 56RWF for public and government-aided day schools, with a parent contribution of 94 RWF per day for 195 days annually and for 273 days for boarding schools.

However, expansion was hindered by COVID-19 school closures from March to November 2020. As of 2021, the government invested in establishing adequate school kitchens and water, sanitation, and hygiene (WASH) infrastructures. By the beginning of the 2022/23 school year, programme coverage expanded to about 3.8 million children, driven by universal coverage and new enrolments. The NSFP is expected to reach around 4 million children in the 2023/24 school year.

The 2021 Operational Guidelines outline the NSFP's design modalities, focusing on nutrition, food quantities, funding, and procurement:

Nutrition and Required Food Quantities

School meals should provide 30-45% of daily macro- and micronutrient needs in half-day schools, 60-75% in full-day schools, and 100% in boarding schools. Meals should include food from six groups: grains, pulses, oils, vegetables, fruits, and animal source foods.

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

* Fortified if required and available

Table 1: Reference food quantities required per meal in day schools

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

Table 1: Reference food quantities required per meal in secondary boarding schools

Funding:

The Ministry of Finance and Economic Planning provides funds directly to Districts/City of Kigali for food purchases. Recent changes have limited parental contributions while increasing government subsidies in response to rising food costs.

Grade	Base meal cost (RWF)	Government subsidy (RWF)	Parent contribution (RWF)
Pre- Primary & Primary	150	135	15

Secondary day school	356	56	300
Secondary – Boarding	990	56	934

Table 3: Overview of standard meal costs, government subsidies, and parental contributions

Procurement:

Schools are responsible for purchasing food, guided by School Feeding Committees (SFCs) and School Tender Committees (STCs). Recent procurement modalities allow districts to supply non-perishable items, while schools handle perishable and non-food items.

2.4. Implementation Experiences to Date and Emerging Priorities

The implementation of the NSFP has revealed several strategic entry points for strengthening the programme in the coming years:

Rapid Expansion: The NSFP's swift growth indicates feasibility within existing capacities and reflects strong commitment from the government, school management, and parents.

Nutritional Value: While children receive warm meals daily, attention must be given to their nutritional quality in light of market prices and production capacities.

Funding Challenges: Rising food basket prices have led to insufficient budgets for healthy meals. The funding model needs review to ensure schools can procure adequate food, particularly as many students come from low-income families.

Capacity Building: SFCs and STCs have been established in most schools, but further skills training is necessary for committee members to enhance compliance with Operational Guidelines.

Public Finance Management: The existing public finance management systems are functioning well, though improvements in the timeliness of fund disbursement are needed to prevent Districts and City of Kigali from incurring debts.

Procurement Enhancements: While procurement has largely adhered to guidelines, improvements are needed in ensuring Districts and City of Kigali purchase all necessary food items at cost-efficient prices and engage local suppliers.

Hidden Costs: Schools face additional costs, such as staff time for implementation and utilities. Addressing these hidden costs is crucial for sustainability.

Multi-Sectoral Coordination: Effective engagement across sectors is necessary for the NSFP's success. While some coordination structures are in place, the National Steering committee has to be operate on a regular basis.

Results Framework: Clarifying the NSFP results framework will strengthen monitoring and evaluation. Systematic analysis of the relationship between school meals and educational outcomes should be prioritized.

Financing Strategy Development:

To secure stable funding, the government is leading the development of a School Feeding Financing Strategy to ensure sustainable programme support.

- Long-term Assessment: Although it is early to assess programme outcomes, future reports, supported by digital systems and strong government capacity, should provide valuable insights into NSFP performance.

3. The Strategic Framework

3.1. Alignment of the Strategy with the Comprehensive National School Feeding Policy

The National School Feeding Strategy (NSFS) is designed to support the implementation of the National Comprehensive School Feeding Policy (NCSFP) and the School Feeding Financing Strategy over the next decade. Additionally, this strategy will inform the Second National Strategy for Transformation (NST2) and the new Education Sector Strategic Plan.

The specific implementation plan outlined below covers the period from 2023 to 2026, with subsequent plans to be developed based on the outcomes of regular reviews and evaluations. This strategy leverages lessons learned from past school feeding initiatives and aims to sustain the Rwandan National School Feeding Programme (NSFP) as a high-quality, cost-effective initiative.

Key objectives include enhancing cross-sectoral coordination, cost-efficiency, effectiveness, and sustainability of the NSFP in four critical areas: education, nutrition and health, social protection and safety nets, and agriculture and food systems. A series of strategic priorities and outcomes have been articulated, followed by a set of proposed innovations.

The National Comprehensive School Feeding Policy foresees a set of specific policy actions. The following table shows how the present strategy addresses and further elaborates on these policy actions.

Policy actions proposed by the CNSFP and the Strategic Plan	Sections of the National School Feeding Strategy addressing these policy actions
5.1 Scaling up the coverage of school feeding	3.1.3 Ensure continued universal coverage of school feeding, while accommodating an increasing student population
5.2 Ensuring a healthy and nutrition sensitive school feeding programme	3.1.4 Ensure healthy and diverse nutrition
5.3 Promotion of school gardening and faming	3.1.7 Ensure complementary activities
5.4. Securing sustainable financing of school feeding programmes	6. Costs and Financing of the National School Feeding Strategy, building on the School Feeding Financing Strategy
5.5. Creating appropriate policies and frameworks linking market access to farm produce by local farmers to the school feeding programme using unconventional procurement approach	3.2.4 Reduce costs of food procurement and better engage food processors and farmer organisations
5.6. Partnerships, multi sectoral coordination, collaboration and shared responsibility in the management of school feeding programme	3.1.2 Foster multi-sectoral engagement and ownership of the NSFP plus section 5. Implementation of the NSF-Strategy plus Operational Guidelines

Table 2: Alignment of NCSFP policy actions and the National School Feeding Strategy

3.2. Strategic Priorities and Proposed Innovations

This section outlines strategic priorities to guide the development of the NSFP, alongside proposed innovations aimed at enhancing cost-effectiveness and sustainability.

3.2.1. Strategic Priorities

1. **Ensure Effectiveness**

The NSFP must maximize its benefits through quality implementation. This requires investments in skills, a review of processes, and establishing clear targets for outcomes to quantify benefits.

Program decisions should prioritize:

- Sourcing food from local suppliers
- Ensuring reliable meal provision daily
- Maintaining high nutritional value and quality of meals

2. **Foster Multi-Sectoral Engagement and Ownership**

The NSFP is inherently multi-sectoral, necessitating collaborative governance and funding. It must be integrated into the national social protection framework, which is currently lacking. Ensure regular operation of a national steering committee with representatives from all stakeholders is crucial for providing leadership and guidance.

3. **Ensure Continued Universal Coverage**

Since the 2021/22 school year, all government-supported schools have provided meals, leading to increased enrolment. The NSFP's aim is to maintain universal coverage and continually incorporate new schools, particularly at the pre-primary level. As the student demographic evolves, adjustments in funding will be required.

4. **Ensure Healthy and Diverse Nutritious Food**

Emphasis must be placed on the nutritional value and sourcing of school meals. Strategies include:

- Prioritizing the procurement of fresh and nutritious foods.
- Integrating the NSFP with broader school-based services (e.g., deworming, hygiene).
- Developing electronic meal planning tools to optimize menus based on local availability and preferences.

5. **Ensure Efficiency**

As student numbers and food prices rise, efficiency in program implementation is paramount. This includes optimizing procurement processes and reducing operational costs.

6. **Solid Performance Reporting**

Establishing a comprehensive results framework will facilitate reliable reporting on progress, thereby justifying sustained funding from both national and international partners.

7. Ensure Complementary Activities

The NSFP can serve as a platform for additional initiatives, such as:

- Deworming programs to enhance nutritional outcomes.
- Supporting local food systems through skills training and local producer engagement.
- Promoting school gardens for agricultural education and supplementary nutrition.

By promoting these complementary activities, the NSFP can leverage existing resources for greater impact. Many of these activities are already included in the comprehensive costs identified by the Financing Strategy, with additional opportunities to be integrated as implementation progresses.

Proposed Innovations for Building Resilience in the National School Feeding Programme (NSFP)

The National School Feeding Programme (NSFP) must adapt to unforeseen developments, including market changes and external shocks. Recent events underscore the necessity for flexibility:

- **2020-2021:** School closures due to COVID-19.
- **2022:** The global fuel and food price crisis necessitated adjustments to the per-student daily rate for nutritious food.

To enhance the resilience of the NSFP, the following innovations are proposed:

1. Adjustment of Food Price Contributions

Ensure the average rate used for contributions to the programme reflects current food prices to maintain purchasing power.

Proposed System:

- **Review Frequency:** At least once a year, ideally aligned with school terms.
- **Decision-Making Forum:** A multi-sectoral committee comprising representatives from MINEDUC, MINAGRI, MINICOM, and MINECOFIN.
- **Adjustment Trigger:** Systematic price adjustments based on percentage changes in actual food prices.
- **Budget Integration:** Reflecting adjustments in financial planning and disbursements.

2. Resilience Plan for External Shocks

Develop a resilience plan to adapt program modalities during crises.

Proposed Framework:

- **Consultation:** Collaboration among MINEDUC, MINISANTE, MINALOC, and MINAGRI.
- **Program Adjustments:** Include modalities such as school meals, take-home rations, and supplementary food.

- **Risk Assessments:** Each adjustment will be accompanied by assessments of potential impacts and specific criteria for implementation.

3. Enhancing Financial Management and Transparency

Improve the efficiency and accountability of NSFP funds.

Proposed Actions:

Accountant at Each School Each school will have an accountant for financial reporting.

District Oversight Management and reporting on non-perishable food funds.

Data Management System Real-time activity monitoring and performance reporting.

4. Timely Fund Disbursement

Prevent delays in fund transfers to schools.

Proposed Strategy:

Financial Quarter	Key Activities	Disbursement Timing
1st (July - Sept)	Transfer funds for 1st term	End of August
2nd (Oct - Dec)	Transfer funds for 2nd term	Mid-December
3rd (Jan - Mar)	Transfer funds for 3rd term	Mid-March
4th (Apr - Jun)	Adjustments and planning for next year	Continuous

5. Cost-Efficiency in Procurement

Streamline procurement processes to improve cost-efficiency.

Proposed Innovations:

1. **Collective Bargaining:** Districts will negotiate collective contracts for food supplies.
2. **Long-Term Contracts:** Implement contracts for fresh food with local farmers for stability.

6. Tax Waivers for Food Procurement

Reduce costs for schools and promote formal food suppliers.

Proposed Actions:

- Explore waiving VAT and Withholding Tax on food purchases to lower costs and create a competitive environment for suppliers.

7. Alignment with National Environment and Climate Change Agenda

Reduce the environmental impact of food preparation.

- Develop a clean cooking strategy targeting less than 5% reliance on firewood and charcoal by 2032.

8. Building Human Resources for Effective NSFP Management

Ensure all stakeholders are equipped with the necessary skills and resources.

Proposed Measures:

Dedicated Officers Assign officers at District Education Offices for NSFP management.

Regular Training Ongoing training and capacity reviews for staff.

The proposed innovations aim to enhance the resilience, efficiency, and sustainability of the NSFP. By adapting to changing circumstances and implementing strategic measures, the programme can better serve the nutritional needs of students while promoting local food systems and environmental sustainability.

4. Governance, institutional roles and responsibilities

The governance of the NSFP is described in detail in the Operational Guidelines, showing the inter-connection between different coordination mechanisms, clusters, and the responsibility of different sectors (see also the summary provided in *Annex I*). This description remains valid until it is amended. School feeding is a multisectoral intervention (education, nutrition, social protection, agriculture, and local economic development, as well as aligning to climate action). This means that several actors have different roles across sectors and levels of government. In general, at national level, the overall approach and policy context for the NSFP must be ensured, including high-level sectoral integration, as well as resource mobilisation.

At district level (and sector level, as applicable), roles concern more specific alignment of concrete workplans and investments, i.e. the localization of national plans – as well as support and supervision of the school level. This will entail the inclusion of a range of sectoral responsibilities in joint work and investment plans, with respect to deworming, WASH and nutrition/sanitation skills support (MINISANTE), infrastructure establishment and maintenance support (MININFRA), participation in contract negotiations with and support to potential food suppliers from local value chains (MINAGRI), integration of the NSFP into district performance contracts, and links to other social safety nets (MINALOC), etc.

