Sustainable School Feeding

Preparing, Designing and Holding a Stakeholder Workshop

MANUAL FOR GOVERNMENT OFFICIALS, PROGRAMME OFFICERS, and FACILITATORS

Updated version, January 2012
# Table of Contents

**Introduction**

<table>
<thead>
<tr>
<th>Part 1: Preparing the workshop</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Place in place a participatory process</td>
<td>5</td>
</tr>
<tr>
<td>1.2 Get acquainted with school feeding context in the country</td>
<td>5</td>
</tr>
<tr>
<td>1.3 Define the objectives and build the agenda</td>
<td>6</td>
</tr>
<tr>
<td>1.4 Determine the type and number of presentations</td>
<td>8</td>
</tr>
<tr>
<td>1.5 Select participants</td>
<td>9</td>
</tr>
<tr>
<td>1.6 Prepare and send invitations</td>
<td>10</td>
</tr>
<tr>
<td>1.7 Select the venue and support staff</td>
<td>10</td>
</tr>
<tr>
<td>1.8 Prepare workshop materials and equipment</td>
<td>11</td>
</tr>
<tr>
<td>1.9 Prepare the participants’ kit</td>
<td>12</td>
</tr>
<tr>
<td>1.10 Hold final meetings</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2 – Designing the workshop modules</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>14</td>
</tr>
<tr>
<td>2.1 Module 1 – Workshop Opening</td>
<td>17</td>
</tr>
<tr>
<td>2.2 Module 2 – Why Are We Here?</td>
<td>20</td>
</tr>
<tr>
<td>2.3 Module 3 – Where Are We Regarding School Feeding (&amp; School Health and Nutrition)?</td>
<td>22</td>
</tr>
<tr>
<td>2.4 Module 4 – Where do we want to go? Developing a Vision for School Feeding</td>
<td>25</td>
</tr>
<tr>
<td>2.5 Module 5 – What Are the Standards for Sustainable School Feeding?</td>
<td>28</td>
</tr>
<tr>
<td>2.6 Module 6 – Where Are We Regarding the School Feeding Standards?</td>
<td>31</td>
</tr>
<tr>
<td>2.7 Module 7 – What Do We Do Next?</td>
<td>34</td>
</tr>
<tr>
<td>2.8 Module 8 – How Can We Ensure Stronger Coordination? (optional)</td>
<td>37</td>
</tr>
<tr>
<td>2.9 Module 9 – Closing</td>
<td>38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3 – Wrap-up and report preparation</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Debriefings</td>
<td>39</td>
</tr>
<tr>
<td>3.2 Report and evaluation</td>
<td>39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4 – Facilitation tips and techniques</th>
<th>42</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Facilitation Techniques</td>
<td>42</td>
</tr>
<tr>
<td>4.2 Dealing with Conflicts and Misunderstandings</td>
<td>44</td>
</tr>
</tbody>
</table>

Annex 1: Matching the Rethining School Feeding Standards with the 8 Quality Standards of WFP School Feeding Policy

Annex 2: Workshop Toolkit

Annex 3: Workshop Checklists
Introduction

A new approach to school feeding

As soaring food and fuel prices pushed 130 to 155 million more people into extreme poverty in 2008, school feeding programmes emerged as a common social safety net response to the crisis and to fight global hunger, as well as an investment in human development. Furthermore, there is growing interest in linking school feeding with local agricultural production. School feeding programmes can contribute to increasing local food production by ensuring stable and predictable demand.

In 2009 the World Bank and World Food Programme (WFP) published a joint review – “Rethinking School Feeding: Social Safety Nets, Child Development and the Education Sector”. A key message from the review is that the transition to sustainable national programmes depends on mainstreaming school feeding into national policies and plans, especially education sector plans, along with a growing financial and institutional capacity for implementation.

As the benefits of school feeding were being re-defined, WFP has developed a new global policy and approach to school feeding. The new school feeding approach responds directly to: i) the need to widen the coverage of school children in need, especially girls; ii) the need to improve the quality of school feeding programmes; and iii) the imperative to support nationally owned and resourced programmes.

Since 2009 the World Bank, the Partnership for Child Development (PCD) and WFP have joined forces to assist developing countries in transitioning to quality, nationally owned and funded school feeding programs that are sustainable and cost-effective.

The transition to a new generation of school feeding programmes involves different stages:

1) **The enabling stage** is paramount to ensure government leadership, ownership and commitment. A series of high-level meetings with the ministry or institution in charge of the national development strategy can be convened as necessary to determine the role of school feeding, its objectives and how it contributes to and fits in the national development strategy. Consultations continue throughout the other stages. A country specific investment case on the investment returns of school feeding can help the government make a decision on using school feeding as a safety net.

2) **The assessment stage** builds knowledge and a shared understanding of the current school feeding situation in the country in order to design school feeding programmes that respond to the country context, needs and challenges. This stage has usually two phases:

   **Phase 1. Pre-workshop assessments and consultations, which may include:**
   - An assessment and benchmarking of existing national programmes: The System Assessment and Benchmarking for Education Results (SABER) offers a framework and tool along 5 Standards of best practice\(^1\).
   - A need and coverage analysis – or a rough estimate of how many school children in need are in the country, and how many are being reached - can be used for advocacy purposes.
   - A cost analysis, defining what are the current costs of school feeding programmes and opportunities for cost containment.

---

\(^1\) WFP developed in 2010 guidelines to conduct an assessment of existing school feeding programmes against WFP 8 Quality Standards that can be consulted as well.
Phase 2. Stakeholder workshop

The stakeholder workshop provides a framework within which the government and partners can collectively discuss, analyse and take action on school feeding around a set of common standards and objectives. As such, it can enhance national ownership; facilitate dialogue and guide planning and capacity development strategies.

Lesson learned from Kenya and Ghana:

Assessing the school feeding program against the five standards in a consultative manner, while is not a pre-requisite to the workshop, allows an initial sharing and “socialising” of the standards and helps to identify key issues to be discussed at the workshop.

