



Uganda

SABER Country Report

SCHOOL FEEDING

2014

Policy Goals

1. Policy Frameworks

School feeding is not included in the published PRSP or discussion. A published national policy on school feeding does not exist.

Status

Latent



2. Financial Capacity

School feeding is included in the national planning process, yet there is no national, regional, or local budget line for school feeding. These funds are not disbursed in an effective manner.

Latent



3. Institutional Capacity and Coordination

There is a multisectoral steering committee that includes developers from at least three sectors to coordinate implementation of school feeding. A national level school feeding unit exists, yet it lacks sufficient staff, knowledge, and resources.

Established



4. Design and Implementation

The M&E plan is in place, yet it is not integrated into a wider national monitoring system. National standards on food modalities and the food basket are set, yet there are no national standards on food management, procurement and logistics.

Established



5. Community Roles-Reaching Beyond Schools

A system of regional workshops is in place for consultation with parents and community members on the design, monitoring, and feedback of school feeding.

Emerging



Introduction

This report presents an assessment of school feeding policies and institutions that affect young children in Uganda. The analysis is based on a World Bank tool developed as part of the Systems Approach for Better Education Results (SABER) initiative that aims to systematically assess education systems against evidence-based global standards and good practice to assist countries reform their education systems for proper learning for all.

School feeding policies are a critical component of an effective education system, given that children's health and nutrition impact their school attendance, ability to learn, and overall development. A school feeding program is a specific school-based health service, which can be part of a country's broader school health program, and often a large amount of resources are invested in a school feeding program. SABER-School Feeding collects, analyzes, and disseminates comprehensive information on school feeding policies around the world. The overall objective of the initiative is to help countries design effective policies to improve their education systems, facilitate comparative policy analysis, identify key areas to focus investment, and assist in disseminating good practice.

Country Overview

Uganda is a low-income country in Sub-Saharan Africa with a population of 37.6 million people and a population growth rate of 3.3 percent in 2013.¹ GDP per capita in the country has been rising since 2000 when it was \$883 to \$1,365 in 2013 (constant 2011 international dollar) due to macroeconomic and political stability.² Despite positive economic growth and rising GDP per capita, poverty is widespread and particularly prevalent in rural areas.³ The poverty gap at \$2 a day (PPP) was 27.4 percent in 2009, which is lower than it was in 2006 (36.4 percent).⁴ Uganda's human development index in 2013 ranked it number 161 out of 187 countries, placing it in the low human development category.⁵ Despite the improvement in life expectancy from 48 years in 2000 to 59 years in 2012⁶, the prevalence of undernourishment

has increased from 27 percent of the population in 2000 to 30 percent in 2012.⁷

Education and Health in Uganda

Uganda has significantly expanded access to education since the implementation of the Universal Primary Education (UPE) reform in 1997. The gross primary enrolment ratio dramatically increased from 70 percent in 1996 to 117 percent in 1997.⁸ By 2011, primary enrolment was estimated at 8.1 million children (50 percent girls), resulting in a gross enrolment ratio of 110 percent, the lowest it had been since the passage of the UPE reform in 1997.⁹ Following a similar trend, the expected primary completion rate has been declining. In 2011, the expected primary completion rate was 35 percent, which was lower than the previous year's rate of 48 percent.¹⁰ In general, completion and achievement rates are low. Over 50 percent of primary pupils in grades 3 and 6 performed below the desired minimum average (50 percent) for numeracy and literacy.

Student absenteeism in Uganda is high. One in three children in primary school does not attend school every day (Figures 1 and 2). In island and fishing community districts (Apac, Kalangala), and districts with agricultural estate- or plantation-based livelihoods (Mityana, Kyenjojo), absenteeism may be higher than one out of every two children. Low attendance affects learning and hinders effective use of educational inputs. Teacher absenteeism is estimated at 27 percent. Other problems, some identified by the head teachers, include: poor textbook utilization by both teachers and learners, their limited availability notwithstanding; high number of school drop-outs as reflected in the low completion rates; and low learner attendance. Irregular student attendance has been partly attributed to: lack of mid-day meals at school; low teacher attendance; low societal appreciation of the long-term benefits of schooling and hence low learner support, as manifested in the lack of basic scholastic materials (books and pens/pencils); and late enrollment for school (Figure 2).

¹ World Bank. 2014a.

² Ibid.

³ U.S. Global Health Programs, 2011.

⁴ World Bank. 2014a.

⁵ UNDP, 2013.

⁶ World Bank. 2014a.

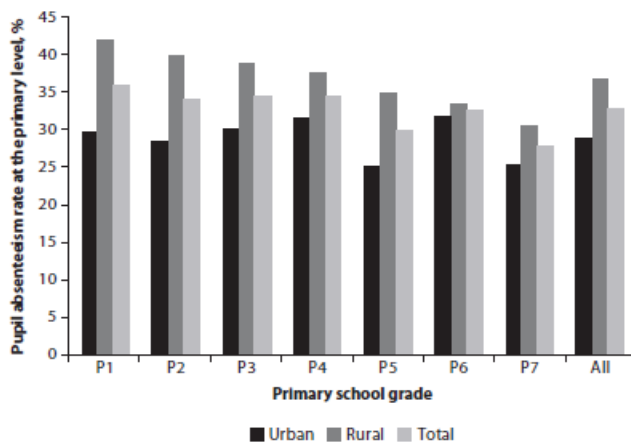
⁷ Ibid.