The full understanding of communities of the intentions and provisions of the programme is crucial for their ownership and engagement – which in turn is important for the long-term sustainability of the programme. For this reason, the present strategy provides guidance on community engagement (see

Annex 2), which establishes a number of principles for community engagement, and provides a number of examples for community involvement and support.

The 2021 Operational Guidelines provide a detailed description of the tasks of different actors at different levels. A summary overview of tasks by function is shown in the following table.

Functions	National level	District / sector level	Communities	School level
Design	<p>Education:</p> <ul style="list-style-type: none"> Lead the development of the NSF policy, Strategy and Operational Guidelines <p>Health and nutrition:</p> <ul style="list-style-type: none"> Contribute to nutritional standards Provide guidance on school meal planning tools Provide food safety and quality standards <p>Infrastructure:</p> <p>Support standard design of school feeding infrastructures (e.g. WASH, kitchens, food storage)</p> <p>All sectors (steering group):</p> <ul style="list-style-type: none"> Contribute, review, and agree on NSF Policy, Strategy and Operational Guidelines Determine procurement modalities 	<p>Education</p> <ul style="list-style-type: none"> Support the training of sectors and schools in the use of school meal planning tools 	<ul style="list-style-type: none"> Consulted through SFCs and STCs 	<p>SFCs</p> <ul style="list-style-type: none"> Participate in menu design
Planning	<p>All sectors (steering group)</p> <ul style="list-style-type: none"> Establish overall plans, based on district and own numbers Establish payment schedules to schools 	<p>All sectors</p> <ul style="list-style-type: none"> Integrate school health and nutrition into District / City of Kigali performance contracts and 	<ul style="list-style-type: none"> Through SFCs 	<p>SFCs</p> <ul style="list-style-type: none"> Provide procurement plan for dry and fresh food and non food

	<p>All sectors (individual)</p> <ul style="list-style-type: none"> Provide planning and budget figures for school-feeding related interventions (deworming, infrastructure, value-chain support, fuel efficiency, training and skills, etc.) Promote the integration of a school health and nutrition package into District/ City of Kigali performance contracts and monitoring (MINALOC) Support standard coordination framework for District/ City of Kigali level (MINALOC) 	<p>monitoring</p> <ul style="list-style-type: none"> Participate in District/City of Kigali coordination mechanisms and elaborate joint work plans Integrate NSF-related activities into sectoral work plans and budgets <p>Education</p> <ul style="list-style-type: none"> Assure accuracy of pupil numbers provided by schools Aggregate school-level figures Lead adequate registration of school children Consolidate procurement plans for dry food items for relevant clusters of schools 		<p>items</p> <ul style="list-style-type: none"> Identify needs for improvement of conditions (infrastructure investments and maintenance) <p>School management</p> <ul style="list-style-type: none"> Provide accurate numbers of pupils per grade and sex Support the adequate registration of school children at inscription
<p>Resourcing</p>	<p>MINECOFIN</p> <ul style="list-style-type: none"> Lead the development of Financing Strategy Develop national funding mechanism (NSFF) Provide government contributions as foreseen by Financing Strategy <p>All sectors</p>	<ul style="list-style-type: none"> Integrate comprehensive package of school health and nutrition into District/City of Kigali performance contracts Support in development and implementation of School Feeding Financing Strategy Mobilise resources to support 	<ul style="list-style-type: none"> Contribute to school feeding program (labour, in-kind and cash contributions) 	<p>SFCs</p> <ul style="list-style-type: none"> Mobilise parents on parental contributions Communicate with communities on required support <p>School management</p> <ul style="list-style-type: none"> Receive and register

	<ul style="list-style-type: none"> Align sectoral budgets to School Feeding Financing Strategy and NSFF provisions 	<p>school feeding monitoring and capacity strengthening</p>	<p>)</p>	<p>parental contributions</p> <ul style="list-style-type: none"> Harmonise school feeding related expenses and use of capitation grant
<p>Implementation</p>	<p>Education:</p> <ul style="list-style-type: none"> Lead the revision of the Operational Guidelines Lead the development of a comprehensive training and capacity support package <p>All sectors (steering group):</p> <ul style="list-style-type: none"> Participate in the review of Operational Guidelines Participate in and contribute to the development of a comprehensive training and capacity support package Ensure different sectors develop and implement relevant work plans Agree on how to address challenges identified in regular performance reports <p>Infrastructure</p> <ul style="list-style-type: none"> Oversee and support the implementation of infrastructure and fuel efficiency investments and maintenance 	<ul style="list-style-type: none"> Implement specific interventions foreseen in joint work plans First responders to challenges mentioned in performance reports Support contract negotiations for food supply contracts 	<ul style="list-style-type: none"> Participate in cook recruitment Participate in outreach activities (SBCC, skills development , etc.) 	<p>SFCs</p> <ul style="list-style-type: none"> Lead cook recruitment Participate in cook supervision Control the quality and quantity of food delivered by suppliers <p>STCs</p> <ul style="list-style-type: none"> Negotiate and manage contracts for supply of fresh food and non-food items <p>School management</p> <ul style="list-style-type: none"> Manage funds received by the school Pay suppliers Manage food resources at school

Monitoring				
	<p>Education:</p> <ul style="list-style-type: none"> ▪ Develop overall monitoring plan ▪ Lead the development of monitoring system and tools (incl. use of digital platforms, etc.) ▪ Establish and implement a national community feedback mechanism <p>School feeding steering committee</p> <ul style="list-style-type: none"> ▪ Review and approve monitoring plan ▪ Review and approve monitoring system and tools ▪ Decide on linkages between different sectoral monitoring systems <p>All sectors</p> <ul style="list-style-type: none"> ▪ Integrate school-feeding related monitoring and reporting into sectoral monitoring and reporting schedules 	<ul style="list-style-type: none"> ▪ Carry out inspection visits for process monitoring (adherence to standards) ▪ Support communities and schools in their monitoring tasks, including data quality assurance) ▪ Receive and address feedback from SFCs, school management and cooks on quality and quantity of food received from suppliers of dry food ▪ Integrate school-feeding into District monitoring and reporting ▪ Supervise performance of monitoring actors (ensure that accurate monitoring data are collected in a timely manner) ▪ Implement own monitoring tasks 	<ul style="list-style-type: none"> ▪ Use community feedback mechanism 	<p>School management</p> <ul style="list-style-type: none"> ▪ Provide monitoring data on the <ul style="list-style-type: none"> - regularity of meals - the quantity and quality of meals according to standards, - the adherence to established menus - the use of funds and food <p>SFCs</p> <ul style="list-style-type: none"> ▪ review and approve the monitoring data prepared by school management <p>STCs</p> <ul style="list-style-type: none"> ▪ Keep records and adequate information

				on all STC-led procurement activities
<p>Reporting</p>	<p>Education:</p> <ul style="list-style-type: none"> ▪ Develop overall reporting schedule ▪ Check the timely provision and quality of reports at national level ▪ Develop analytic and informative quarterly financing and annual overall performance reports ▪ Lead the discussion of annual performance reports by all sectors, contributors and partners <p>All sectors (steering group):</p> <ul style="list-style-type: none"> ▪ Review and approve overall reporting schedule ▪ Discuss annual performance reports 	<ul style="list-style-type: none"> ▪ Collate data received from schools and from other sectors, and add own information to prepare district level reports according to reporting schedule 		<p>School management:</p> <ul style="list-style-type: none"> ▪ Provide reports on feeding activities and other aspects according to reporting schedule

Table 3: Roles of actors at different levels, by function

4.2 Management and implementation of the NSFP

4.2.1 Management

With the high expectations for the results of the programme; the identified good opportunities to achieve efficiency gains – which will be crucial for the long-term sustainability of the programme – and not least the significant and growing funds flowing to the programme, it is necessary to ensure competent and efficient programme management and implementation.

The overall management (and reporting) structure of the NSFP is illustrated below:

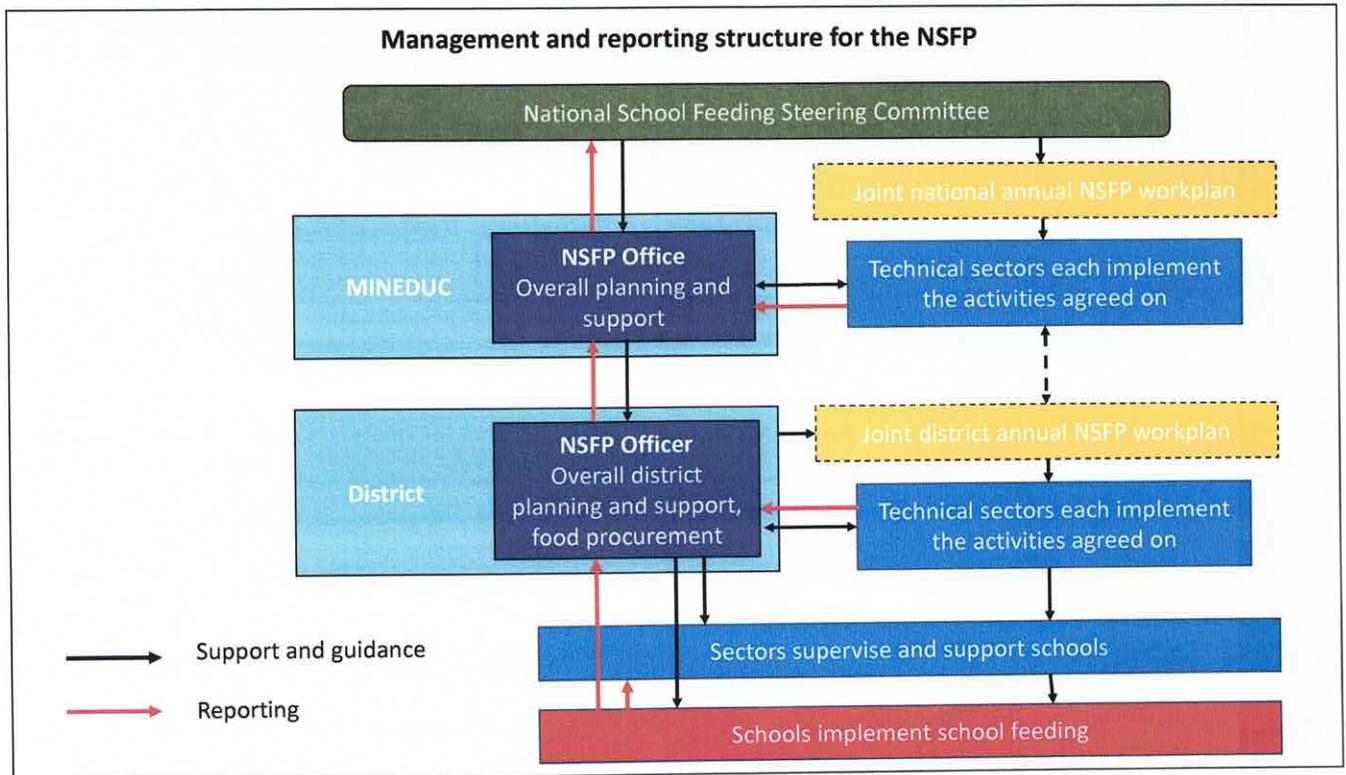


Figure 1: Management and reporting structure of the NSFP

The management responsibility will remain with MINEDUC. All other sectors retain the full management responsibility for the activities they commit to in joint workplans, as described in the previous section. This includes the management of relevant data, information, and knowledge sharing with the partners of joint work plans and with the actors in charge of preparing regular and analytic reports on the performance of the programme.

At central level, there is a dedicated unit at MINEDUC in charge of the overall programme management. The Government and its partners will continue to invest in the planning, management, analytic and reporting capacity of the staff, as well as adequate working systems and tools to ensure that the unit is able to provide all the timely and high-quality information and support to decision

makers as well as to implementers required to achieve a highly efficient and effective programme, which will continue to learn and improve.