3) The design (or redesign) stage designs projects based on evidence and assessments, aligned with the agreed standards, and including a plan for the transition to a national and sustainable programme. The results of the stakeholder workshop and pre-workshop assessments are integrated in the process of project design and planing. Further assessments may be needed.

4) The final stage monitors and evaluates the implementation of re-designed school feeding programmes and transition plans.

The stakeholder workshop is a critical element in the process. This manual has been designed to provide detailed information and steps on preparing, designing and holding the workshop.

Further Information on WFP’s school feeding policy and new approach

- **WFP School Feeding Policy**, November 2009
- **Update on the implementation** of WFP School Feeding Policy, June 2011
- **Home Grown School Feeding**: A Framework to Link School Feeding with Local Agricultural Production
- **The methodologies for the different assesments and studies - Investment Case, Needs and Coverage, Cost Analysis, SABER** – are available on line on the WFP Programme Guidance Manual (PGM). Technical support can be requested from WFP school feeding teams in Head Quarters.
- Recent publications are available on WFP school meals websites: [http://go.wfp.org/web/wfpgo/thematicareasschoolmeals](http://go.wfp.org/web/wfpgo/thematicareasschoolmeals) and [http://www.wfp.org/school-meals](http://www.wfp.org/school-meals)

Key workshop elements

The stakeholder workshop is meant to help countries start a longer-term process to re-think and improve school feeding programs, both as a social safety net and as a contribution to national goals for child development. The workshop serves to catalyse country-level discussion and is based on the following four pillars:

- Government ownership and leadership
- Evidence-based programming and policy making
- Strong multisectoral coordination
- Building on existing capacities and systems
Government buy-in and leadership are a precondition for a stakeholder workshop. A workshop is appropriate in countries willing to transition to nationally managed programmes or in countries where partners have been requested to help strengthen existing school feeding programmes.

1. Participants

For each workshop, the relevant stakeholders need to be identified. It is important to include institutions directly and indirectly involved in school feeding and school health in the country. Stakeholders may include:

- **Government Ministries**: Education, Health, Agriculture, Social Affairs, local government
- **Government representatives**: provincial/district authorities
- **All implementing agencies**: government, World Bank, non-governmental organizations, United Nations partners (WFP, UNICEF, FAO, WHO, etc.), including those implementing complementary activities (water and sanitation, health education, quality of education etc.)
- **Donors and private sector representatives**
- **Community representatives and parents’ representatives**.

The workshop has been designed for an average of 40 core participants (maximum 50) who will form work groups (maximum 5 groups) of 8-10 participants each. This number excludes high-level participants who normally attend the workshop opening and closing sessions only.

2. Methodology

In a spirit of collaboration, cooperation and consensus, the methodology emphasizes knowledge sharing, discussion and exchange. Some of the methods that can be used in the workshop are:

- **Careful personal introductions** so that all stakeholders are known from the outset
- **“School Feeding Fair”** to share status and results, and deepen the exchange on school feeding issues
- **Group work** in different compositions (e.g. pairs, larger groups) to promote intense exchange and enable participants to get to know each other better, and create personal relationships – an important basis for open discussion to decide on realistic standards and for future collaboration
- **Brainstorming, question-and-answer sessions** to reveal participants’ knowledge and build on it
- **Limited presentations** to give priority to methods that encourage discussions and exchange.

3. Content

The workshop is structured around nine proposed topics:

1) **Who are we?** – Presentation of participants, workshop objectives
2) **Why are we here?** – International and country context, latest research
3) **Where are we now?** – Stakeholders, status of school feeding and other key school, health and nutrition activities and challenges in the country
4) **Where do we want to go?** – The country’s vision of school feeding and options for scaling up
5) **What are the standards for school feeding?** – Reaching a shared understanding of and agreement on the standards for quality and sustainable school feeding
6) **Where are we regarding the standards?** – First assessment of school feeding programmes against the standards
7) **What do we do next?** – Drafting a road map
8) **How can we ensure stronger collaboration?** – Collaboration and coordination mechanisms
9) **Conclusion**
These topics are modules that can (and need to) be adapted depending on where the country stands in the consultation process and in the development of national school feeding policies and strategies. In particular, workshop content and structure will vary depending on whether there is already a national programme managed by the government. The units dealing with school feeding at WFP, the World Bank and the Partnership for Child Development (PCD) can provide support to tailor the workshop to the country context.

4. Expected Results

The following results are expected from the workshop:

- A shared understanding of the role of school feeding in the national development agenda and the situation regarding school feeding in the country
- A country’s vision statement and new targets
- An agreement on the status of existing school feeding programmes against standards
- A draft road map.

In addition, two “invisible results” are expected: participants know each other better and they are willing to cooperate on school feeding.

A word about the 5 Standards for school feeding

The workshop follows a set of 5 standards developed in Rethinking School Feeding. These five standards are widely regarded by the international community to be benchmarks of good practice, or what school feeding programmes need to have to achieve good quality:

- **Policy frameworks**: A policy and legal basis for school feeding helps strengthen its potential for sustainability, accountability and the quality of implementation.

- **Institutional capacity and coordination**: The implementation of a school feeding programme is generally the responsibility of a specific government institution, which needs the appropriate set-up, resources and capacities to carry out all the activities related to the programme. Intersectoral coordination is essential to maximize the potential benefits of programmes.

- **Stable and predictable funding**: Programmes need sufficient and stable resources from the government to be able to operate.

- **Sound design and implementation**: School feeding programmes should be designed based on a correct assessment of the situation, and have clear objectives, an appropriate food basket, targeting criteria and cost-effective supply chains. They should be sourced as locally as possible.

- **Community participation**: School feeding programmes that respond to community needs and are locally owned and incorporate some kind of contribution for the parents of schoolchildren are normally the strongest and most sustainable.

The standards are broad enough to cover programmes in a variety of contexts. However, the framework does not pretend to be exhaustive: national governments and their partners may adapt and complete it with other factors and issues they think are critical for the development of their school feeding strategy.