⁸ World Bank. 2014b.

⁹ Ibid.

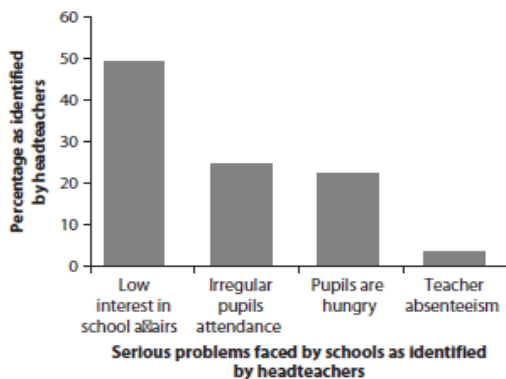
¹⁰ Ibid.

Figure 1: Learner Absenteeism by Grade, UNPS 2009/10



Source: Data from the Uganda Bureau of Statistics and computed by authors in “Improving Learning in Uganda Vol. 1: Community-Led School Feeding Practices” in 2013.¹¹

Figure 2: Most Serious Problems Faced by Schools as Identified by Head Teachers, UNPS 2009/10



Source: Data from the Uganda Bureau of Statistics and computed by authors in “Improving Learning in Uganda Vol. 1: Community-Led School Feeding Practices” in 2013.¹²

The government is thus faced with the dual challenge of maintaining high enrolment levels and ensuring quality service delivery in order to reach both national development goals and the Millennium Development Goals on education. Government and development partners’ efforts are currently focused on improving the provision of key inputs for quality teaching and learning processes, especially with regard to qualified teachers, instructional materials, and curriculum reforms, and

reinforcing school infrastructure developments to support the expansion.

As a share of GDP, public expenditure on education was 3.3 percent in 2012.¹³ In 2012, expenditure on education was 14 percent of total government expenditure.¹⁴ Expenditure on primary education as a percentage of government spending on education was 54 percent while secondary education received 25 percent in 2012.¹⁵

Health

Uganda faces several health challenges. In 2012, approximately 60 percent of deaths were caused by communicable diseases in addition to maternal, prenatal, and nutrition conditions while 27 percent of deaths were caused by non-communicable diseases.¹⁶ Prevalent communicable diseases in Uganda include HIV/AIDS, tuberculosis, malaria, and neglected tropical diseases (NTDs).¹⁷ For example, approximately 7.2 percent of individuals between the ages of 15 and 49 were infected with HIV in 2012.¹⁸ Health problems are exacerbated by inadequate access to clean water and sanitation facilities. Approximately 34 percent of people in Uganda use improved sanitation facilities with no major differences between urban and rural areas.¹⁹ The difference in living conditions for rural and urban residents becomes apparent when comparing these two populations’ access to an improved water source. Roughly 95 percent of the urban population had access to an improved water source in 2012 when only 75 percent of the rural population had access.²⁰

Maternal and child health conditions account for a large proportion of Uganda’s health burden although morbidity and mortality rates for these groups have been declining.²¹ The fertility rate has decreased over time from an average of 6.9 children per woman in 2000 to 6 children per woman in 2012.²² The infant mortality rate significantly decreased from 89 percent in 2000 to 45 percent in 2012.²³ Deaths were caused by pneumonia, asphyxia, prematurity, congenital abnormalities, and other health conditions.²⁴ In addition, malnutrition decreased from 45 percent in 2000 to 34 percent in 2012

¹¹ Najjumba, I.M., Bunjo, C.L., Kyaddondo, D., and C. Misinde, 2013.

¹² Ibid.

¹³ UNESCO, 2014.

¹⁴ World Bank, 2014b.

¹⁵ Ibid.

¹⁶ World Bank, 2014a.

¹⁷ Government of Uganda, 2010.

¹⁸ World Bank. 2014a.

¹⁹ Ibid.

²⁰ Ibid.

²¹ UBOS. 2002. UDHS. Kampala: UBOS

²² World Bank. 2014a.

²³ Ibid.

²⁴ Government of Uganda, 2010.

among children five years old and younger. There has also been increased access to deworming and micronutrient supplementation programs.²⁵ The prevalence of wasting among children under five years of age was 4.8 percent in 2011 while the prevalence of anemia among children in the same age group was 56 percent in 2011, both lower than the previous years' rates.²⁶

Physical and psychological abuse remains an issue in Uganda. In particular, sexual and gender-based violence is common.²⁷ Limited funding and transportation resources reduce health workers' capacity to address sexual and gender-based violence.²⁸

The Case for School Feeding

School feeding programs, defined here as the provision of food to school children, can increase school enrolment²⁹ and attendance—especially for girls.³⁰ When combined with quality education, school feeding programs can increase cognition³¹ and educational success.³² With appropriately designed rations, school feeding programs can improve the nutrition status of preschool- and primary school-aged children by addressing micronutrient deficiencies. Combined with local agricultural production, these programs can also provide small-scale farmers with a stable market. School feeding programs can provide short-term benefits after crises, helping communities recover and build resilience, in addition to long-term benefits by developing human capital.³³ School feeding programs can be classified into two main groups: in-school feeding (when children are fed in school) and take-home rations (when families are given food if their children attend school regularly). A major advantage of school feeding programs is that they offer the greatest benefit to the poorest children. Several studies³⁴ have indicated that missing breakfast impairs educational performance.