The district level plays a crucial and growing role with respect to ensuring timely and reliable information on one hand, and solid, tangible support to implementers at school level on the other. In particular if a revised procurement model includes more responsibility and engagement of districts – including the establishment of productive links between potential suppliers, the market of the NSFP and supply side support – the present district support structure for the programme will need to be reinforced. MINEDUC and district will therefore explore the possibility of establishing a post of a dedicated school feeding officer in every District. These officers, along with their colleagues at education, agricultural, commerce, social protection and health offices, will further receive dedicated training about the needs of the programme for multi-sectoral, harmonized support, and the opportunities that the programme can generate for the development of local food systems, economies, and the district as a whole.

To further reinforce these efforts, MINEDUC, MINALOC and districts will explore to which extent the NSFP can be inscribed into district performance contracts or district monitoring plans. Not least, as mentioned above, MINEDUC will work towards ensuring that every school covered by the programme has an accountant to assist with programme planning, monitoring, and reporting.

4.2.2 NSFP implementation and reporting

The overall flow of information and reports is included in the Management and Reporting Structure of the NSFP illustrated in Figure 1 above. The main implementation and reporting responsibility will remain at District/ City of Kigali and school levels. This includes:

- the reception and management of funds, including fully transparent and timely accounting;
- the potential re-design of school menus, supported by school meal planning tools,
- the preparation of planning figures (quantities of different food items required at which time)
- the negotiation of longer-term contracts for the supply of fresh food commodities, and the participation in more collective bargaining for supply contracts for dry food commodities;
- the reception, control and management of food commodities;
- the recruitment, supervision and payment of cooks;
- the maintenance and repair of functional infrastructure, equipment and utensils for the preparation and consumption of meals, as well as of WASH infrastructure and installations;
- the preparation and serving of meals by cooks;
- the registration of attendance and participation in school meals by students; and

- the provision of reports on meals provided, students reached, any additional activities undertaken, as well as school-level results.

More details on the targets to be achieved and the information to be reported on is included in the results framework provided in Annex 3.

1.2. Communication

All actors involved in the programme, as well as all those who contribute to the programme – or are foreseen to contribute – need to fully understand the provisions of the programme, its rationale, objectives, expected outcomes and achievements.

The programme will ensure solid monitoring and reporting on programme activities and achievements. However, different stakeholders and contributors have varied communication needs and possibilities. Sharing programme performance reports may be adequate to provide information to some of these stakeholders, but not to others (e.g. the general public or communities); and just sending out reports will not stimulate the discussion and broad-based ownership required to make the programme a public and widely supported good.

Effective communication includes the use several methods such as sending out of regular newsletters and reports, annual national and district level meetings and conferences, media programmes, etc. – all to be used to ensure that all relevant stakeholders understand the programme, appreciate its activities and achievements, feel a sense of ownership, and are compelled to engage with it.

Annex 4 of this strategy provides guidance on communication including key actors, achievements, target audience, source of information, information channels, information sharing frequency and responsible stakeholders.

1.3. Implementation plan for the present strategy

The implementation of this strategy requires a range of specific activities, which are described in more detail in the different sections above. The overall responsibility to lead on all of the indicated activities lies with MINEDUC – while some of the activities have to be supported by technical sectors and in particular by Districts/City of Kigali. A more detailed results framework that will guide the implementation of this strategy and the monitoring of its progress is provided in *Annex 4*. The present section serves as a summary.

The following actions are required in the short term (2023 and 2024):

- Review, validate and approve NSF Strategy
- Review, validate and approve Financing Strategy

- Invigorate the School Feeding Steering Committee as described by the Operational Guidelines
- Review and prioritize available school meal planning tools
- Develop capacity at national and district level to support menu planning
- Develop concrete concept, mobilize funds, and start implementing the strategy towards clean cooking
- Review capacity of relevant actors to produce and supply required quantities and quality of food items at affordable prices
- Implement the school feeding management framework stipulating collective contract negotiations for the supply of dry food by the District/City of Kigali and fresh foods by the school
- Explore the possibility to establish a National School Feeding Fund with alternative funding mechanisms such as crowd funding
- Organize joint discussions with relevant external partners on support to school feeding / the NSFF
- Explore opportunities for public-private partnerships in support of school feeding for financial, and technical support for tools, specific studies, pilots, training of actors, etc.
- Update the Operational Guidelines in light of the present updated National School Feeding Strategy
- Develop materials and roll-out training of cooks with respect to nutritional standards, food safety and quality, and fuel efficiency
- Review experience from the implementation of the school feeding management framework to inform decision making for potential improvement
- Explore the possibility of a tax waiver for food purchased for school meals, and develop its implementation mechanism
- Advocate for the establishment of posts for dedicated school feeding officer at districts
- Advocate for the establishment a post of accountant at each primary school
- Prepare a detailed monitoring plan and reporting schedule
- Review / develop adequate monitoring systems and tools
- Develop a concrete communication plan using the guidance provided by this strategy

- Update School Data Management System (SDMS) to include procurement features / module

Other important activities can be implemented as soon as possible, but could also wait until 2025:

- Roll out reviewed / revised monitoring and reporting tools
- Develop criteria and processes for decisions on food modalities / deviations from the basic NSFP modality of providing hot meals (to be integrated into updated Operational guidelines). For example, when schools were closed due to COVID-19, instead of hot meals, THR were provided; droughts, floods or pests may affect the capacity of local actors to provide food, etc. It would be good if the revised OG would provide some criteria, guidance on (a) when established procurement priorities or feeding modalities can be changed; and (b) the decision-making processes for such changes.
- Establish principles for cooks' payment and integrate into updated Operational Guidelines
- Develop an investment strategy for the NSFP with a specific view to reducing fuel consumption and switching to renewable energy.
- Train relevant actors, and implement the community engagement and communication strategies
- Develop standing capacity support structures (online support tools, sms- or What's App group, peer support, etc.)
- Promote the integration of school health and nutrition into District /City of Kigali performance contracts and monitoring

In 2026, several activities need to be carried out:

- Implement prioritized investments
- Carry out a survey to explore the readiness and willingness of different wealth groups among parents to contribute to the programme
- Review the progress and first results of implementing the NSF strategy and the Financing Strategy
- Draw lessons from survey and review, and decide on programme amendments – to be reflected in updated Operational Guidelines
- Advocate for school feeding infrastructure development such as dining hall, clean cooking energy etc

All of the above activities are presented in Action plan form in here below.

2. Monitoring, reporting and evaluation

Closely related to the need for high quality programme management and implementation is the need to solid, continuous, timely and reliable monitoring and reporting. The monitoring and reporting of programme implementation serves (1) the need for accountability for the increasing resources dedicated to the programme; (2) the need to receive reliable and timely information at the different levels to allow rapid interventions or adjustments in case that developments do not correspond to plans; and (3) the need to be able to document programme achievements as a justification of continued investments.

Every actor providing contributions to the programme – national level, district level, parents, private sector, civil society and external partners – has a right and will expect to be fully and continuously informed about the use of funds, the performance of the programme, and the results it achieves – in all of the areas that the programme claims to be supporting.

The strategy proposes a Theory of Change and Results Framework for the NSFP, which will form the basis for a comprehensive monitoring and reporting plan. Monitoring and reporting will ensure a solid information basis for regular reviews and evaluations.

2.1. Theory of Change and Results Framework

Programme monitoring will be guided by the following Theory of Change:

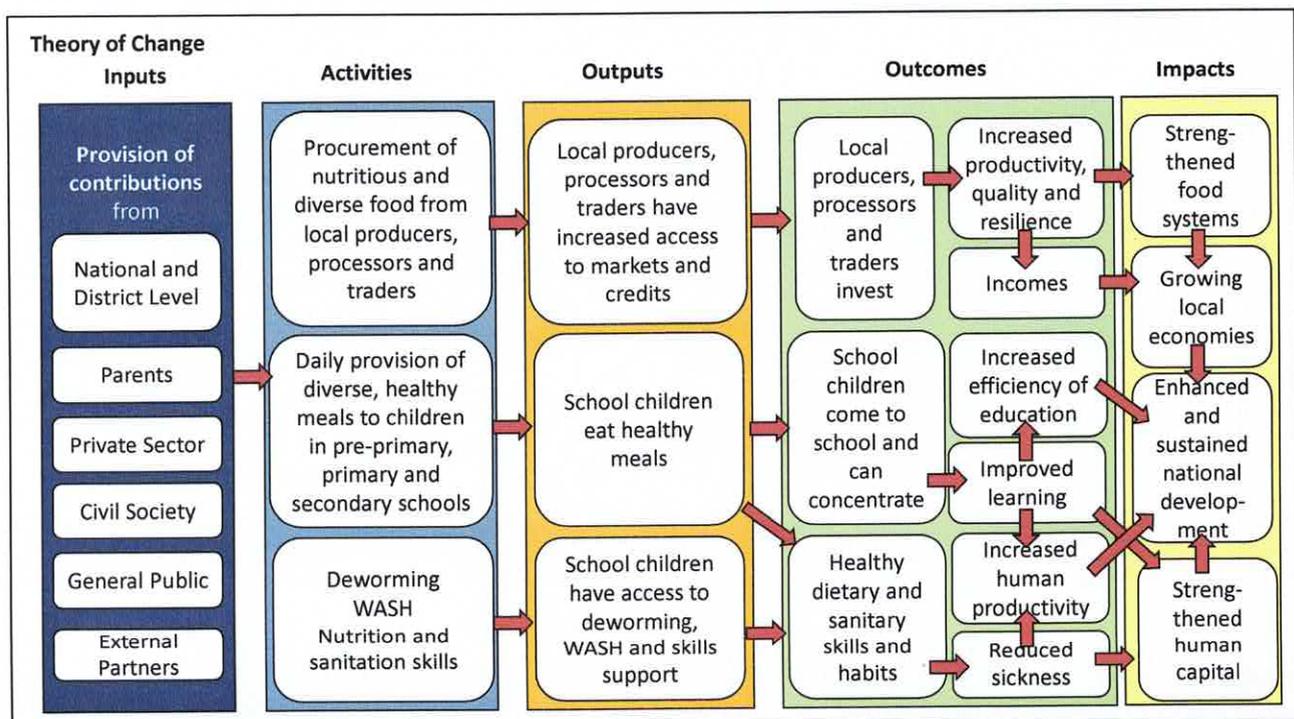


Figure 3: Theory of Change for the NSFP

Based on this Theory of Change, a Results Framework (see *Annex 5*) specifies clear indicators and targets with respect to each of the inputs, activities, outputs and outcomes. This includes information on

- Resources mobilized and channelled to the programme
- Number of children provided with daily school meals
- Quality of meals provided
- Quantities of food purchased from different sources
- Changes / developments in the areas of education, nutrition, social protection/livelihoods, and agriculture / food systems.

2.2. Monitoring and reporting plan

Based on this results framework, MINEDUC will prepare a detailed Monitoring and Reporting Plan – to be incorporated into revised Operational Guidelines – with clear instructions for each relevant actor on information to be collected, reporting process, analysis and dissemination.

The data collection and reporting tools as well as the reporting schedule presently included in the Operational Guidelines will be reviewed in light of the results framework and monitoring plan, and not least in light of the structure and functioning of the SDMS. Data collection, reporting and analysis will as much as possible be integrated into the SDMS, and will – as required and relevant – draw on links to the information systems of other relevant sectors, in particular education, health, agriculture, and social protection for enhanced analysis of correlations and effects.

The implementation of the present strategy is critical to ensure the continued quality of the programme, but also to achieve the efficiency gains outlined in the Financing Strategy, without which the programme will not remain affordable – and will thus become unsustainable. It is therefore crucial that the progress being made is closely monitored, documented, and regularly discussed by the national School feeding Steering Committee and other relevant coordination structures.

Progress monitoring will concern three parallel frameworks:

- The National School Feeding Strategy Implementation Calendar with its specific activities in *Annex 5*;
- The Financing Strategy with its estimates of costs, cost-efficiencies, and contributions; and
- The Results Framework of the NSFP with its output and outcome targets in *Annex 6*.