The five standards have been further developed into 8 Quality Standards in the WFP School Feeding Policy (2009). Annex 1 shows how WFP Quality Standards are related with the 5 Standards framework recommended in these guidelines.
Part 1: Preparing the workshop

Preparations for the workshop should start at least eight weeks before the tentative date for the event. WFP and the World Bank can provide support in defining the agenda and facilitation based on agreed objectives and priority issues.

The workshop preparation check list in the annex can be used to guide the work.

1.1 Put in place a participatory process

Involving key stakeholders in the preparation, especially in defining objectives and content, helps ensure that the workshop is adapted to the national context and relevant to different stakeholders. This in turn ensures better participation during the workshop itself. Early engagement and buy-in supports trust, collaboration and ownership, which are critical to the success of the overall process.

- Set up a task force at country level, including the government (education, health, agriculture, etc.), the World Bank, WFP and other major stakeholders in the country for school feeding (UN Country Team, key donors, NGOs, etc.). The task force should define the objectives, agenda, participants, dates and facilitation methods. It should ensure that the main issues and concerns of stakeholders are addressed in the workshop and can support appropriate level of participation. The task force will also need to coordinate the preparation of workshop inputs (presentations, background papers, other documentation for distribution, etc.).

1.2 Get acquainted with school feeding context in the country

In order to plan for the workshop and tailor it to the country's context, it is essential to collect and compile the information available about:

- Background on the national school feeding programme(s) in the country
- Background on WFP school feeding programme(s) in the country
- Background of other school feeding programmes in the country
- The role of school feeding in the country
- Impact of school feeding programmes on education and on specifically targeted groups (girls, child soldiers, etc.)
- The role of government in school feeding (responsible ministry, other involved departments and agencies, cooperation and exchange mechanisms with WFP, etc.)
- Any national policy and strategy for school feeding – either a separate one or as part of a broader strategy
- Other stakeholders in school feeding and school health and nutrition and their approaches
### Recommended information sources

- National school feeding policies, plans and project documents
- WFP school feeding project documents of the respective country
- SPRs (Standard Progress Reports) of the past 2 years
- Last evaluation report(s), appraisal mission reports, local procurement/P4P
- Documents on other school feeding programme(s) in the country
- Reviews and studies on school feeding from the World Bank and others
- Reports on Home Grown School feeding from PCD and others
- Documents on specific issues of the country's school feeding programme

### Assessments and studies

- Investment case, needs and coverage analysis and cost analysis reports where available
- Results of the School Feeding Standards Assessment/SABER
- Recent assessments on vulnerability and education (World Bank website, etc.)

### Additional sources

- Country brief on education performance (sector strategy, Fast Track Initiative, World Bank reviews etc.) and poverty alleviation
- World Bank reviews on safety nets
- Recent analyses on global trends on school feeding - from WFP and PCD.

### 1.3 Define the objectives and build the agenda

#### Defining objectives and content

Stakeholders will have different views on the workshop objectives and content. The consultative process will help tailor them to the context and the needs. Too many objectives and expectations may jeopardize the results of the workshop, and you need to strike a realistic balance.

- **It is critical to adapt the workshop to the national context and government priorities.** However, the main objectives should not be lost in the way, as the workshop contributes to a wider process.

- **It is preferable to keep the discussions at the strategic level as much as possible.** The workshop is not an appropriate forum to discuss in detail design or implementation issues, or to develop capacity development plans – even when these are priorities in the country.

#### Content

The task force or team in charge of the workshop preparation needs to work with the facilitator to define the workshop agenda. There is no given formula. World Bank, PCD and WFP teams involved with school feeding in Headquarters can provide technical support as needed. Usually, consultations with senior government officials are required.

The standard agenda below can provide a basis for discussion.
The objectives of the workshop are the key determinants in shaping the agenda. It is critical that the workshop be adapted to the national context and government priorities. However, the core objectives should not be lost along the way; the workshop modules and structure have been designed to achieve them. Make sure you do not compromise an important output by being too flexible in trying to accommodate everyone’s needs and concerns. Other forums may be more appropriate to address some issues.

Other critical issues to consider when defining the agenda:

- What is the status of the transition to a national programme?
- Is there a transition strategy or a capacity development plan?
- Is there already a national programme? This is an important point that would determine the best way to run two or the modules: “Where are we regarding school feeding standards” and “What do we do next?“. (If there isn’t a national programme, the modules would be created around discussing a programme, with discussions focusing on the requirements to start one.)
- What programmes exist in the country and what is their level of integration (what programmes are going to be discussed)?
- Is the school feeding embedded in school health and nutrition? If so, do complementarities and coordination need to be strengthened?

Duration

Two and a half days seems the ideal duration to ensure appropriate level of discussions and stronger outputs – one day to share information and raise key issues, 1.5 days for standards and road map. A two-day workshop can be envisioned too, provided the objectives are adapted accordingly (e.g. when information sharing is not that important and it is possible to move to the the practical sessions from
day 1; or vice-versa, when the workshop is seen as a platform for information sharing and there is a lower level of expectation regarding the road map).

**Facilitation**

Different approaches are possible regarding facilitation. In any case, a team composed of one lead facilitator (who helps shape the agenda, and monitors and adjusts the process during the workshop) supported by 2-4 people is recommended. The support team can facilitate or co-facilitate specific sessions, support break-out groups, help with time keeping and logistics, support note-taking, observe reactions from participants, give additional explanations, etc.

In addition, a Master of Ceremonies can lead the opening session. Panel sessions can be managed by a Chair, selected among main stakeholders.

The preparation at country level should be done together, i.e. going through the session plans, the programme, the participants’ list, the venue etc.

It is recommended a **technical or facilitation agenda** be created that clarifies:

- Planned timing for each session
- Steps/process: What will happen when?
- Lead/facilitator: Who? What support from facilitation team?
- Preparation work/materials needed

This document is not meant to be shared with participants, but to gain clarity on what is expected to happen and who does what, when and where. It is best to use a simple agenda during the consultation process.

### 1.4 Determine the type and number of presentations

As important as sharing information is, the number of presentations should be kept to a minimum.