Present data suggests that almost every country is seeking to provide food to its school children. Therefore, especially for low-income countries where most food-

insecure regions are concentrated, the key issue is not whether a country will implement school-feeding programs but rather how and with what objectives.

Social shocks of recent global crises led to an enhanced demand for school feeding programs in low-income countries as they could serve as a safety net for food-insecure households through an income transfer. In response to this amplified request, the United Nations World Food Programme (WFP) and the World Bank jointly undertook an analysis titled *Rethinking School Feeding*.³⁵ This initiative sought to better understand how to develop and implement effective school feeding programs as a productive safety net that is part of the response to the social shocks, as well as a fiscally sustainable investment in human capital. These efforts are part of a long-term global goal to achieve *Education For All* and provide social protection to the poor.

Five Key Policy Goals to Promote School Feeding

There are five core policy goals that form the basis of an effective school feeding program. Figure 3 illustrates these policy goals and outlines respective policy levers and outcomes that fall under each goal.

The first goal is a national policy framework. A solid policy foundation strengthens a school feeding program's sustainability and quality of implementation. National planning for school feeding as part of the country's poverty reduction strategy (or other equivalent development strategies) conveys the importance the government places on school feeding as part of its development agenda. For most countries that are implementing their own national programs, school feeding is included in national policy frameworks.³⁶

The second policy goal for school feeding is financial capacity. Stable funding is a prerequisite for sustainability. However, where need is greatest, programs tend to be the smallest and the most reliant on external support. Funding for these programs can come from a combination of sources, such as non-

²⁵ Ibid.

²⁶ World Bank. 2014a.

²⁷ Ibid.

²⁸ Government of Uganda, 2010.

²⁹ Ahmed, 2004; Gelli, Meir, and Espejo, 2007.

³⁰ Jacoby, Cueto, and Pollitt, 1996; Powell et al., 1998; Kristjansson et al., 2007.

³¹ Whaley et al., 2003; Kristjansson et al., 2007; Jukes et al., 2008.

³² Tan, Lane, and Lassibille, 1999; Ahmed, 2004; Adelman et al., 2008.

³³ WFP, 2013

³⁴ Simeon and Grantham-McGregor, 1989; Pollitt, Cueto, and Jacoby, 1998; Simeon, 1998.

³⁵ Bundy et al., 2009.

³⁶ Bundy et al., 2009; WFP, 2012.

governmental organizations (i.e., WFP) and the government. When a program becomes nationalized, it needs a stable and independent funding source, either through government core resources or development funding. In the long term, a national budget line for school feeding is necessary for an effective and stable program.

The third policy goal is institutional capacity and coordination. School feeding programs are better executed when an institution is mandated and accountable for the implementation of such a program. Effective programs also include multisectoral involvement from sectors such as education, health, agriculture, and local government, as well as a comprehensive link between school feeding and other school health or social protection programs and established coordination mechanisms.

The fourth policy goal is sound design and implementation. In order to maximize effectiveness, school feeding programs should clearly identify country-specific problems, objectives, and expected outcomes. The country's context and needs should determine the program's beneficiaries, food basket (menus), food modalities and supply chain. Countries and partners should work towards creating a delicate balance among international, national, and local procurement of foods to support local economies without jeopardizing the quality and stability of the food supply.

The last policy goal is community roles-reaching beyond schools. School feeding programs that are locally owned, incorporate contributions from local communities, and respond to specific community needs are often the strongest. These programs are most likely to make a successful transition from donor assistance to national ownership. Community participation should be considered at every stage, but without overburdening community members.