Not least, the Monitoring and Reporting Plan will establish a clear schedule for the responsibility, content and frequency of financial reports (focusing on accountability), progress reports (focussing on

activities and outputs), and more comprehensive performance reports (building on the above, analysing and documenting achievements at outcome level).

Together with the standing databases such as SDMS and other relevant management information systems, the collection of these reports will form the information basis for regular reviews and evaluations.

2.3. Reviews and evaluations

The progress of the implementation of the present National School Feeding Strategy will be reviewed, assessed and discussed annually by the national School Feeding Steering Committee, technical working group, and other relevant government and partner fora. Where major changes of circumstances, or deviations from the implementation calendar become apparent, programme management at MINEDUC will alert these for adequate course corrections.

The implementation of the Financing Strategy will be reviewed every two years and amended / updated as required. As the mere 'reception of contributions' will already be included in the annual NSFP reports and reviews (through the input-section of the NSFP results framework in Annex 5) these reviews will mainly focus on the implementation, success or failure of activities aiming at the increased cost-efficiency of the programme, or at opening additional funding sources and channels for the programme. The result of such reviews should be new, rolling financing strategies, always with a 5-7-year horizon.

Evaluations of the NSFP will be carried out every 3 – 5 years, and will assess the relevance, efficiency, effectiveness and sustainability of the programme, including the position of the programme's contribution to the national policy context and social protection framework; the functioning of multi-sectoral coordination at national and district level; procurement efficiency; supply chain reliability; the quantity and quality of meals provided; the functioning and effects of parental contributions; private sector and development partner contributions; and not least the results achieved by the programme. Evaluations should ideally be implemented by teams of external experts, and would be tasked to provide impartial, outside expertise, and valuable insights into how the programme can be further improved.

3. Costs and Financing of the National School Feeding Strategy

The main purpose of the strategy is to guide the implementation of the National Comprehensive School Feeding Policy. The costs of implementing the action plan (see above) are partly covered by the costs

of the programme itself (budget for school feeding., staff at national and district level), and cost foreseen to be covered by the Government's partners.

This section focusses on the costs and financing of the NSFP. It proposes a set of fundamental principles for the financing of school feeding in Rwanda, summarizes the main conclusions and proposals of School Feeding Financing Strategy. Several of the innovations proposed in the present School Feeding Strategy present a direct follow up on the recommendations of the Financing Strategy.

3.1. Fundamental principles

The constant, high and increasing costs of the NSFP need to be sustained to ensure that the programme can operate at high quality and in a reliable way. This requires stable and sustainable funding sources. The overriding priority of school feeding financing is therefore the need to establish a sustainable resource basis. This priority guides all the principles with respect to the funding of the programme and the whole comprehensive package of school health and nutrition:

Affordability – to ensure that neither the Government nor other contributors (e.g. parents) are expected to carry an unsustainable burden of the programme funding, at the detriment of other investment or consumption needs;

Equitability – to ensure that all contributors agree on the level and share of expected contributions (in particular the cost-sharing regime between the government and parents) and are ready to contribute their fair share;

Cost-efficiency – to reduce the budgetary burden of the programme and make it easier to cover any existing funding gap – and to make the programme more affordable;

Accountability – to ensure that all contributors are satisfied that programme funds are used in an efficient and transparent way;

Effectiveness – to ensure that the programme is implemented and managed in a high-quality manner that enables the achievement of expected programme outcomes;

Multi-sectorial partnerships – to ensure that the programme receives the support from and provides benefits to all the relevant sectors.

Sustainability – to ensure that resources are ultimately mobilized exclusively from national sources. This does not exclude external support for a period, until full self-sufficiency is achieved.

Based on these principles, MINECOFIN and MINEDUC have developed a School Feeding Financing Strategy which establishes and extrapolates all of the costs of school feeding for the next ten years – assuming that all investments into a high-quality school feeding are being made.

3.2. The expected costs of school feeding

The costs of school feeding includes (1) the costs of food, (2) the transport of food to schools; (3) costs of implementation (cooks; school staff using time to support the programme; fuel for cooking; utensils, utilities and deworming); (4) infrastructure investments, including maintenance and eventual replacement, for kitchens, storerooms, access to safe water and WASH installations; (5) programme management at national and district level; (6) monitoring, reporting and evaluations; and (7) capacity strengthening. All costs are extrapolated using realistic forecasts for future numbers of students and schools; and apply an average rate of inflation of 5 percent.

Total costs are expected to increase from 347 billion RWF in 2023 to 665 RWF in 2032 – if no efficiency gains are made. The annual cost per child will increase from 86,000 RWF (or 77.5 US\$) to 115,000 RWF (or 100 US\$). The expected development of the costs of school feeding can be illustrated as follows.

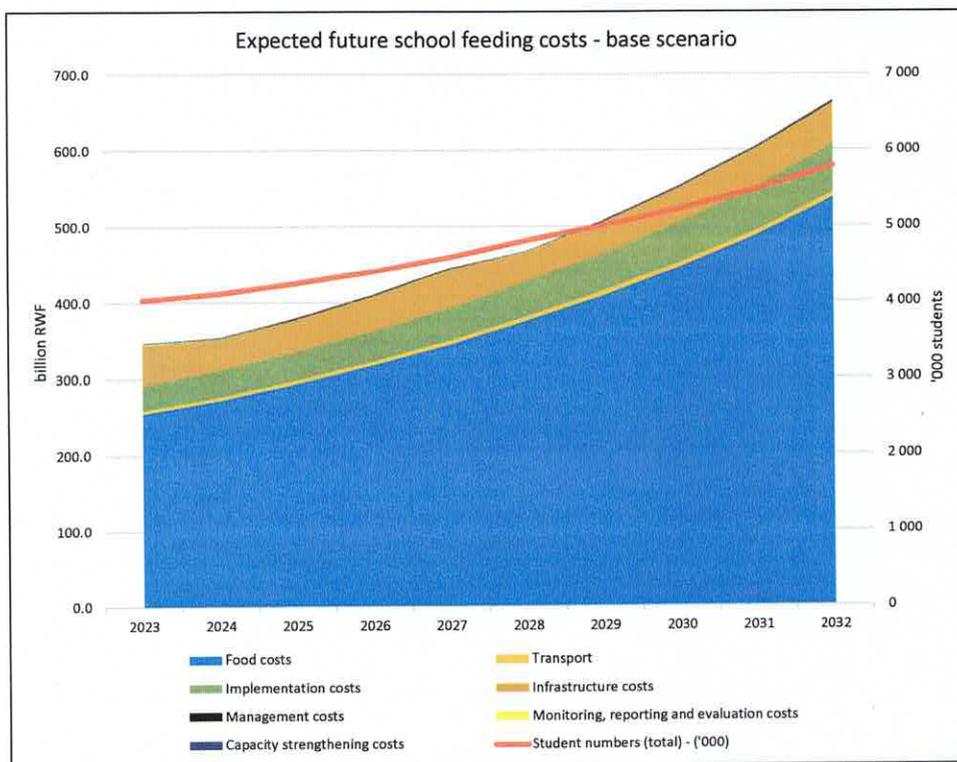


Figure 4: Expected future costs of school feeding

3.3. The present level of contributions from national actors

The Financing Strategy has identified all of the explicit and hidden contributions presently being made to school feeding. In total, the 2023 annual Government contributions to school feeding is estimated to

amount to 110 billion RWF.¹ In addition, the parental contributions are estimated to increase from 25.4 billion in 2023 to 74.9 billion in 2032.

This means that the actual present Government and parental contributions combined presently provide about 137 billion RWF to the programme. The remaining funding gap will increase from 211 billion RWF or 187 million US\$ in 2023 to 480 billion RWF or 432 million US\$ in 2032. It should be noted that most of these increases will be due to the assumed average annual rate of inflation of 5 percent.

3.4. Potential efficiency gains

The Financing Strategy has identified a number of areas where significant efficiency gains can be made without decreasing coverage or programme quality, including through re-designed procurement

processes, systematic use of meal planning and optimization tools, a tax waiver, or increased fuel efficiency. If optimal savings are achieved, the funding gap will increase from 211 billion RWF in 2023 to only 285.3 billion RWF in 2032, i.e. almost 200 billion RWF less compared with no savings being made. Additional savings should be possible

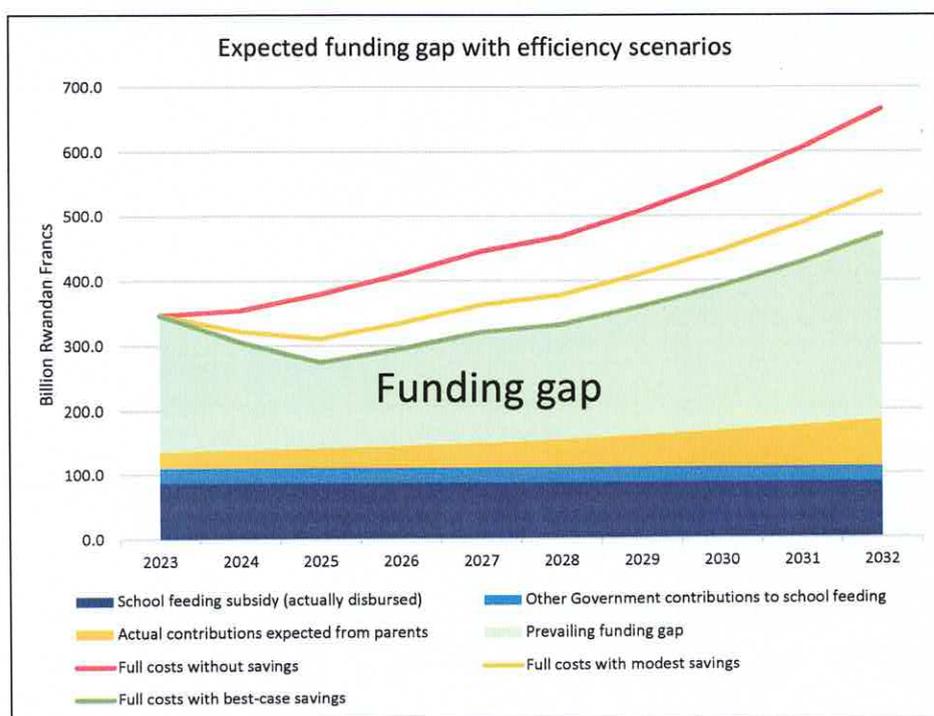


Figure 5: Expected funding gap with different efficiency scenarios

with respect to the costs of depreciation of infrastructure and material, which are presently estimated to increase from 20 to 50 billion RWF between 2023 and 2032. However, the extent of such additional savings could not yet be calculated. The following graph shows the estimated development of the remaining funding gap under three scenarios for savings.

¹ Given the present Government engagement, and keeping in step with increasing student numbers and inflation, this Government contribution would increase to almost 200 billion RWF in 2032. This 'natural' increase is not reflected yet in the following graph and calculations to allow for a clearer analysis of the need for future increase of Government contributions and the fiscal space available for this.

3.5. Potential additional contributions from national actors

The Financing Strategy explored and quantified potential additional contributions from three different national sources: the Government, parents, and the private sector.

3.5.1. Additional contributions from the Government

Increasing contributions from the Government depend on (1) the available fiscal space, which in turn is determined by expected economic growth, and the growth of ratio between tax revenue to Gross Domestic Product (GDP); and (2) the share of increasing revenue that can be dedicated to school feeding. Based on past trends, IMF expectations and Government strategies, the Financing Strategy developed three scenarios for potential future Government contributions, using the above variables as follows:

Scenario	GDP growth (%)	Average growth of the tax-to-GDP ratio (%)	Share of increased revenue that can be used for school feeding (%)
High	12.0	0.30	6.0
Medium	11.5	0.25	5.0
Low	11.0	0.20	4.0

Table 4: Scenarios for three variables for future fiscal space

3.5.2. Additional contributions from parents

The new cost-sharing regime between Government subsidies and parents (for pre-primary and primary schools) has only just been introduced, and should be allowed to function for a number of years. However, increased parental contributions may be possible and feasible under a differentiated model described in the Financing Strategy. If a review of the implementation of the Financing Strategy – proposed for 2025 – determines that such a differentiated model can be introduced (including the question if it is technically feasible and would not raise conflicts at school or community level), this could generate additional 30 billion RWF as of 2026 (and thereafter increasing corresponding to growing student numbers and inflation).