**A number of standard presentations** on school feeding are ready to use:

- Rethinking school feeding
- WFP school feeding policy and strategy
- 5 standards

**Other presentations** are specific to each country. They can include:

- Country context for school feeding
- Needs and coverage analysis
- Cost analysis
- Investment case
- Existing school feeding programs in the country (alternatively, a school feeding fair can be used to introduce and discuss the status of school feeding in the country – see next section)
- School health and nutrition interventions

The following presentations may need to be included where relevant:

- HGSF/P4P/PCD
- Results from existing evaluations
It is recommended that the government and other stakeholders prepare and deliver the presentations that are not specific to WFP programmes or policies.

**Tips on the Country Context and School Feeding Situation Presentation**

Make sure that the presentation does not include more than ten slides (15 minutes allocated). The Country Office focal point might address the person in the government responsible and support him/her in developing the presentation. Topics should include:

- **Hunger and poverty** (poverty indicators, hunger and food insecurity indicators, vulnerability indexes or indicators)
- **Education** (enrolment, attendance, drop out, completion rates, main issues of the education sector, capacity and financial constraints, effects of food insecurity and hunger on access to education)
- **Nutrition and health indicators** for school-age children
- **Agriculture and food supply** (main crops grown, supply constraints, market-related constraints, efforts or strategies to increase local agricultural production and access to markets)
- **Policy framework for school feeding** (school feeding in the PRSP, in sector plans - education, social protection, nutrition)
- **Rationale and objectives for school feeding**
- **Ongoing relevant processes**

**Please mind the time!!!**

### 1.5 Select participants

It is important to include institutions directly and indirectly involved in school feeding and school health in the country. For example:

- **Government Ministries**: Education, Health, Agriculture, Social Affairs, Local Government
- **Government representatives**: provincial/district authorities
- **All implementing agencies**: government, World Bank, non-governmental organizations, United Nations partners (WFP, UNICEF, FAO, WHO, etc.), including those implementing complementary activities (water and sanitation, health education, quality of education, etc.)
- **Donors and private sector representatives**
- **Community representatives and parents’ representatives**.

A balance needs to be struck to ensure inclusiveness and representation without compromising the quality of the outputs. Since the workshop is meant to be a strategic event, it is important to target decision makers and key stakeholders. Other forums would be more appropriate for training and information-sharing purposes, or for grassroots consultations.

Some participants, such as high-level government representatives and donors, can be invited to the opening and the closing sessions only, where a higher number of participants can be managed.

**The workshop should not have more than 40 core participants. Beyond that number, it becomes very difficult to manage the group and ensure quality discussions.**
1.6 Prepare and send invitations

Invitations must be sent well in advance from the government side, indicating that the workshop is a government event supported by WFP and the World Bank (as relevant). An informal email from the government to the participants advising them of the event prior to sending the invitation is a good idea if it will take time to prepare the formal invitations.

To the extent possible, the WFP Country Office should avoid sending invitations, even at the request of the government, as this may send conflicting messages on ownership of the process. It is advisable to identify one person who will follow-up on confirmations and prepare an attendance list.

Inviting and dealing with the press

- It is recommended that the government invite the press if it wishes to have press coverage.
- It may be difficult to distinguish press representatives from the other participants. It may also be sensitive to ask them to leave the room during the working sessions. Government officials can ensure this. Different name-tags can be prepared for easier identification.
- A coffee break after the official opening can give the press an opportunity to interview participants and leave the workshop before technical discussions start.
- Preparing a press release can help ensure that the workshop objectives and key messages are properly reflected in the press. Ideally, the press release should be a joint release by the government, WFP and the World Bank. In any case, it should be shared for comments and properly reflect the importance of national ownership and partnerships.

1.7 Select the venue and support staff

The venue

The venue should be removed from the workplace of any of the participants in order to ensure continuity of attendance. The checklist below describes the features that should be considered in selecting the venue.

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Plenary room with direct sunlight and with eight tables that can accommodate 5-6 participants around each table, and enough space for a “presentation stage” to accommodate bulletin boards, flipcharts and projector; allocate a corner of the plenary room (with a long table) to place workshop handouts and materials</td>
</tr>
<tr>
<td>2/3</td>
<td>Rooms for working groups (with up to 10 chairs + 1 table each); venue should enable each working group to have its own space, but this can also be on veranda, if protected from wind, rain and noise and if climate allows</td>
</tr>
<tr>
<td>1</td>
<td>Extra office room (for trainers and support staff) with tables and 5 chairs; set-up computer, printer and copy machine; must also be available in the evenings</td>
</tr>
<tr>
<td>1</td>
<td>Space for registration</td>
</tr>
<tr>
<td>1</td>
<td>Space for tea and coffee breaks, including tables</td>
</tr>
</tbody>
</table>
Check for secure and hygienic environment, alternative power supply in case of power blackouts, good air circulation, and telephone and internet connections.

Ideally, the facilitators’ accommodation should be at or very near to the venue.

**Support staff**

When preparing the workshop budget, do not forget to include administrative and support staff (registration, drivers, staff assistants).

There should be 1 support staff/logistics person, who will also link with the manager of the venue and the WFP Country Office. In addition, one ICT staff member should be present during first morning.

### 1.8 Prepare workshop materials and equipment

Make sure to have all of the materials and equipment you will need for the workshop. Cards are necessary to collect and cluster ideas within a group to support creative processes. The ideas can be moved around if necessary until a group reaches agreement. To make this work, cork/styrofoam boards are necessary to pin the cards; alternatively a large empty wall and scotch tape can be used.

The following basic material has proven to be useful in interactive and participative events like a stakeholder workshop.