Use of Evidence-Based Tools

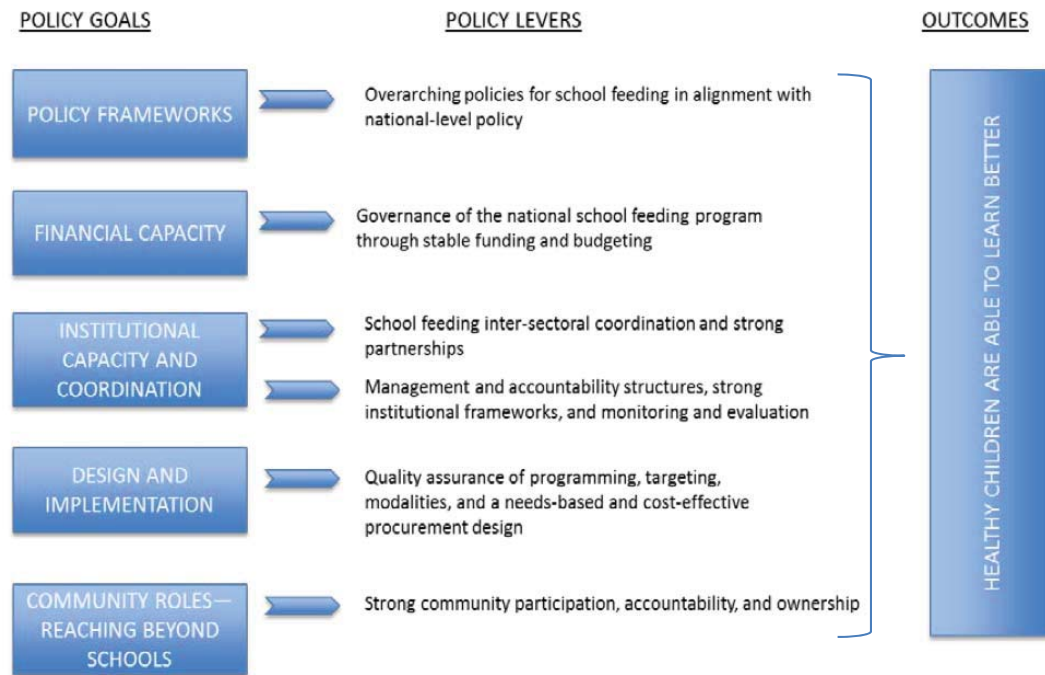
The primary focus of the SABER-School Feeding exercise is gathering systematic and verifiable information about the quality of a country's policies through a SABER-School Feeding Questionnaire. This data-collecting instrument helps to facilitate comparative policy analysis, identify key areas to focus investment, and

disseminate good practice and knowledge sharing. This holistic and integrated assessment of how the overall policy in a country affects young children's development is categorized into one of the following stages, representing the varying levels of policy development that exist among different dimensions of school feeding:

1. **Latent:** No or very little policy development
2. **Emerging:** Initial/some initiatives towards policy development.
3. **Established:** Some policy development
4. **Advanced:** Development of a comprehensive policy framework

Each policy goal and lever of school feeding is methodically benchmarked through two SABER analysis tools. The first is a set of *scoring rubrics* that quantifies the responses to selected questions from the SABER-School Feeding questionnaire by assigning point values to the answers. The second tool is the *SABER-School Feeding Framework Rubrics* that analyzes the responses, especially the written answers, based on the framework's five policy goals and levers. For more information, please visit the World Bank's website on SABER-School Health and School Feeding and click on the ["What Matters" Framework Paper](#) under Methodology.

Figure 3: Policy goals and policy levers for school feeding



Findings

Policy Goal 1: Policy Frameworks in Uganda



Policy Lever:

- Overarching policies for school feeding in alignment with national-level policy

A policy foundation helps strengthen the sustainability and accountability of a school feeding program as well as the quality of its implementation. Nearly all countries with national ownership of programs have well-articulated national policies on the modalities and objectives of school feeding.³⁷

In Uganda, school feeding is not included in the published Poverty Reduction Strategic Plan (PRSP) and was not discussed during the preparation of this PRSP. The government has not set targets for school feeding programs in the PRSP either. There is also no school feeding policy, but there is an implicit statement in the National Orphans and Other Vulnerable Children Policy that school feeding programs can target vulnerable children.³⁸ There is a draft of school feeding guidelines written by the education sector that a national multisectoral taskforce can use to guide the development of a national school feeding policy.

There is apparent ambivalence in Uganda’s response because it has a unique situation. While it does not have a national school feeding program, it does have a targeted school feeding program covering the Karamoja region only. It also has a national secretariat (The Project Management Unit) dedicated to all matters concerning food that has changed much of the responsibility for examining “sustainable” ways of feeding children at school. However, this responsibility is within an explicit government policy (Education Act 2010) that feeding a child at school is the responsibility of the parent.³⁹

1. Policy Frameworks is LATENT		
Indicators	Score	Justification
1A. National-level poverty reduction strategy or equivalent national strategy as well as sectoral policies and strategies identify school feeding as an education and/or social protection intervention, clearly defining objectives and sectoral responsibilities	Latent ● ○ ○ ○	School feeding not included in the published PRSP or discussion
1B. An evidence-based technical policy related to school feeding outlines the objectives, rationale, scope, design, and funding and sustainability of the program and comprehensively addresses all four other policy goals	Latent ● ○ ○ ○	There is no published school feeding policy.

³⁷ WFP, 2012

³⁸ Government of Uganda, 2013.

³⁹ Scaling Up Nutrition, 2012.

Policy Goal 2: Financial Capacity in Uganda



Policy Lever:

- Governance of the national school feeding program through stable funding and budgeting

Stable funding is necessary for the long-term sustainability of a school feeding program, especially one that transitions from being donor-funded to government-funded. School feeding programs supported by external partners generally rely on food aid, government in-kind donations, and/or government cash contributions. In order for the program to be sustainable and nationally owned, the school feeding program should have a budget line and be part of the government’s budgeting and planning process.

School feeding is included in the national planning process in Uganda but it is not funded through a national budget. School feeding is included in general terms, but there is no specific budget line for it. About US \$220,000 is budgeted for the school feeding and school health Programme Management Unit’s running costs per year.