3.5.3. Additional contributions from the private sector

With respect to additional contributions from the private sector and the general public, the Financing Strategy has identified a number of possible resource mobilisation models. It is at present difficult to estimate the amounts that can be generated through such channels; however, after some discussions

with private sector representatives, the Financing Strategy assumes that 10 billion RWF can be mobilized in 2024, whereafter this amount should increase by 50 percent per year (plus inflation) until 2029, and thereafter remain stable (only increasing due to inflation).

3.5.4. Summary

By 2027, the national actors could jointly cover the funding gap provided that best case savings scenario are achieved, high additional government revenues are generated, and additional resources from parents and private sector, civils society and the general public are mobilized as foreseen. The same high scenario for additional resources would close the funding gap by 2028, if modest savings are achieved.

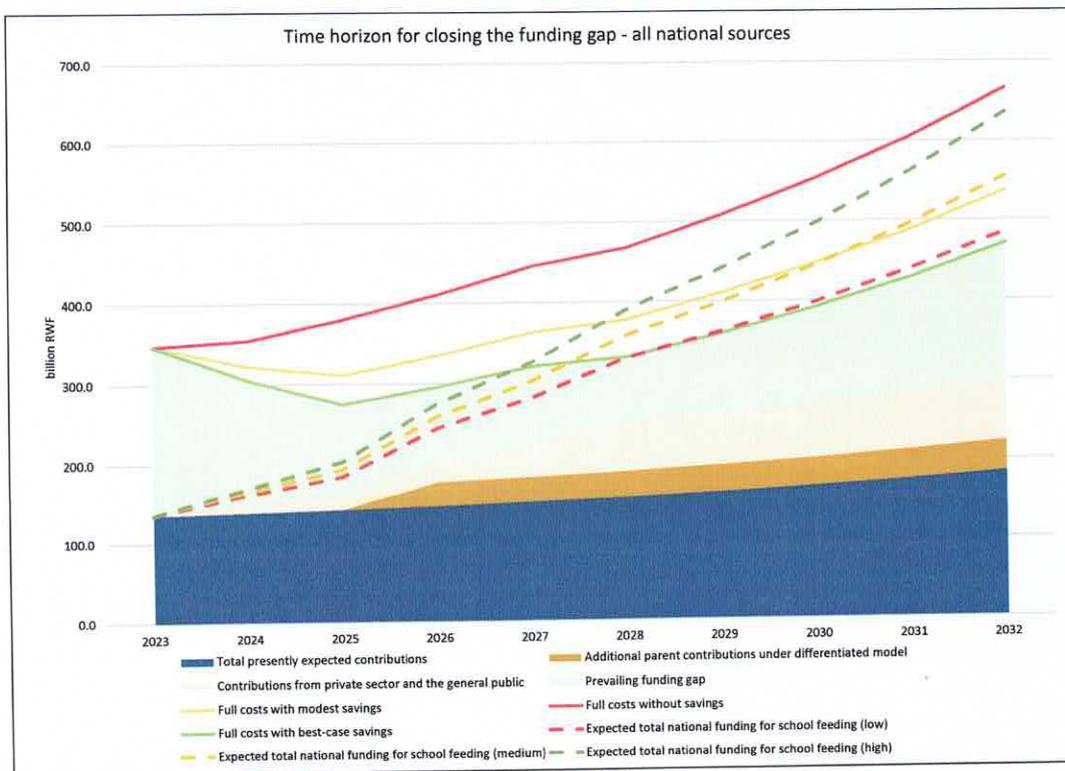


Figure 6: Time horizon for closing the funding gap

3.6. Temporarily required external support

Based on the above considerations, the Financing Strategy developed five scenarios, which combine different combinations of savings, government, and other contributions from national sources. of these, the medium and medium-high scenarios may be the most probable ones under the present government strategies and economic outlook. Under these two scenarios, the cumulative funding gap, that has to be closed through external support would be US\$ 672 million over 8 years or US\$ 588 million over 7 years – corresponding to an average annual required support of US\$ 84 million over 7 or 8 years.

The need for external support can be reduced (amounts or duration) if higher than modest savings are achieved – which should therefore be a priority.

3.7. Priorities

The Financing Strategy identifies the following priorities – which are fully endorsed by the present National School Feeding Strategy:

- Promoting significant efficiency gains
- Establishing a National School Feeding Fund
- Mobilizing temporary external support
- Increasing national contributions
- Inscribing measures into NSF Strategy and Operational Guidelines
- Monitoring and reviewing progress, and adapting

Annex 1: Summary of the NSFP Governance Structure as described in the Operational Guidelines

Overview of the governance structure of the programme

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

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

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

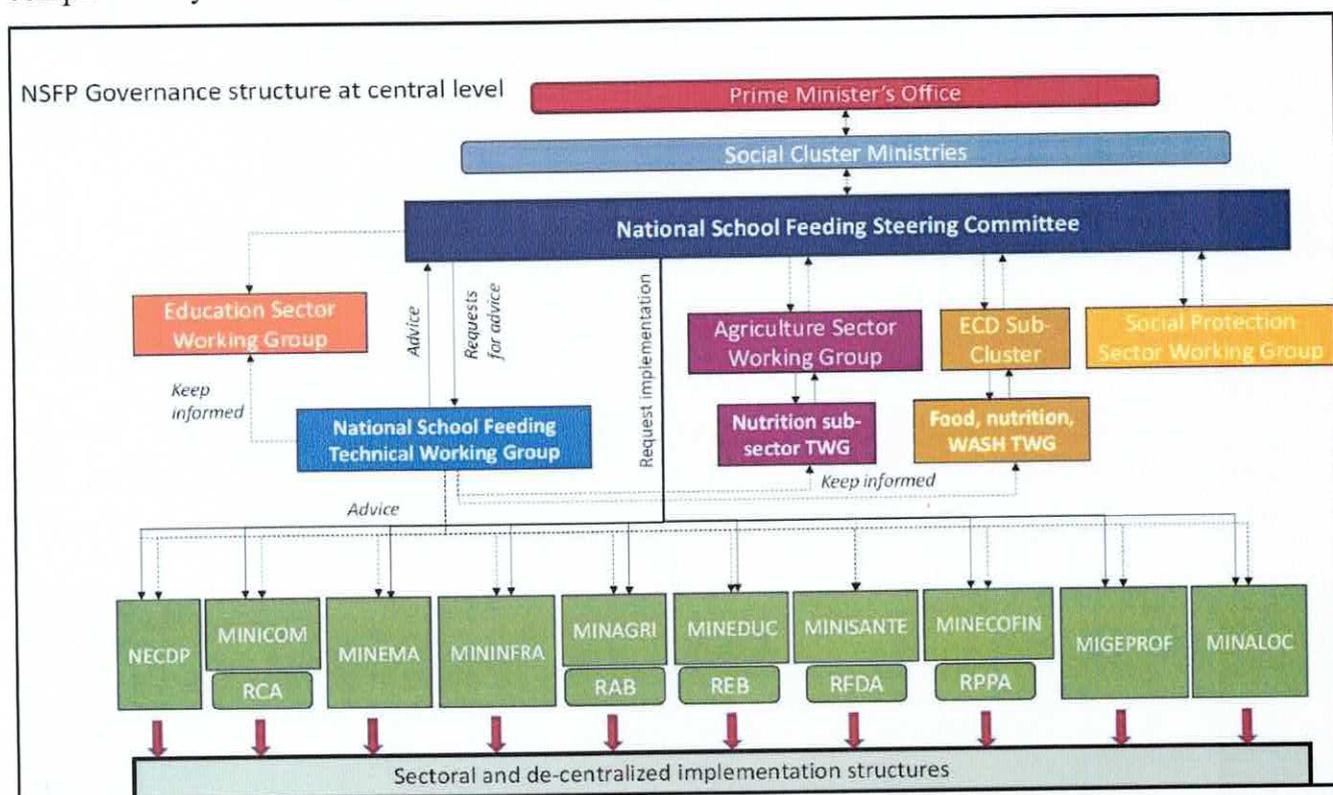


Figure 7: Overall governance structure of the NSFP

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

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

The Operational Guidelines provided detailed descriptions of the composition and the tasks of respectively the National School Feeding Steering Committee and the School Feeding Technical Working Group.

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:

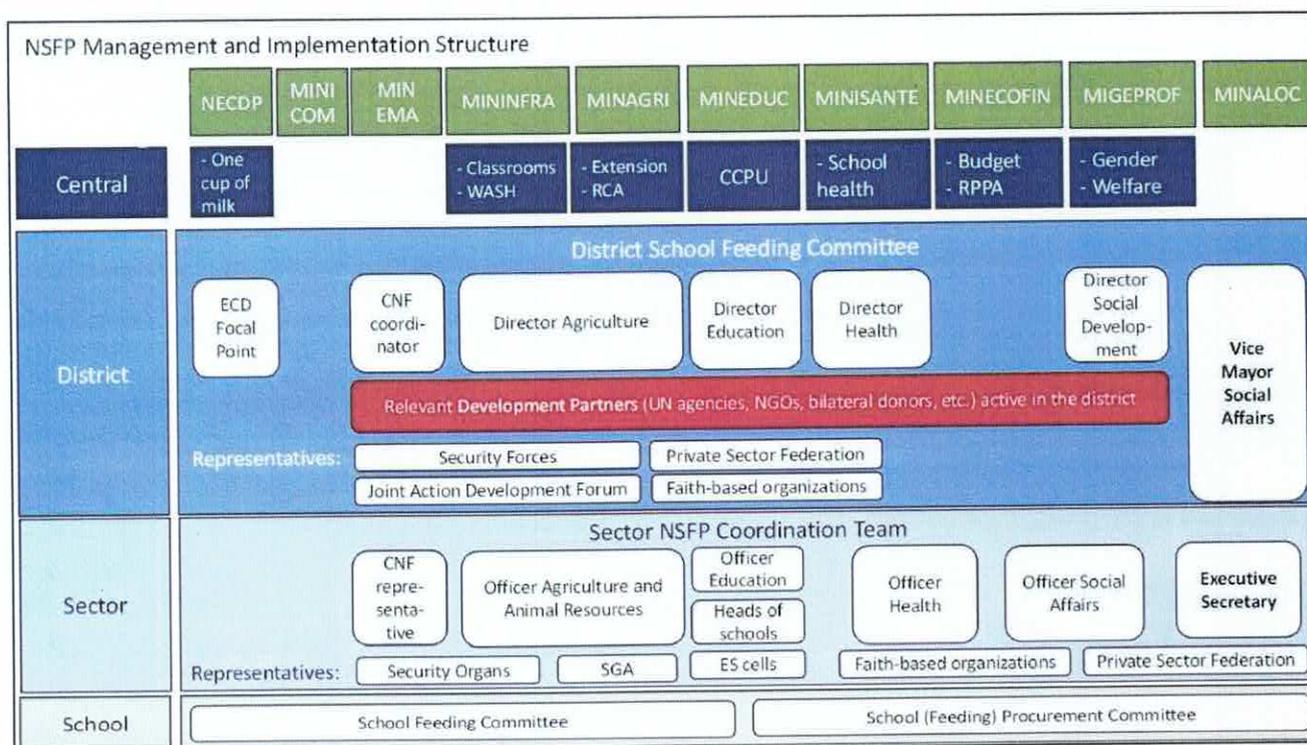


Figure 8: Overview of NSFP implementation actors

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

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

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

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

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

The DSFC will be responsible to

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

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

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

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

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

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

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

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

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

Implementing actors and their respective tasks

Finally, the Operational Guidelines also specify the tasks of implementing actors at central, province, district, sector and school level.

At central level, specific tasks are described for the Ministries of Education, Finance and Economic planning, Health, Gender and Promotion of Women, Agriculture, Local Governments, Infrastructure, Trade and Industry, and Environment, as well as for the National Early Childhood Development Programme (NECDP), the Workforce Development Authority (WSA), the Local Decentralized Entities Development Agency (LODA) and the Rwanda Biomedical Centre (RBC).