**Flipcharts, cards and accessories**

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>150</td>
<td>rectangular cards (10cm x 21 cm), yellow</td>
</tr>
<tr>
<td>150</td>
<td>rectangular cards (10cm x 21 cm), white</td>
</tr>
<tr>
<td>50</td>
<td>rectangular cards (10cm x 21 cm), light green</td>
</tr>
<tr>
<td>20</td>
<td>felt markers (6 mm), black</td>
</tr>
<tr>
<td>6</td>
<td>felt markers (6 mm), blue (one per group + 2)</td>
</tr>
<tr>
<td>6</td>
<td>felt markers (6 mm), red (one per group + 2)</td>
</tr>
<tr>
<td>2</td>
<td>big felt markers (10 mm), black</td>
</tr>
<tr>
<td>2</td>
<td>big felt markers (10 mm), red</td>
</tr>
<tr>
<td>200</td>
<td>adhesive dots red or green – if mapping of activities is part of the agenda</td>
</tr>
<tr>
<td>100</td>
<td>sheets of colour paper (printable)</td>
</tr>
<tr>
<td>1</td>
<td>cork / styrofoam board (if not available, make sure there is wall space)</td>
</tr>
<tr>
<td>6</td>
<td>Flipchart stands (one for each break-out group)</td>
</tr>
<tr>
<td>50</td>
<td>sheets flipchart paper</td>
</tr>
</tbody>
</table>

**Material for participants**

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>n* + trainers</td>
<td>Notebooks</td>
</tr>
<tr>
<td>n* + facilitators</td>
<td>Binder with background documents</td>
</tr>
<tr>
<td>n* + 5</td>
<td>Pens</td>
</tr>
<tr>
<td>N* + facilitators</td>
<td>Name tags</td>
</tr>
<tr>
<td>n* + 10</td>
<td>CD Roms of materials/presentations</td>
</tr>
</tbody>
</table>

* = number of participants
**Stationery and general supplies**

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper for printer and copy machine</td>
<td>1</td>
</tr>
<tr>
<td>Hole puncher</td>
<td>1</td>
</tr>
<tr>
<td>Stapler + staples</td>
<td>1 box</td>
</tr>
<tr>
<td>Rubber bands</td>
<td>1 box</td>
</tr>
<tr>
<td>Thumb tacks</td>
<td>1 box</td>
</tr>
<tr>
<td>Paperclips</td>
<td>1</td>
</tr>
<tr>
<td>Scissors</td>
<td>1</td>
</tr>
<tr>
<td>Masking tape</td>
<td>4</td>
</tr>
<tr>
<td>Glue sticks, large</td>
<td>1</td>
</tr>
</tbody>
</table>

**Office equipment**

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printer (black) + ink (sufficient!!)</td>
<td>1</td>
</tr>
<tr>
<td>Laptop (minimum: Windows 2000) – + printer drivers + CD writer.</td>
<td>2-3</td>
</tr>
<tr>
<td>Digital camera (incl. chips, batteries, charger for batteries + drivers + software for picture treatment)</td>
<td>1</td>
</tr>
<tr>
<td>Projector (for PowerPoint presentations; 2 in case of simultaneous translation)</td>
<td>1-2</td>
</tr>
<tr>
<td>Photocopy facilities (accessible 24 hrs)</td>
<td>1</td>
</tr>
<tr>
<td>Extension cords with several plugs</td>
<td>2-3</td>
</tr>
</tbody>
</table>

A banner on the event can be prepared for the venue.

### 1.9 Prepare the participants’ kit

Each participant should have a workshop kit, which contains:

- Title of the kit and a list of its contents
- Workshop objectives
- Workshop agenda
- Powerpoint presentations (if necessary)
- Workshop evaluation questionnaire

The kit can be assembled in a number of ways:

- **Binder.** The advantage to a binder is that all material is kept together and doesn’t risk getting lost. The disadvantage is that participants have all the material at the beginning and concentrate on reading during presentations instead of listening.

- **Individual piles.** You can keep the material in separate piles and distribute them after the corresponding presentation has been given. The advantage is that participants only concentrate on the document you want them focus on at the moment. The disadvantage is that it might get lost easily.

- **CD Rom.** You can also decide not to distribute printed copies of presentations and share the electronic format in a CD Rom.
1.10 Hold final meetings

The facilitation team should be available at least three full working days before the workshop. Meetings should be held with the team to:

- Finalize the agenda, objectives and facilitation (see below)
- Share with them some of the presentations, especially if there are sensitive issues
- Check the venue and review facilitation materials
- Gather local facilitators and note-takers to “dry-run” workshop

A briefing session with the government counterparts and the task force also needs to be scheduled. At the meeting, key presentations should be shared to provide the opportunity for last-minute corrections and to ensure that no sensitive points are raised at the workshop without sharing them in advance with the counterparts.
Part 2 – Designing the workshop modules

Overview

The workshop is organized around nine modules. Most of them are necessary to reach the objectives. However, the content, time allocated and facilitation methods can change, depending on the specific objectives of the workshop in the country. The sequence of the modules can also vary to some degree.

Proposed modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Objectives and content</th>
</tr>
</thead>
</table>
| **M1 - Opening** | - Set the tone of the workshop and emphasize national ownership; give the floor to main partners in school feeding  
- Know each stakeholder and their involvement (direct and indirect) in school feeding/school health and nutrition activities to improve future collaboration. Collaboration and coordination only works if participants know each other and trust is established. Knowing each other personally is a pre-condition to any further step of coordination and needs thorough attention  
- Identify participants’ expectations and concerns  
- Share with participants the objectives and the agenda.  

**What is required/what is flexible?**  
The government should open the workshop and adequate time needs to be allocated for self-introductions, objectives, expectations. The degree of participation and detail can vary depending on protocol and level of participation. |
| **M2 - Why are we here?** | Understand  
- why the government, WB and WFP and other partners initiated the workshop  
- the country context of school feeding (and school health and nutrition)  
- what role the country lead agency plays  
- the latest research on school feeding, in particular how school feeding acts as a safety net  

**What is required/what is flexible?**  
It is important to have an opening presentation by the government on the national context, the country vision and policy for school feeding and the factors/processes influencing school feeding. Key findings of Rethinking School feeding and WFP school feeding policy need to be shared and time allocated for discussion. Some additional topics can be covered, such as a presentation on HGSF or a presentation and discussion of the investment case. |
| **M3 - Where are we regarding school feeding?** | Understand  
- stakeholders’ involvement and main results regarding their school feeding/school health and nutrition activities  
- current need for school feeding in terms of number of children  
- current gap and necessity for scale-up  
- complementarities and gaps, opportunities for partnerships  
- Need for (improved) coordination  