At a regional level, districts do not have the capacity to plan and budget their needs. Regions do not have a budget line for school feeding. At a more local level, neither schools nor each ministry involved in the program have a budget line for school feeding.

The World Food Programme has financed a regional school feeding program for Karamoja, a chronically food deficient area and drought-stricken region, but this intervention terminated effectively in December 2013 after 30 years of support.⁴⁰ Other agencies like SNV and World Vision support a variant of homegrown interventions in some parts of the country.

The government has not received funds from the Education for All-Fast Track Initiative for school feeding. There is no national school feeding program although a policy is in place for a parent-led school feeding program.⁴¹

⁴⁰ Ariong, 2013.

2. Financial capacity is LATENT		
Indicators	Score	Justification
2A. National budget line(s) and funding are allocated to school feeding; funds are disbursed to the implementation levels in a timely and effective manner	Latent 	School feeding included in national planning process, but no national, regional, or local budget line for school feeding; funds not disbursed in effective manner

⁴¹ Najjumba et al., 2013.

Policy Goal 3: Institutional Capacity and Coordination in Uganda



Policy Levers:

- School feeding inter-sectoral coordination and strong partnerships
- Management and accountability structures, strong institutional frameworks, and monitoring and evaluation

Implementing a school feeding policy requires significant institutional capacity because the program is a complex school health intervention. The policy should clearly define the roles and responsibilities of stakeholders and actors at all levels. Methodically increasing government capacity to manage a school feeding program is important to the program’s long-term sustainability. A national institution that is mandated and accountable for the implementation of the school feeding program is considered to be a best practice. This institution should have a specific unit that has adequate resources and knowledgeable staff to manage the school feeding program. Moreover, policies that detail accountability and management mechanisms can help ensure program quality and efficiency, especially if the school feeding program is decentralized.

The Ministry of Education carries the mandate of managing and implementing the school feeding program. This concentrated leadership is a trait of effective implementation. Uganda has a multisectoral steering committee coordinating the implementation of school feeding. Other sectors are also a part of this steering committee, including education, health, agriculture, local government, and water. The steering committee was set up to examine the possibilities and modalities of a national school feeding program, but it does not have a clear work plan or objectives.

At the national level, there is a specific unit within the Ministry of Education in charge of the overall management of school feeding and responsible for coordination between the national, regional, and school levels. However, this responsible unit in charge of implementing school feeding does not have a sufficient amount of staff given the responsibilities that the unit has been given. There are 21 people working in the

national unit, with 19 of them fully dedicated to school feeding. The staff are not fully trained and knowledgeable on school feeding issues. There are informal coordination mechanisms in place between cross government stakeholders. The program steering committee draws representatives from ministries for education, local government, health, gender and WFP. This committee reviews operational plans, progress reports, and activities constrained by existing policy framework.

At the regional level, there are no pre- or in-service training programs in place to train staff at each level on school feeding program management and implementation. Regional offices do not have sufficient staff, knowledge, and resources to fulfill their responsibilities.

3. Institutional Capacity and Coordination in Uganda is ESTABLISHED		
Indicators	Score	Justification
3A. Multisectoral steering committee coordinates implementation of a national school feeding policy	Advanced 	Multisectoral steering committee from at least three sectors coordinates implementation
3B. National school feeding management unit and accountability structures are in place, coordinating with school level structures	Emerging 	School feeding unit exists at national level, but lacks sufficient staff, knowledge, and resources
3C. School level management and accountability structures are in place	Emerging 	Informal coordination mechanisms in place; no pre- or in-service training; regional offices don't have sufficient staff, knowledge, and resources to fulfill their responsibilities

Policy Goal 4: Design and Implementation in Uganda



Policy Level:

- Quality assurance of programming and targeting, modalities, and procurement design, ensuring design that is both needs-based and cost-effective

A well-designed school feeding policy that is based on evidence is critical to the implementation of a quality school feeding program. The policy can include details on targeting the correct beneficiaries, selecting the proper modalities of food delivery, and choosing a quality food basket. Over time, the school feeding policy may be redesigned or modified according to reassessments of the school feeding program.

A government-led strategy for the monitoring and evaluation (M&E) of a national school feeding program is the cornerstone for the development of a sustainable and efficient M&E system.⁴² Uganda has an M&E plan for the school feeding program. This monitoring and evaluation plan is in relation to the special Karamoja Project. All important M&E components are covered except a program baseline report. There is no statistician in the project management unit, and progress is measured on the basis of previous performance in absence of a base line study. The school feeding M&E plan in Uganda has been used to refine and update components of the program. For example, take-home rations for girls were discontinued when girls' enrolment and that of boys reached 50:50.

Experiences from the health sector convey that program effectiveness is enhanced when the implementation of a national school feeding strategy is supported by a national M&E strategy agreed upon by all country partners and stakeholders. However, the M&E plan is not integrated into a national monitoring or information management system.