Annex 2: Strategy to promote clean cooking under the National School Feeding Programme

Background

The National School Feeding Programme will cover 4 million students in pre-primary, primary and secondary schools as of 2023, with numbers expected to increase to almost 6 million students by 2032. If all 5,300 schools covered by the programme exclusively use firewood to prepare meals, the programme will consume more than 26,000 tons of firewood per month or more than 310,000 tons per year – at a cost of about 8.6 billion RWF in 2023. It is crucial to change the way school meals are prepared for several reasons:

- To reduce the emission of CO₂ into the atmosphere
- To reduce indoor and outdoor pollution from smoke
- To reduce the impact on Rwanda's forest cover and knock-on effects for biodiversity, soil erosion, etc.
- To reduce the costs of school feeding by saving fuel costs, or by generating carbon credits

Vision: By 2032, clean cooking is practiced in all schools covered by the National School Feeding Programme

Targets: By 2032, firewood and charcoal are not used anymore under the NSFP.

By 2032, CO₂-emissions from cooking under the NSFP are reduced by at least 50 percent.

The strategy falls into three phases, which are briefly described below.

Phase 1: Quick wins and piloting innovative approaches (Year 1 – 3)

This phase will focus on three main interventions:

- Installing fuel-efficient stoves;
- Energy-efficient cooking techniques; and
- Piloting several innovative approaches to school meals cooking

Fuel-efficient stoves

So-called *muvelo* stoves can save up 25-40 percent of firewood, and – as they are equipped with smoke exhaust pipes - reduce in-door air pollution significantly. The NSFP is already equipping all covered schools with such stoves, and aims to finalize this first step in 2024.

Energy-efficient cooking techniques

An action-research² conducted by the World Food Programme in cooperation with MINEDUC found that there are several ways of decreasing the amount of fuel required to prepare meals, including adjusted menus, and cooking techniques. The most promising of these techniques (e.g. the pre-soaking of beans, use of pre-cooked beans, using lids) will be introduced to cooks and School Feeding Committees through training, demonstration and guidance. In addition, the programme will support the procurement with respect to pre-cooked beans (e.g. finding relevant processors/suppliers, developing specifications, negotiating supply contracts, etc).

The fuel consumption as well as the combined costs for fuel and food items will be closely monitored so that the per capita emissions and cost per capita can be clearly established for different practices.

Piloting several innovative approaches to school meals cooking

Many different actors are presently interested and active in the field of fuel-efficiency and reduction of CO₂-emissions, as well as reducing the negative impact on forest cover. However, most actors only know of a few others, and presently, none has a full overview. This risks inefficiencies due to duplications, but in particular that important opportunities of synergies and of mutual learning are missed. There is no time for this.

For this reason, the Government (ideally co-led by the Ministries of Environment, Infrastructure and Education) will call for a working group on this specific topic, where all interested, active and knowledgeable actors (international and national NGOs, UN agencies, development partners, etc.) can come together, and exchange their experience. As a first step, this group will map out

- Which technologies and approaches are already being piloted by whom, at which scale, in which areas?
- Which experience has been made so far with these pilots?
- Which studies and other documentation are already available?

On this basis, a number of studies and pilots will be developed, the implementation of which can be shared by all the actors under a joint work plan. Criteria that will be used to identify the most promising approaches to be piloted include the following:

- Ease of use of the alternative technology or practice
- Cost (both fixed and running)

² A study of fuel-efficient school menus and cooking practices for cost savings in Rwanda's school feeding programme; Centre for Sustainable Transitions: Energy, Environment and Resilience (STEER), Loughborough University, 2022

- Efficiency in terms of fuel (how much of the energy consumed is actually used to heat food or water?) and time (how much work-time does it take cooks to prepare the required meals using each technique)
- Emissions of CO and CO₂
- In-door and outdoor air pollution
- Safety – risks of accidents, exposure of cooks to CO or to heat, etc. – and what is required to reduce/exclude these (standards, enforcement, training, etc.)?
- Availability of the technology (at adequate standards) in-country and on foreign markets
- Can equipment with adequate standards be manufactured in-country? (with respect to long-term costs and the creation of local jobs)
- How can regular / institutionalized servicing and maintenance be assured?
- Which new knowledge, attitudes and skills would cooks and others have to acquire? How difficult would it be for people to change acquired behaviour or traditions?

The working group may come up with additional criteria for the selection of pilots – for schools in different setting, the answers to the selection questions may be different, meaning that for different schools (urban/rural, large/small, western/eastern, etc.) different technologies or approaches may be the most promising ones.

The number of schools for each pilot should be sufficiently limited to contain costs and efforts, and sufficient large to provide experience that can be generalized with a certain level of confidence. Based on this work, the costs of the pilots can be determined, and required funds be secured.

Such funds could come from different sources, including the following:

- (1) MINEDUC from the budget for school infrastructure, with technical support from MININFRA
- (2) Actors that are in the process of developing and implementing pilots anyway
- (3) Ministry of Environment through funds from the global Green Climate Fund (the entire or part of this strategy could be made subject to an application to this fund)
- (4) Private sector actors in Rwanda who could be interested in channelling their Corporate Social Responsibility funds towards the environment, education – or to demonstrate their contribution to reduce CO₂ emissions.

Once the working group has agreed on a set of technologies and approaches to be piloted, MINEDUC in conjunction with the two other ministries and relevant partners (those who would implement the pilots) will select a number of schools where each of the pilots can be implemented.

Once schools are selected, the programme and its partners will make investments in pilot schools and closely monitor implementation, as well as the development of emissions and costs.

Preliminarily, the following three technologies could be envisaged for piloting – these are briefly introduced below:

- using pressure cookers
- replacing firewood with LPG
- replacing firewood with solar energy

Using pressure cookers

The use of pressure cookers is a well-known technology to reduce cooking time. The programme will purchase and install pressure cookers in selected schools, train cooks in their use and ensure other risk reduction measures, and monitor the quality of meals, the use of firewood, as well as the development of per capita emissions and costs per meal.

Replacing firewood with LPG

Liquefied Petroleum Gas (LPG) is a fossil fuel that still emits CO₂, however, much less than other fossil fuels. By contrast, it hardly emits smoke. The above-mentioned study found that the use of LPG could improve in-door air quality, and reduced emissions, air pollution and per capita costs. However, the study also identified several challenges that the upscaling of LPG would have to overcome, including fluctuating market prices, limited storage capacity, enforcement of standards for LPG stoves, pipes and valves, poor infrastructure in rural areas, and a burdensome authorisation and licensing process required off the LPG providers.

During this pilot, selected schools will be equipped with LPG stoves (ideally retrofitted *muvelo*-stoves, if that is feasible), and some also with pressure cookers – and cooks will be trained in the use of both. The pilot will monitor the nutritional value of meals and any implementation and supply issues; the development of emissions as well as fixed and running costs. LPG may immediately be more feasible in urban areas, but the pilot will also include several schools in rural areas to establish and quantify differences with respect to supply and costs.

Replacing firewood with solar power or solar water heaters

Under this pilot, a few schools would be selected to establish an adequate amount of solar panels, as well as compatible electrical stoves / pressure cookers. The pilot would explore two main options, i.e. (a) the programme, potentially with financing from a private sector financing partner, installing and maintaining the panels, without having to pay electricity for cooking; and (b) entering into a partnership with a private technical partner who would install and maintain the panels, cover some payment for electricity, and possibly access carbon credits.

The pilot would monitor the implementation experience as well as the development of costs under both options to enable a comparison of their respective strengths and weaknesses.

Phase 2: The national switch (Year 4 – 6)

This phase will set the national switch to clean cooking in motion. By the end of this phase, 30 percent of all schools covered by the NSFP should have fully switched and practice clean cooking.

The phase will start with a comparative evaluation of the approaches piloted in phase 1 (unless this could already be done towards the end of phase 1). On the basis of this review, decisions will be taken which pilots will be retained for the national way forward – potentially differentiated for different areas (urban/rural) or otherwise.

Based on the review and the decisions taken, a detailed plan for the phasing in of the switch to clean cooking will be developed:

- Which criteria should determine the selection of schools for 1st wave of the switch to clean cooking (about 10% of schools covered by the NSFP)?
- Which kind of schools (level, urban/rural) in which districts will be selected for the next 2-3 waves of scale-up?
- What will the switch cost, and how will the resources be mobilized? (this step will refer to the financial strategy, but also to discussions with potential private sector funders, international funds, carbon credits, etc.)
- Who will make the selection?
- How will the switch in the selected schools be implemented (Tendering for equipment and services, training of cooks and other staff, etc.)
- Detailed time plan for the 1st wave – ideally, the switch should be completed in the schools selected for the first wave by the beginning of the school year in September.

The experience under the 1st wave schools will be closely monitored. After every term, the NSFP steering committee will review the analysed information on this experience, and – if required – decide on how to amend the initial model, or which additional support is required to help the switch succeed.

After the third term of implementation in 1st wave schools, the experience made will be fully reviewed. Already during 1st wave implementation, some preparations for wave 2 (about 20% of covered schools) can be made. Based on the information, analysis and decisions of the review of the 1st wave, the detailed plan for the 2nd wave can then be prepared.

As the number of schools during the 2nd wave is double that of the 1st wave, the switch in 2nd wave schools will be introduced gradually, e.g. one third of schools at the beginning of each school term.

Termly meetings of the steering committee will continue, always informed by analytic reports on the progress made, achievements observed (costs, emissions), as well as challenges met, and proposals to address them.

During the last year of this phase, experience will be summarized, and the national model for clean cooking will be fully described in all details, including potential options or alternatives for several settings. In addition, a detailed expansion plan for the last phase will be developed, so that all the remaining schools as well as all implementers know for when their switch to the national model is foreseen. This will help prepare as well as mobilize resources, organize procurement processes, and ensure a smooth implementation.

Phase 3: Complete the move to clean cooking (Year 7 – 10)

During phase 3, the expansion plan will be implemented, gradually switching the remaining 70 percent of schools to clean cooking. The documentation, analysis and reporting of the switch will continue.

Annex 3: Guidance on Community Engagement

The National School Feeding Programme ensures that all students in all public or government-supported pre-primary, primary and secondary schools receive a hot, nutritious meal on every day of school. The provision of school meals, sourced as far as possible from local producers and processors, is expected to lead to significant benefits for these students and their families, but also for farmers and local economies. While the programme does mean a considerable cost item on the national budget, these benefits are expected to far outstrip such costs.

The programme foresees a cost-sharing arrangement between the Government and parents: for students in pre-primary and primary schools, parents are expected to contribute 15 RWF per student per meal. In secondary schools, the Government provides 56 RWF, and parents cover the remainder of the programme costs. Beyond this parental contribution, the National Comprehensive School Feeding Policy of 2019 foresees that communities provide some in-kind support to the programme, without specifying such support in more detail. The present guidance establishes some principles for the engagement of the programme with communities, and provides a number of examples of how communities can support the programme.

Principles for community engagement

Support is crucial, but voluntary: In all communication with communities, it must be clear that community support is not a precondition for the programme to provide meals to children in school. Instead, all communication must aim to convince communities that the more they can support the programme, the more can their children, their households, their farmers, and their local economies benefit from it.

Understanding is key: For communities to become convinced that their support is not only helpful, but also will enhance the benefits of the programme, they must fully understand what the programme wants to achieve, and how it wants to do that.

Be clear on benefits: The school meals programme will benefit children, households, farmers and local economies.

Students will receive a hot, healthy and nutritious meal every day. This will help them to concentrate and learn better, to progress better through grades, and to transition to higher level of education. Students will also become better nourished, and be less sick from

nutrition-related diseases. In the longer term, they will know and like diverse and nutritious food, made of local ingredients.

Households will be relieved from the need to provide lunch for their children. This is both a big economic saving, it also reduces the pressure to interrupt other work in order to prepare lunch. When children are less sick, this also relieves households from expenses, worry and care.

Farmers will be able to sell increasing quantities of quality food to the school meals programme – ideally through farmer organisation and cooperatives, or via relevant processors. The stable market of the school feeding programme will both justify and enable increased investments into increased and improved food production. Longer-term supply contracts can help access more affordable credits for such investments.