**What is required/what is flexible?**  
The module needs to include an overview of existing school feeding programmes in the country and of complementary school health and nutrition interventions. Where the Needs and gap analysis is available, it should be presented here. |
The module description presents two alternatives to facilitate the discussion on existing interventions, depending on the participation level desired. Depending on the priorities for the country, accent can be put on:

- **School Health and Nutrition, the Essential Package, partnerships and need for coordination.** In this case, more time will be allocated to presentations and discussions on School Health and Nutrition interventions.
- **Coverage and options for scaling up.** When available, the Cost analysis (the current cost structure and opportunities for cost containment) can be presented here. If the day already includes many presentations, you can postpone this presentation to Day 2.
- **Home Grown School Feeding – if there are lessons learned and best practices to share and discuss in the country.**

If several of these topics need to be covered, you can split the session into two. Do not forget to allocate enough time for discussion – in plenary or break-out groups.

### M4- Where do we want to go?

Agree on the role and objectives of school feeding and its contribution to national strategies. Having a common view creates good collaboration, ownership and commitment. Even if a country already has a school feeding strategy, it is important that all stakeholders are aware of it and have internalized this vision.

- propose and discuss modality options for scale-up and their cost-effectiveness
- agree on government vision and targets (in terms of target groups and coverage, short-term and medium-term)
- review current programme costs (and benchmarks) and identify alternative cost-efficient models.

**What is required/ what is flexible?**
The need for this module and its specific objectives will be assessed during the preparation phase. If the country already has a well developed vision for school feeding, this module can present it and allocate some time for a brief discussion. The Cost analysis can introduce a discussion of future directions for scaling up.

### M5- What are the standards for school feeding?

- Describe and reach a common understanding of the standards guiding sustainable and affordable school feeding, against which existing school feeding programmes can be assessed and that future programmes will aim to achieve.
- Introduce and discuss WFP’s 5 standards for sustainable school feeding.

**What is required/ what is flexible?**
This session needs to include a presentation and discussion of the 5 standards and their relevance to the country. Some form of brainstorming is recommended, although it can be kept to a few minutes of personal thinking. The facilitation will change depending on the need to have a longer discussion of the standards (recommended when school feeding is a relatively new field to participants) and whether the objective is to “tailor” the standards to the context (where the national policy for school feeding is still to be formulated and would build on the workshop recommendations).

### M6- Where are we regarding the standards?

Identify the achievements of the existing programme(s) regarding the standards and the shortcomings, gaps and challenges. This will also help map the country in terms of the transition process.

**What is required/ what is flexible?**
This is a core module of the workshop, to be conducted in break-out groups with handouts that guide them on the assessment.
<table>
<thead>
<tr>
<th><strong>M7- What do we do next?</strong></th>
<th>Outline directions for future action - define a road map with key responsibilities and timeline.</th>
</tr>
</thead>
</table>
| **What is required/ what is flexible?** | This is another core module of the workshop; the break-out groups continue the discussion structured against the standards and build on the previous participatory assessment.  
- Depending on the context and time allocated, the details of the recommendations/ next steps will vary. Further work may be needed to elaborate an action plan.  
- When there is no clear vision on the transition process to a national programme, defining the elements or milestones of the transition and agreeing on the sequence and timeframe can be the main objective of this session (see Sequencing the transition process).  
- In both cases, the output would form the basis to develop a strategy for sustainable school feeding, ultimately guiding the transition towards having a nationally funded and managed programme. The process could identify capacity development areas in a systematic manner. |

| **M8- How can we collaborate better?** | • Describe the current actors and their collaboration and communication and coordination around school feeding. Inter-ministerial roles (especially if school feeding is to be used as a safety net) and complementarities such as WFP-UNICEF’s initiative on Essential Package are examples of topics to focus on  
• Identify good practices and bottlenecks  
• Agree on improved modalities where necessary. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is required/ what is flexible?</strong></td>
<td>This module is optional, as coordination is also tackled when assessing the standards. It is recommended where coordination is a critical issue to address.</td>
</tr>
</tbody>
</table>

| **M9- Closing** | • Highlight what has been discussed and confirm final agreement.  
• Give an opportunity to evaluate the process. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is required/ what is flexible?</strong></td>
<td>Some form of closing, with a presentation of main findings, conclusions and recommendations. A workshop evaluation is required. The format of the session will be more or less formal depending on the country and the level of participation, and on the objectives of the session. Ideally it is better to invite senior representatives – including donors where relevant – to bring findings and recommendations to a higher level. This might trigger dialogue between the senior representatives and the workshop participants. The process requires additional organization and preparation to focus on findings, conclusions and recommendations, especially where support from senior government officials and donor representatives is expected to implement the recommendations.</td>
</tr>
</tbody>
</table>
2.1 Module 1 – Workshop Opening

Timing: 1h45

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Content</th>
<th>Method</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1</td>
<td>5 min</td>
<td>Welcome and overview</td>
<td>Speech</td>
<td>Welcome poster</td>
</tr>
<tr>
<td>1-2</td>
<td>50 min</td>
<td>Self-Introductions</td>
<td>Introductions Clustering</td>
<td>Introduction instructions Markers Pin board, pins Cards</td>
</tr>
<tr>
<td>+10 min</td>
<td></td>
<td></td>
<td></td>
<td>Stakeholder Matrix (optional)</td>
</tr>
<tr>
<td>1-3</td>
<td>35 min</td>
<td>Opening speech(es)</td>
<td>Speech</td>
<td>Talking points</td>
</tr>
<tr>
<td>1-4</td>
<td>15 min</td>
<td>Objectives, agenda, modalities</td>
<td>Presentation</td>
<td>Slides Handout Objectives Handout Agenda Flipchart</td>
</tr>
</tbody>
</table>

Objectives / rationale

The opening sets the tone of the workshop. It provides an opportunity to pass key messages to participants and provide directions that will influence technical discussions.

To allow participants to know each other. Knowing each other personally is a condition to efficient collaboration.