Impact evaluations have been carried out and completed. In 2007, the FAO did an evaluation of school feeding, and in 2010, the Ministry of Education M&E

Department also undertook an evaluation. Progress reports and specific program implementation documents were produced, namely the document titled the Plan of Operations (WFP). Its objectives were to increase enrolment and attendance, especially that of girls at school, to improve cognitive performance in class, to reduce short-term hunger, and to reduce dropouts and absences.

Uganda's program also has objectives that correspond to the context of the country and the poverty reduction strategy. These objectives, or targeting criteria, are important for two reasons: first, to keep the program within its budget constraints and maximize the effect of the spending line with the objectives, and second, to ensure equity by redistributing resources to poor and vulnerable children.

National standards on food modalities and the food basket have been set in the nutrition plan. However, these standards do not address levels of detail that include nutritional content requirements, local habits and tastes, and the availability of local food. Food modalities have been chosen based on the objectives of the program, the duration of the school day, and the feasibility of implementation in the context of the special Karamoja program.





There are no national standards on food management, procurement and logistics. In the initial stages of discussion of a homegrown school feeding program, there were discussions on possible procurement modalities for school feeding that could be more locally appropriate, including the possibility of linking procurement with agriculture-related activities.

The Ministry of Agriculture has been involved in making the connection between school feeding and national agricultural production. The Ministry of Agriculture was involved in the planning of a Home Grown School Feeding program draft, including provision of statistics of agricultural production. The involvement of government agencies aids a smooth implementation system along national, regional, and local levels. The private sector has not been involved in making the connection between farmers and the school feeding market.

In 2011, the special program for Karamoja had 104,000 beneficiaries and about 12,000,000 primary school

⁴² Gelli and Espejo, 2013.

children. Looking forward, a specific area for attention is to develop new ways for the agriculture and education sectors to work together, including the construction of a coherent evidence base from which to evaluate specific outcomes within each sphere (SABER Framework).

4. Design and Implementation is ESTABLISHED		
Indicators	Score	Justification
4A. A functional monitoring and evaluation system is in place as part of the structure of the lead institution and used for implementation and feedback	<p>Established</p> 	M&E plan includes most components and is used to refine and update programs; however, M&E system not integrated into national monitoring or information management system
4B. Program design identifies appropriate target groups and targeting criteria corresponding to the national school feeding policy and the situation analysis	<p>Advanced</p> 	Targeting criteria and targeting methodology exists and corresponds to context of the country and the poverty reduction strategy; M&E information used to refine and update coverage
4C. Food modalities and the food basket correspond to the objectives, local habits and tastes, availability of local food, food safety, and nutrition content requirements	<p>Emerging</p> 	National standards on food modalities and the food basket; standards do not correspond to nutritional content requirements, local habits and tastes, and the availability of local food
4D. Procurement and logistics arrangements are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline	<p>Latent</p> 	There are no national standards on food management, procurement and logistics

Policy Goal 5: Community Roles – Reaching Beyond Schools in Uganda



Policy Lever:

- Community participation and accountability

The role of the community should be clearly defined in a school feeding policy because community participation and ownership improves the school feeding program’s chances of long-term sustainability. If the government places the responsibility of sustaining the school feeding program on the community, the school feeding policy should detail the guidelines, minimum standards, and support for the community to implement the program. The school feeding policy can also include mechanisms for the community to hold the government accountable.

At the school level, there may be a school management committee composed of parents, teachers, and students that acts as a liaison between the school and community and that manages the school feeding program. Care should be taken not to overburden the community, because in some cases the community may introduce fees to support the local school feeding program, which can negatively impact enrolment rates. Community-assisted school feeding programs are usually most successful in food-secure areas.

Uganda has school management committees and parent-teacher associations, but they lack the capacity and autonomy to manage a school feeding program.⁴³ The community works with the school feeding program through contributing firewood, yet constraints appear when it comes to expectations of financial facilitation. The role of the community has also not been addressed in the national school feeding policy. Key stakeholders can be involved to support community engagement, including the village and parish council leaders.

5. Community roles-reaching beyond schools is EMERGING		
Indicators	Score	Justification
5A. Community participates in school feeding program design, implementation, management and evaluation and contributes resources	Emerging 	Systems and accountability mechanisms are not yet in place for consultation with parents and community members on the design, monitoring and feedback of the school feeding program

To view the scores for all indicators and policy goals in one table, please refer to Appendix 1.

⁴³ Najjumba et al., 2013.

Conclusion

Based on the above findings, there is a growing foundation for essential school feeding programming in Uganda. The targeted program in one region is encouraging. Still, there are areas that could be strengthened moving forward. The following policy options represent possible areas where school feeding could be strengthened in Uganda, based on the conclusions of this report.

Policy Options:

- Strengthen school feeding inclusion on the national level by including it, along with specific goals, in the Poverty Reduction Strategic Plan.
- Establish national, regional and local budgets for school feeding.
- Expand and strengthen implementation of school feeding programs across several regions, including regional capacity building through pre- or in-service training programs at the management and implementation levels.
- Establish specific work plan, objectives and procedures for the national multisectoral school feeding steering committee.
- Create national standards on food management, procurement and logistics.
- Strengthen local and community-focused school feeding, including establishment of local committees and implementing homegrown school feeding where appropriate.