Local economies will benefit from the significant injection of funds through the school meals programmes. These funds, mainly used to buy food as locally as possible, will create further jobs and promote local economic development.

Concrete examples:

It is important for communities that they have concrete examples or requests for support to the programme. Some such examples are provided below.

Feasible requests:

For community engagement to be successful, it is important that communities are not requested to provide something that goes beyond their financial or technical capacity. This means that the burden on time or household economies has to be modest and well-distributed; and that technical advice and guidance must be provided so that community-labour can produce adequate results.

Frequent and constructive communication: The programme should communicate frequently with communities, and not only to request more support. Ideally, such communication should give something to the communities in the first place, so they get a first-hand experience of the benefits of school feeding. Such communication can include subjects such as nutrition

and health, healthy cooking, energy saving, climate-smart and nutritious crops, etc.

Involvement in design and implementation: Not least, communities are more susceptible to support the programme if they have some influence on what it does and how it is carried out. To enhance community involvement in the programme, they need to know about the importance of and the influence they will gain by participating in the school meals committee. In addition, it is crucial to ensure that the community members in these committees are well-trained, and have an actual say on all matters discussed.

Examples for possible community involvement and support

Participation in the School Meals Committee: here, community representatives ensure that the school meals programme is carried out as foreseen; that all school feeding funds are used as intended; and that correct information on programme implementation is collected and provided to sector or district officers.

Cooking: In many countries, communities take charge of the responsibility of preparing school meals. If communities are ready to consider this, it should ideally be done in a way where all families contribute a modest amount of money, from which a limited number of cooks can be paid. This will increase the possibility to train and professionalize cooks, and to create decent jobs. By contrast, ensuring meals preparation by rotating ‘volunteers’ risks that the burden of cooking is carried by a few community members, and adds to the burden of already overworked women.

School gardens will serve to help students acquire agricultural skills, and to test potentially new – or underused traditional – crops. As a by-product, harvested food can complement and further diversify school meals. Communities can help by clearing land, preparing soil and planting, and altogether cultivating the gardens.

School feeding infrastructure: Food storage and kitchens are being provided. But these need to be maintained and repaired, so they can last for a long time. Other examples could be simple irrigation schemes for school gardens, rainwater collection and storage for school gardens or ablutions, or the maintenance of WASH infrastructure, including improved latrines – or making existing latrines accessible also for handicapped children, e.g. by building ramps, etc.. Communities can be instrumental in such maintenance work – and those who work on such schemes, can acquire new skills from the technical guidance that will be provided.

Protection: Depending on the local situation, it may be necessary to protect / guard food stores. If this is not part of the general guarding of school premises, it could be something that communities could support.

Food fairs have already been organised in some districts, e.g. Gakenke, where community members provide some additional food to complement meals. This would mainly aim to demonstrate ownership and support to the programme, and to complement the food items bought, e.g. to enhance diversity, add taste, etc. It should less aim at mobilizing the resources to ensure sufficient food.

Food production and sale to schools: The programme aims to buy the diverse, nutritious and quality food required from local farmers. Communities and farmers can support this by (a) aligning some of their production (crops and quantities) to the food required by the programme; and (b) by participating in food supply tendering processes. It is foreseen that district offices should support farmers / farmer organisations in doing so.

Monitoring: The programme aims to promote a wide range of benefits – see above. Communities can help collect and report information on the indicators that the programme will propose. As a minimum, communities should participate in meetings or surveys where programme monitors or evaluators try to explore to which extent the programme has been implemented as foreseen, and how far it has achieved its intended outcomes.

Feedback mechanism: Not least, the programme intends to establish a Community Feedback Mechanism, through which any community member would be able to ask any question, voice any concern, or provide any other feedback through a free, central hotline. Such a mechanism can enable communities to help safeguard the quality, reliability and integrity of the programme. At the same time, the general knowledge that any community member has easy access to such a mechanism can have a strong preventive effect by deterring potential wrongdoers, who would face much higher chances of being detected. For this reason, it will be important that communities fully appropriate, understand – and use! – such a mechanism. Information and training will be provided as soon as the mechanism is available.

Annex 4: Guidance on Communication

The National School Feeding Programme ensures that all students in all public or government-supported pre-primary, primary and secondary schools receive a hot, nutritious meal on every day of school. The provision of school meals, sourced as far as possible from local producers and processors, is expected to lead to significant benefits for these students and their families, but also for farmers and local economies. While the programme does mean a considerable cost item on the national budget, these benefits are expected to far outstrip such costs. However, the programme needs the support from many different actors at many different levels, who all have to fully understand what the programme wants to achieve, how it is expected to be carried out, what each player has to do – and not least, how resources are used, and what the programme is in fact achieving.

For this reason, good communication with respect to the programme is crucial. Good communication ensures not only that important, accurate and timely information is conveyed, but also that it is understood, and that it helps different actors or target audiences to act in support of the programme.

To achieve this, any actors who wants to communicate with another one must be clear about a number of important elements:

- Who do I want to communicate with?
- Why is this important – which action or reaction is required from the target audience?
- How is the target audience best convinced / enabled to take the desired action?
- Which information has to be communicated?
- What is the source of this information?
- Which communication / information channels are best to reach the intended audience (normally used, trusted, feasible to convey the information)
- How often does the programme have to communicate with the intended audience
- Who is responsible to implement communication?
- Which communication partners can support this communication?

The following table attempts to summarize the most important aspects of communication around the NSFP:

Target audience	Why	What is needed to convince / enable	Which information	Source of information	Communication channels	Frequency	Responsible	Partners
High-level decision-makers	Secure high-level support, not least budget	Concise, precise and accurate information	Information on progress (coverage, outputs and outcomes)	Monitoring and financial reports	<ul style="list-style-type: none"> ▪ Presentations ▪ Short briefs, always customized ▪ Partner meetings ▪ Cabinet meeting? 	1 – 2 per year	MINEDUC central NSFP team	MINECOFIN NSFSC
Technical staff at Ministerial level	Secure understanding, ownership and support / participation	More detailed information on progress	Benefits for Districts / clientele of Ministry or districts Costs Challenges	Monitoring and financial reports Performance reports	<ul style="list-style-type: none"> ▪ Presentations and summary reports ▪ Sector planning meetings ▪ Joint steering group meetings 	1 – 2 per year	MINEDUC central NSFP team	MINECOFIN, MINAGRI, MINISANTE, MINALOC, MINICOM
District Level	Secure understanding, ownership and support / participation	More detailed information on progress	Support schools on monitoring and procurement	Operational Guidelines; monitoring reports; other district reports	<ul style="list-style-type: none"> ▪ Emails from central office ▪ Regular newsletter ▪ Joint website for NSFP ▪ Instructions from MINEDUC/MINAL OC 	At least 1 per term or 1 per month Continuous platform	MINEDUC NSFP team	MoF, MoA, MoH, MINALOC

Target audience	Why	What is needed to convince / enable	Which information	Source of information	Communication channels	Frequency	Responsible	Partners
Farmer associations / cooperative processors or wholesalers of relevant food	Participate in tenders and food supply Invest in production, quality, efficiency	Upfront info on NSFP market opportunities Support in tender processes	Quantities of food items required, tentative prices, info on processes and requirements	Operational Guidelines; Food basket updates Procurement plans	<ul style="list-style-type: none"> Regular newsletters for farmers, processors, potential food supplier Website Sensitization visits 	At least 1 per term or 1 per month. Continuous platform	NSFP team District	MINAGRI District
School Level	Understand and adhere to / enforce rules and standards	Clear and easy to access and understand guide on all rules and standards	Food baskets, Procurement, Accounting, Storekeeping, Cooking, Monitoring and reporting	Operational Guidelines in latest form (procurement, food basket)	<ul style="list-style-type: none"> Simple guides – booklet, single issue 1-pager, posters Simple forms Electronic / online tools (SDMS) Group training On site explanations and support 	At least 1 per term or 1 per month. Continuous platform	NSFP team MINEDUC monitoring team District	MINISANTE MINAGRI
SFCs	Carry out all	Clear / easy to	Tasks of	Operational	<ul style="list-style-type: none"> Simple guides – 	Training	NSFP team	

Target audience	Why	What is needed to convince / enable	Which information	Source of information	Communication channels	Frequency	Responsible	Partners
/STCs	committee tasks; adhere to / enforce rules and standards	access, understand and follow guide on all tasks, rules and standards	committees How to work Which rules / standards to enforce	guidelines	booklet, single issue 1-pager, posters <ul style="list-style-type: none"> ▪ Simple forms ▪ Group / on-site training ▪ On site explanations and support 	1 per year; visits 1 per term (District inspection)	District	
Cooks	Respect rules for food safety, quantity and quality; Prepare nutritious meals; Clean cooking	Clear / easy to access, understand and follow guide on all rules and standards Physical environment and tools	Food quantities Food safety Safe water Hygiene Nutrition – how to maintain nutrition value Energy saving Portion sizes	Operational guidelines – once they also incorporate clean cooking and energy saving Updated food basket	<ul style="list-style-type: none"> ▪ Simple booklet, single issue 1-pager, posters ▪ Simple forms ▪ Group / on-site training ▪ On site explanations and support (District) ▪ Electronic guides ▪ Cooking/ scooping utensils 	At least 1 per year Visits at least once per term Continuous electronic platforms	NSFP team District	MINISANTE MINEDUC, MIGEPROF / NCDA

Target audience	Why	What is needed to convince / enable	Which information	Source of information	Communication channels	Frequency	Responsible	Partners
Communities	Understand programme objectives, what it should provide, how it should function, how communities can support	Clear and easy explanations; Good and easy-to-follow examples of what communities can do to help	Programme objectives; how can students, households, farmers, and communities benefit? What can all these do to help?	Operational guidelines NSF-strategy with brief guide on community engagement	<ul style="list-style-type: none"> ▪ Sensitization sessions (Umuganda, Radio talk shows, inteko z'abatwari, umugoroba w'ababyeyi, drama plays ▪ Pictures of examples ▪ Visits to or from other communities 	At least 1 per year Combine with District inspection visits; or with MINISANTENTE deworming campaigns	NSFP team District	MINISANTE, MINAGRIL, MINALOC
General public	Support programme	Understand programme objectives and achievements Accountability Easy -to-use	Clear evidence of benefits / improvement s; Full	Policy / NSF Strategy / Operational Guidelines Monitoring reports	<ul style="list-style-type: none"> ▪ Media reports ▪ Coverage of events, conferences ▪ TV or radio spots ▪ TV or radio discussions 	Whenever relevant event; TV/radio discussions	NSFP team	Media PR-experts Crowd-funding experts

Target audience	Why	What is needed to convince / enable	Which information	Source of information	Communication channels	Frequency	Responsible	Partners
		fundraising platforms	accountability	Accounts	<ul style="list-style-type: none"> ▪ Posters for platforms ▪ Social media 			
Private sector	Support the programme financially and technically	Understand programme objectives and achievements Full accountability Easy-to-implement partnerships Visibility	Programme objectives and achievements Full accountability Opportunities for technical support	Policy / NSF Strategy / Operational Guidelines Monitoring reports NSFF statutes Accounts Standard framework for partnership	<ul style="list-style-type: none"> ▪ Events e.g. organized by Private Sector Federation ▪ Bilateral meetings ▪ Annual performance reports ▪ Summary reports / briefs 	PSF events 1 per year Meetings ad hoc Reports and briefs at least 1 per year	NSFP team	MINECOFIN

Annex 5: Results Framework for the Implementation of the National School Feeding Strategy