Conducting the session

This session is usually facilitated by the government, a representative of the school feeding unit or a Master of Ceremonies (MC), depending on the protocol in the country.

Step 1-1: Welcome and overview

- Put up the welcome poster to indicate the room and visibly welcome participants.
- The representative of the government or the MC welcomes participants and opens the workshop.
- MC gives an overview on what will happen until the coffee break – and until the agenda is presented.

Step 1-2: Self-Introductions

- MC (or main facilitator) invites participants to take one minute to introduce themselves (name, organization, activities related to school feeding) and to write down on two separate cards their two most important expectations.
- The cards are collected and clustered by themes as the introduction session continues.
- Wrap-up: Highlight diversity of participants (different ministries, organizations, etc.) and wealth of experience in the room. Tell participants that you will come back to their expectations when talking about the objectives and the agenda.

- Optional: present Stakeholders Matrix, which can be prepared before the workshop in consultation with key stakeholders.
Introduce the matrix with the different school-feeding related activities and explain how it was built.
- You can ask: when looking at the result, what comes into your mind? – collect some answers.
- We realise that there are many overlaps in activities – however these activities may be implemented in different areas / regions / districts of the country.
- Find out other explanations from participants
- Ask participants to complete/ correct it during tea break if necessary.

Step 1-3: Opening speeches (Key note address, opening remarks)
- Invite the senior representative from the Government to deliver opening speech.
- Invite development partners to make opening remarks.
  Note: Usually speakers will be sitting at a panel table during the opening. Check with government protocol in this regard.

Step 1-4: Objectives, participants’ expectations, agenda, modalities

- Present workshop objectives
  - “Looking at the current situation of school feeding in the country and starting from what we just have heard, there is a need to critically look deeper into the situation of school feeding: What we do, how we do it, who is involved and – above all – what we want to achieve, thus which vision we have regarding school feeding for the country and what is necessary in order to achieve this vision. This workshop is a first step to reflect.”
  - Slide “Objectives”: “It has the following objectives” (go through the slide Objectives - to be adapted to the country context).

- Summarize key expectations from participants – a set of “summary cards” can be prepared and pined on a white board. You can read a couple of cards from participants related to each topic. Say clearly which of the expectations we will not be able to fulfil and why.

- Present agenda (slide), focusing on main topics and not the details.
  - “To achieve our objectives, we will try to answer a number of questions.”
  - “We will then look deeper into the situation of school feeding in the country, addressing the question ‘Where are we regarding school feeding?’”
  - Continue like this, browsing through the agenda.
  - Indicate that the answers should come from the participants to define the future school feeding programme and standards. To underline this, the module titles are questions. There is no one right or wrong answer.
  - Link with participants expectations, indicating which expectation will be tackled at what point.

- Discuss working modalities: “What can we do to make this workshop a success?”
  - “For successful work, harmonious and fruitful dialogue and cooperation are essential. Let’s collect the most important issues that we need to consider and give ourselves rules to optimize our working process”. Present the flipchart with the question: “What can we do to make this workshop a success?”
  - Invite participants to come up with their ideas. Write the ideas below the question on the flipchart.
- If a specific point is important to you (such as mobile phones, smoking, etc.) present the question in asking how to deal with the issue.
- Make sure you have the agreement of all participants by looking for signs of agreement, such as nodding. If nobody says anything declare that saying nothing means agreement.
- If the main facilitator is leading this session, he/she can then pass the floor back to the MC to lead the next session.

**Tips for facilitators**

✓ This session is sensitive, as it sets the tone for the entire workshop. Therefore:

- WFP should do everything to encourage the responsible agency for school feeding (usually the Ministry of Education) to lead the session.
- Be prepared to adapt the session depending on protocol. The counterparts in the governments can give advice on how to structure the opening in line with protocol. The opening speeches may be best suited at the very beginning, and the introductions afterward.
- Key partners of the government should be invited to make opening remarks. These may include main donors in the sector (who may not be directly involved in school feeding). Opening remarks from partners, including WFP, should be limited to a total of 20 minutes, and come after the Government opening speech.
- Opening remarks should include the ongoing processes that are relevant to school feeding – such as the formulation or revision of the national education plan, the preparation of the new PRSP and UNDAF, ongoing changes in the public sector and in the education sector in particular.
- The main facilitator can take over the last step (objectives, agenda, working modalities) – depending on context and government preference.

✓ Have a good briefing with the WFP CD/representative before, emphasizing the role of WFP: Although WFP takes the initiative, it plays a facilitating role. The government should have the leadership role.

✓ Usually, the main speakers sit at a panel or front table during the opening. You can invite them to join the other participants at the end of the opening session, as the front table may be needed for other speakers and to avoid being too formal during the working sessions.

✓ You can circulate the attendance sheet for the morning and ensure check their title and spelling of their name.

✓ A coffee break can be scheduled at the end of the opening ceremony to allow senior officials to leave the venue. This also offers an opportunity for the press (if invited) to conduct interviews and leave.

✓ Invite any latecomers to write down their expectations, and start clustering the cards for future reference.
2.2 Module 2 – Why Are We Here?

**1h15 to 1h45**

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Content</th>
<th>Method</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-1</td>
<td>30 min</td>
<td>The country context of school feeding</td>
<td>Ppt presentation</td>
<td>PowerPoint, Laptop, Projector</td>
</tr>
<tr>
<td></td>
<td>+20 min</td>
<td>Existing programme: achievements and challenges</td>
<td>Ppt presentation</td>
<td>PowerPoint</td>
</tr>
<tr>
<td>2-2</td>
<td>45 min</td>
<td>Rethinking school feeding WFP school feeding policy</td>
<td>Ppt presentation</td>
<td>PowerPoint</td>
</tr>
<tr>
<td></td>
<td>+ 15 min</td>
<td>Investment case</td>
<td>Ppt presentation</td>
<td>Slides: Investment case</td>
</tr>
</tbody>
</table>

**Objectives / rationale**

Participants should understand
- why the government, WFP and other partners initiated this workshop
- the country context of school feeding (and school health and nutrition)
- what role the country lead agency plays
- the latest research on school feeding and WFP school feeding policy, in particular how school feeding acts as a safety net
- how WFP can support countries in improving their school feeding programmes
- the life-time returns of school feeding: school feeding as a sound investment

**Conducting the session**

**Step 2-1: The country context of school feeding**

- A member of the Government, usually a senior person from the institution in charge of school feeding, delivers the presentation on the country context. The presentation should cover:
  - country situation regarding MDGs including: poverty, food security, education, and trends; regional and other disparities
  - policy and institutional framework for school feeding, if any
  - government vision for school feeding, if any
  - key processes driving school feeding (e.g. new education plan, new funding opportunities)
- Afterward, the speaker opens the floor for questions and answers.