Appendix 1

Table 1. Levels of Development of SABER School Feeding Indicators and Policy Goals in Uganda

		STAGE				OVERALL SCORE PER DOMAIN
POLICY LEVER	INDICATOR	Latent	Emerging	Established	Advanced	
Policy Goal 1: Policy frameworks						
Overarching policies for school feeding - sound alignment with the national policy	National-level poverty reduction strategy or equivalent national strategy as well as sectoral policies and strategies (education sector plan, nutrition policy, social protection policy) identify school feeding as an education and/or social protection intervention, clearly defining objectives and sectoral responsibilities	There is recognition of school feeding as an education and/or social protection intervention, but school feeding is not yet included in the published national-level poverty reduction strategy, equivalent national policy, or sectoral policies and strategies	School feeding discussed by members and partners during preparation of national-level poverty reduction strategy, equivalent national policy, or sectoral policies and strategies but not yet published	School feeding included in published national-level poverty reduction strategy or equivalent national policy (including specifications as to where school feeding will be anchored and who will implement); published sectoral policies or strategies have clearly defined objectives and sectoral responsibilities	School feeding included in published national-level poverty reduction strategy or equivalent national policy (including specifications as to where school feeding will be anchored and who will implement and accompanied by targets and/or milestones set by the government); published sectoral policies or strategies have clearly defined objectives and sectoral responsibilities, including what school feeding can and cannot achieve, and aligned with the national-level poverty reduction strategy or equivalent national strategy	LATENT

	<p>An evidence-based technical policy related to school feeding outlines the objectives, rationale, scope, design, and funding and sustainability of the program and comprehensively addresses all four other policy goals (institutional capacity and coordination, financial capacity, design and implementation, and community participation)</p>	<p>There is recognition of the need for a technical policy related to school feeding, but one has not yet been developed or published</p>	<p>A technical policy and situation analysis under development by the relevant sectors that address school feeding</p>	<p>A technical policy related to school feeding is published, outlining the objectives, rationale, scope, design, funding and sustainability of the program and covering some aspects of all four other policy goals, including links with agriculture development</p>	<p>A technical policy related to school feeding is published, outlining the objectives, rationale, scope, design, funding and sustainability of the program and comprehensively covering all four other policy goals with a strategy for local production and sourcing, including links with agriculture development and small holder farmers; policy is informed by a situation analysis of needs and aligned with national poverty reduction strategies and relevant sectoral policies and strategies</p>	
<p>Policy Goal 2: Financial Capacity</p>						
<p>Governance of the national school feeding program - stable funding and budgeting</p>	<p>National budget line(s) and funding are allocated to school feeding; funds are disbursed to the implementation levels (national, district and/or school) in a timely and effective manner</p>	<p>There is recognition of the need to include school feeding in the national planning process, but this has not yet happened; the government is fully reliant on external funds and does not have provision in the national budget to allocate resources to school feeding; there is recognition of the need for mechanisms for disbursing funds to the implementation levels, but these are not yet in place</p>	<p>School feeding is included in the national planning process and stable through a budget line but unable to cover all needs; there is no budget line at regional and school levels; existing school feeding funds are disbursed to the implementation levels intermittently</p>	<p>School feeding is included in the national planning process and is fully funded through a national budget line; all ministries involved in the program implementation have a budget line or funds allocated; budget lines also exist at regional and school levels; school feeding funds are disbursed to the implementation levels in a timely and effective manner</p>	<p>School feeding is included in the national planning process and is fully funded through a national budget line consistent with the school feeding policy and situation analysis including options for engaging with the private sector; budget lines and plans also exist at regional and school levels, sufficient to cover all the expenses of running the program ; school feeding funds are disbursed to the implementation levels in a timely and effective manner and implementers have the capacity to plan and budget as well as request resources from the central level</p>	<p>LATENT</p>

Policy Goal 3: Institutional Capacity and Coordination					ESTABLISHED	
School feeding coordination - strong partnerships and inter-sector coordination	Multisectoral steering committee coordinates implementation of a national school feeding policy	Any multisectoral steering committee coordination efforts are currently nonsystematic	Sectoral steering committee coordinates implementation of a national school feeding policy	Multisectoral steering committee from at least two sectors (e.g. education, social protection, agriculture, health, local government, water) coordinates implementation of a national school feeding policy; this government-led committee provides comprehensive coordination (across international agencies, NGOs, the private sector and local business representatives as well) and is part of a wider committee on school health and nutrition	A fully staffed school feeding unit exists at the national level, based on an assessment of staffing and resources needs, with a clear mandate, and pre- and in-service training; coordination mechanisms between the national, regional/local (if applicable), and school level are in place and fully functioning	All schools have a mechanism to manage school feeding, based on national guidance, with pre- and in-service training for relevant staff
Management and accountability structures, including staffing - strong institutional frameworks for implementation	National school feeding management unit and accountability structures are in place, coordinating with school level structures	A specific school feeding unit does not yet exist at the national level; coordination between the national, regional/local (if applicable), and schools is lacking	A school feeding unit exists at the national level, but it has limited resources and lacks staff numbers and lacks a clear mandate; while coordination mechanisms between the national, regional/local (if applicable), and school level are in place, they are not fully functioning	A fully staffed school feeding unit with a clear mandate exists at the national level, based on an assessment of staffing and resources needs; coordination mechanisms between the national, regional/local (if applicable), and school level are in place and functioning in most instances	A fully staffed school feeding unit exists at the national level, based on an assessment of staffing and resources needs, with a clear mandate, and pre- and in-service training; coordination mechanisms between the national, regional/local (if applicable), and school level are in place and fully functioning	All schools have a mechanism to manage school feeding, based on national guidance, with pre- and in-service training for relevant staff
	School level management and accountability structures are in place	Mechanisms for managing school feeding at the school level are non-uniform and national guidance on this is lacking	National guidance on required mechanisms for managing school feeding are available at the school level, but these are not yet implemented fully	Most schools have a mechanism to manage school feeding, based on national guidance		