Activity	Lead	Support	Baseline 2023	Target	By end of
Short term					
Review, validate and approve NSF Strategy	MINEDUC	SF-TWIG	Strategy drafted	Strategy approved	2023
Review, validate and approve Financing Strategy	MINECOFIN		Strategy drafted	Strategy approved	2023
Invigorate the National School Feeding Steering Committee as described by the Operational Guidelines	MINEDUC	All sectors	Committee not established	Committee established	2024
Review and prioritize available school meal planning tools	MINEDUC	WFP	Tools available	Tool selected	2024
Develop capacity at national and district level to support menu planning	MINEDUC	WFP	Tools unknown by relevant actors	Relevant actors know and use selected tool	2024
Develop concrete concept, mobilize funds, and start implementing the strategy towards clean cooking	MINEDUC	MININFRA, partners	Strategy drafted	Concrete action decided and funded	2024
Review capacity of relevant actors to produce and supply required quantities and quality of food items at affordable prices	MINAGRI	SF-team at MINEDUC, partners	Statistics available, no concrete assessment	Concrete assessments carried out in each district	2024
Implement collective contract negotiations for the supply of dry food by the district and fresh foods by the school	Districts + schools	MINEDUC, WFP	New procurement module decided	All districts procure dry food	2024
Explore the possibility to establish a National School Feeding Fund with alternative funding mechanisms such as	MINECOFIN	SMC / SFI	First outline of fund available	Fund established – or dropped	2024

crowd funding							
Organize joint discussions with relevant external partners on support to school feeding / the NSFF	MINECOFIN, MINAFFET	MINEDUC	Unaligned support	Aligned support to the NSFP			2024
Explore opportunities for public-private partnerships in support of school feeding for financial, and technical support	MINECOFIN, MINEDUC	Private Sector Federation	No PPPs established	2-3 PPPs established			2024
Update the Operational Guidelines	MINEDUC	WFP	Operational Guidelines of 2021	Guidelines aligned to updated strategy			2024
Develop materials and roll-out training of cooks with respect to nutritional standards, food safety and quality, and fuel efficiency	SF-team at MINEDUC	WFP	Training material oriented at WFP	Training material reflects NSFP provisions Training implemented in each District			2024
Review experience from the implementation of the school feeding management framework	MINEDUC	All sectors	No experience yet	Lessons learned, recommendations for adjustments agreed on			2024
Explore the possibility of a tax waiver for food purchased for school meals, and develop its implementation mechanism	MINECOFIN	MINEDUC	No tax waiver yet	Tax waiver approved, or dropped			2024
Advocate for the establishment of posts for dedicated school feeding officer at districts	MINEDUC, MINECOFIN	NSF Steering Committee	No posts yet	Posts for dedicated SF office in all Districts			2024

Advocate for the establishment a post of accountant at each primary school	MINEDUC, MINECOFIN	NSF Steering Committee	No posts yet	Posts for accountants at all primary schools	2024
Prepare a detailed monitoring plan and reporting schedule	MINEDUC	WFP	Incomplete monitoring plan	Comprehensive monitoring plan and reporting schedule	2024
Review / develop adequate monitoring systems and tools	MINEDUC	WFP	SDMS does not yet fully support NSFP	SDMS fully supports all aspects of NSFP	2024
Develop a concrete communication plan using the guidance provided by this strategy	MINEDUC	WFP, UNICEF	No communication plan yet	Concrete communication plan approved	2024
Update School Data Management System (SDMS) to include procurement features / module	MINEDUC		SDMS does not yet include food procurement	SDMS includes food procurement	2024
2025					
Roll out reviewed / revised monitoring and reporting tools	MINEDUC	WFP	Actors still use outdated tools	Actors know and use updated tools	2025
Develop criteria and processes for decisions on food modalities / deviations from the basic NSFP modality of providing hot meals.	MINEDUC	NSF Steering Committee	Criteria and processes not defined	Criteria and processes determined and disseminated	2025
Establish principles for cooks' payment and integrate into updated Operational Guidelines	MINEDUC	Districts, MINECOFIN	No principles yet	Principles established and disseminated	2025

Develop an investment strategy for the NSFP with a specific view to reducing fuel consumption and switching to renewable energy.	MINEDUC	MININFRA	No investment strategy yet	Investment strategy approved	2025
Train relevant actors, and implement the community engagement and communication strategies	MINEDUC	Districts, WFP	Actors not trained	Actors in each District trained on topics	2025
Develop standing capacity support structures (online support tools, sms- or What's App group, peer support, etc.)	MINEDUC	WFP	No standing capacity support	Standing capacity support is functioning	2025
Promote the integration of school health and nutrition into district performance contracts and monitoring	MINALOC	Districts, MINEDUC	Sporadic integration of NSFP	Systematic integration of NSFP into District performance contracts and monitoring	2025
2026 - 2027					
Implement prioritized investments	MINEDUC	MINECOFIN, MININFRA	Investments in kitchens and storage	Investments for all other NSFP aspects, including WASH, are implemented	2026
Carry out a survey to explore the readiness and willingness of different wealth groups among parents to contribute to the programme	MINEDUC	Districts, WFP	Proxy indication of readiness	Clear and quantified indication of readiness	2026
Review the progress and first results of implementing the NSF strategy and the Financing Strategy	MINEDUC	NSF Steering Committee	Both strategies are drafted	Lessons from 3 years of strategy implementation	2027

<p>Draw lessons from survey and review, and decide on programme amendments – to be reflected in updated Operational Guidelines</p>	<p>MINEDUC</p>	<p>NSF Steering Committee</p>	<p>Operational Guidelines of 2021</p>	<p>Operational Guidelines of 2024 updated</p>	<p>2026</p>
<p>Advocate for school feeding infrastructure development such as dining hall, clean cooking energy etc</p>	<p>MINEDUC</p>	<p>MININFRA, MINECOFIN</p>	<p>Investments in kitchens / storage</p>	<p>Investments for all NSFP aspects implemented</p>	<p>2026</p>

Annex 6: National School Feeding Programme Results framework

Aspect	Indicator	Source of information	Target 2026/2027	Target 2031/2032
School Feeding Environment	Kitchens	Number and proportion of NSFP schools		
		<ul style="list-style-type: none"> ▪ That have a kitchen of adequate size and lay-out (see OG) ▪ With well-maintained, clean kitchen 	EMIS	
	Storerooms	Number and proportion of NSFP schools		
		<ul style="list-style-type: none"> ▪ That have a storeroom of adequate size and lay-out (see OG) ▪ With well-maintained, clean storeroom 	EMIS	
	Stoves	Number and proportion of NSFP schools		
		<ul style="list-style-type: none"> ▪ With fuel-efficient <i>mivelo</i> stoves ▪ With stoves using LPG ▪ With stoves using electricity ▪ With stoves using pressure cookers 	Inspection reports	
			SDMS	
			SDMS	
	Cooks	Number and proportion of NSFP schools		
		<ul style="list-style-type: none"> ▪ where cooks are trained and have access to guidance ▪ Where cooks are paid (by source of funds) 	SDMS	
		Inspection reports		
		Inspection reports		

	Access to safe water	Number and proportion of NSFP schools ▪ that access safe water for all students and activities	SDMS		
Inputs	Source of contribution	Indicator*	Source of information	Target 2026/2027	Target 2031/2032
Contributions from different sources	School feeding subsidy	Amount in RWF and US\$	National accounts		
	Other Government contributions	Amount in RWF and US\$	National accounts		
	Government fundraising mechanisms, disaggregated by,	Total amount in RWF and US\$	National accounts		
	(1) private sector,	Amount in RWF and US\$	National accounts		

				National accounts	
(2) civil society	Amount in RWF and US\$			National accounts	
(3) external partners	Amount in RWF and US\$			SDMS	
Parental contributions	Amount in RWF and US\$			School accounts, SDMS	
Timeliness	Proportion of funds (by source, as relevant) received in time to allow expected activities				

Outputs	Description of products	Indicator*	Source of information	Target 2026/2027	Target 2031/2032
Direct products of programme implementation	Coverage	<ul style="list-style-type: none"> ▪ Number of children that receive school meals ▪ Number and kind of schools that provide school feeding 			
	Food purchased	Amount of food bought by the programme – by food item and by kind of supplier (cooperatives, processors, farmers, wholesalers, formal traders, informal traders)			
	Meals provided	Number of meals provided at pre-primary, primary and secondary level			
		Reliability: Number of children that receive school meals on at least 80% of school days			
		Share of meals that adhere to nutrition standards / established menu (link to SDMS)			
	Deworming	Share of school children that have received at least 2 deworming cures per year			
	Cooks	Number of schools with the adequate number of cooks (2 cooks : 300 students)			
		Share of cooks that have received training on nutrition, clean cooking, hygiene			
	Monitoring	Share of schools that provide all required information through SDMS			
	Districts	Share of districts that include school feeding in their			

	performance contract / district development plan or monitoring framework			
Sectors	Technical sectors (health, education, agriculture, social protection, etc.) that include school feeding in their strategies and plans			
Committees	Share of schools with functioning and correctly composed School Feeding, Tendering and Audit Committees			
	Share of Sectors and Districts with a functioning school feeding committee			
Use of resources	Amount and share of food lost			
	Funds used per cost item (see Financing Strategy)			
	Cost of the programme per child covered			

Outcome level	Outcome	Indicator*	Source of information	Target 2026/2027	Target 2031/2032
Education	Enrolment	Gross enrolment rate at pre-primary, primary and secondary	EMIS		
		Net enrolment rate at pre-primary, primary and secondary	EMIS		
		Drop-out rate at pre-primary, primary and secondary	EMIS		

Outcome level	Outcome	Indicator*	Source of information	Target 2026/2027	Target 2031/2032	
Sector		secondary				
	Attendance	Proportion of children with more than 80% attendance during term and school year	EMIS, SDMS			
	Completion	Proportion of children who complete primary and secondary school	EMIS			
	Transition to secondary level	Proportion of children who continue schooling at secondary level	EMIS			
	Learning achievement	Average grade of national exams	EMIS			
		Learning adjusted years of schooling (impact, every 5 years)	World Bank reports			
	Efficiency of schooling	Repetition rate at primary and secondary	EMIS			
		Average number of years to complete primary school	EMIS			
	Reduced short-term hunger	Ability to concentrate and learn (teacher observation)	Inspection reports			
	Nutrition	Balanced growth	Proportion of school-children by level that are <ul style="list-style-type: none"> ▪ stunted (height for age) 	Routine checks during 'school		

Outcome level	Outcome	Indicator*	Source of information	Target 2026/2027	Target 2031/2032
Sector		<ul style="list-style-type: none"> ▪ wasted (weight for height) ▪ overweight and obese 	health day', other school health interventions		
		Food consumption score	Surveys, if available		
	Reduced micronutrient deficiencies	Proportion of school children that suffer from deficiencies of <ul style="list-style-type: none"> ▪ iron, ▪ iodine, ▪ vitamin A (and potentially other micronutrients if prioritized) 	Routine checks during 'school health day', other school health interventions or during DHS		
	Dietary diversity	Minimum dietary diversity index	Surveys, if available		
	Improved dietary and sanitary skills and habits	Morbidity rate – average days of sickness among school children; or percent change of children treated at health facilities (proxy)			

Outcome level	Outcome	Indicator*	Source of information	Target 2026/2027	Target 2031/2032
Sector	More nutrition-sensitive agriculture	Yields of nutritious food Improved nutrition of farmer households			
	Household food security (indicators are preliminary – to be confirmed/replaced as social registry is developed)	Food security index Coping strategy index Proportion of households that are food insecure	Surveys, if available Surveys, if available Surveys, if available		
Social protection	Reduced need for children's contribution to household income	Percentage of children engaged in some form of child labour	NCDA, ILO		
	Reduced need to marry-off girls	Percent of 18-20-year-old women who were	NCDA, UNICEF		
		<ul style="list-style-type: none"> ▪ less than 18 years old at the time of their first marriage ▪ were less than 15 years old at the time of their first marriage 			
Agriculture	Increased production	Quantities of selected food crops produced by local farmers	NCDA, UNICEF MINAGRI MIS		
	Reduced post-harvest losses	Percent of harvested crops lost, by food item	MINAGRI MIS		

Outcome level	Outcome	Indicator*	Source of information	Target 2026/2027	Target 2031/2032
Sector	Improved farmer livelihoods	Quantities of marketable surpluses of local farmers	Surveys, if available		
		Coping strategy index of local farmers	Surveys, if available		
		Share of local farmers' income spent on food	Surveys, if available		
	Increased participation of women farmers in market	Number of women farmers participating in contracted farmer organisations (as members and in management positions)	MINAGRI MIS		

* All person-based indicators to be disaggregated by gender and level of education (pre-primary, primary, secondary, day and boarding)