Policy Goal 4: Design and Implementation					
<p>Quality assurance of programming and targeting, modalities, and procurement design, ensuring design that is both needs-based and cost-effective</p>	<p>A functional monitoring and evaluation (M&E) system is in place as part of the structure of the lead institution and used for implementation and feedback</p>	<p>The importance of M&E is recognised, but government systems are not yet in place for M&E of school feeding implementation</p>	<p>A government M&E plan exists for school feeding with intermittent data collection and reporting occurring especially at the national level</p>	<p>The M&E plan for school feeding is integrated into national monitoring or information management systems and data collection and reporting occurs recurrently at national, regional and school levels; analysed information is shared and used to refine and update programs; baseline is carried out and program evaluations occur periodically</p>	<p>ESTABLISHED</p>
	<p>Program design identifies appropriate target groups and targeting criteria corresponding to the national school feeding policy and the situation analysis</p>	<p>The need for targeting is recognised, but a situation analysis has not yet been undertaken that assesses school feeding needs and neither targeting criteria nor a targeting methodology has been established as yet</p>	<p>Targeting criteria and a targeting methodology is being developed corresponding to the national school feeding policy; a situation analysis assessing needs is incomplete as yet</p>	<p>Targeting criteria and a targeting methodology exists and is implemented corresponding to the national school feeding policy and situation analysis (including costings for various targeting and designs); M&E information is used to refine and update targeting and coverage on a periodic basis</p>	
	<p>Food modalities and the food basket correspond to the objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements</p>	<p>There is recognition of the need for national standards for food modalities and the food basket, but these do not exist yet</p>	<p>National standards on food modalities and the food basket have been developed and correspond to two or more of the following: objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements</p>	<p>National standards on food modalities and the food basket have been developed and correspond to objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements; M&E information is used to refine and update food modalities and food basket on a periodic basis</p>	

<p>Procurement and logistics arrangements are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline</p>	<p>There is recognition of the need for national standards for procurement and logistics arrangements, but these do not exist yet</p>	<p>National standards on procurement and logistics arrangements have been developed and are based on three or more of the following: procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline</p>	<p>National standards on procurement and logistics arrangements have been developed and are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline</p>	<p>National standards on procurement and logistics arrangements have been developed and are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline: M&E information is used to refine and update procurement and logistics arrangements</p>
<p>Policy Goal 5: Community roles--reaching beyond schools</p>				
<p>Community participation and accountability - strong community participation and ownership (teachers, parents, children)</p>	<p>Community participates in school feeding program design, implementation, management and evaluation and contributes resources (in-kind, cash or as labor)</p>	<p>Systems and accountability mechanisms are not yet in place for consultation with parents and community members on the design, monitoring and feedback of the school feeding program</p>	<p>A school feeding management committee exists but parent and community member participation could be strengthened and awareness on the opportunity to monitor and feedback on the school feeding program is lacking</p>	<p>The school feeding management committee comprises representatives of teachers, parents, and community members and communities have accountability mechanisms to hold school feeding programs accountable at the school level</p>
<p>EMERGING</p>			<p>The school feeding management committee comprises representatives of teachers, parents, and community members and has clearly defined responsibilities and periodic training. Accountability mechanisms are in place by which communities can hold school feeding programs accountable at the school, regional, and national levels</p>	<p>The school feeding management committee comprises representatives of teachers, parents, and community members and has clearly defined responsibilities and periodic training. Accountability mechanisms are in place by which communities can hold school feeding programs accountable at the school, regional, and national levels</p>

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Acronyms

EFA	Education for All
GDP	Gross Domestic Product
HGSFP	Home Grown School Feeding Program
M&E	Monitoring and Evaluation
NAP	National Action Plan
PPP	Purchasing Power Parity
PRSP	Poverty Reduction Strategic Plan
SABER	Systems Approach for Better Education Results
UBOS	Uganda Bureau of Statistics

UNAP	Uganda Nutrition Action Plan, 2012-2017
(UN)FAO	(United Nations) Food and Agricultural Organization
UNPS	Uganda National Population Survey
SHN	School Health and Nutrition
SSA	Sub-Saharan Africa
UPE	Universal Primary Education
WFP	World Food Programme

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This report focuses specifically on policies in the area of **School Feeding**.

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