**Alternative Step 2-1**

This session can already include a detailed presentation of the school feeding programme in the country. In this case, 20 minutes more should be allocated. The presentation can be extended to include:
- existing programme: objectives, modalities, targeting
- Needs and coverage analysis
- achievements and challenges.

This approach is recommended when there is only one school feeding programme in the country, and where the workshop does not cover other school health and nutrition interventions. It is also recommended when the opening speech is expected to significantly cover policy and institutional issues.
Step 2-2: Panel discussion: the global context of school feeding

- Introduce the panel of presenters on the international context for school feeding. These are standard presentations summarizing latest research on school feeding and new trends:
  - Rethinking school feeding (suggested presenter: World Bank)
  - WFP school feeding policy and strategy (WFP)
  - An introduction to Home Grown Schoo Feeding, if there is no specific session on HGSF
  - If available in the country, a presentation of the Investment case (suggested presenter: WFP Headquarters or Country Office)
- Open the floor for questions and answers with the panel.

Tips for facilitators

- Make sure the person who presents the country context is aware of the 15-minute time frame.
- Ideally, the responsible national agency for school feeding should presents this overview. This would already indicate ownership, and positively influence the course of the workshop.
- Make sure that only an overview is given of the school feeding situation. There will be enough time to discuss the situation in detail in the following module.
- Panel presentations are recommended to facilitate time management.
- This module could include a presentation and discussion of other safety nets in the country, in particular if they are conditioned on education.
2.3 Module 3 – Where Are We Regarding School Feeding (& School Health and Nutrition)?

40 min - 2h

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Content</th>
<th>Method</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-1</td>
<td>40-75 min</td>
<td>Status of school feeding in the country, including needs and coverage (can be extended to SH&amp;N)</td>
<td>Presentation(s) or School Feeding Fair: - presentation - walk around + Q&amp;A</td>
<td>Presentation and/or Fair template (to be sent in advance) Gong, bell (to make a noise)</td>
</tr>
<tr>
<td>3-2</td>
<td>30 min</td>
<td>Cost analysis</td>
<td>Presentation</td>
<td>Presentation</td>
</tr>
<tr>
<td></td>
<td>30 min</td>
<td>HGSF and local procurement</td>
<td>Presentation</td>
<td>Presentation</td>
</tr>
</tbody>
</table>

Objectives / rationale
- Further know each stakeholder/ identify key stakeholders
- Listen to each stakeholders’ involvement and main results regarding their school feeding/ school health and nutrition activities
- Know current need for school feeding, in terms of number of children, current gap and necessity for scale-up
- Identify complementarities/ gaps/ opportunities for partnerships
- Open the dialogue on the need for coordination

Conducting the session
Step 3-1: Status of school feeding (and SH&N) in the country
Depending on the workshop context and objectives, three different approaches are possible:

1. **Give a PPT presentation on school feeding programme(s) in the country**, followed by a discussion.
   - If there are different programmes being executed in parallel, the presentations can be delivered by different organizations.
   - There should be a presentation and discussion of the Needs and Coverage analysis, where available

2. **Hold a school feeding fair**: The purpose is to listen to each stakeholder’s involvement and main results regarding their school feeding activities. Stakeholders are asked in advance to prepare the information by handing over a list of issues.
School Feeding Fair

- Objectives of the programme
- Since when is it operational
- Number of children reached
- Number of schools reached
- Target group or groups
- Targeting criteria
- Food modality and foods used
- Cost per capita of the programme
- How is it implemented?
- Who does what? special emphasis on
  – partnerships spec. role of the government
  – coordination
  – management
- Procurement
- Complementary activities
- Results of the programme (enrolment, attendance, drop out, etc)
- Main problems

The fair proceeds in the following way:

- Each institution places its poster on the wall
- The whole group visits each institution for 3 min. The institution representative briefly presents the essentials
- After all posters have been visited, 30 minutes are allotted for individuals to walk around freely to get more information
- After the visits, the following wind-up/guiding questions are posed:
  - What are your impressions? / What impressed you most?
  - What did you learn /what conclusion do you draw from the presentations?
  - Looking at the challenges: which ones are recurrent? Why? Which ones are specific and why?

This approach is recommended when there are fewer than 30 participants and several school feeding programmes in the country.

Even when the first approach is chosen, different implementing organizations can be invited to bring their communication materials at the workshop and to prepare a “poster” that participants can look at during breaks.

3. Hold a panel presentation on school health and nutrition interventions in the county, including school feeding, followed by a discussion.

- If there are different school feeding programmes being executed in parallel, different organizations can deliver the presentations
- There should be a presentation and discussion of the Needs and Coverage analysis, where available
- Each presentation should last 10 to 15 minutes, so that there is some time for discussion.
- Wrap-up should summarize potential overlaps, partnerships, room for increased coordination.

Step 3.2: Focus 1: Cost analysis of school feeding, or HGSF and local procurement

- Present and discuss findings of the Cost Analysis, where available, or
- Present and discuss findings and lessons learned on HGSF / Local procurement
Tips for facilitators

✓ As an alternative to presentations, some form of group work needs to be introduced during Day One to keep the attention of participants. Postpone some presentations, if necessary, and ensure participants are given the floor at different moments during the day for discussion (in plenary or groups).

✓ Either of the two last topics (costs, HGSF) can be discussed separately later in the programme, especially when this module focuses on school health and nutrition interventions and their linkages. For instance, costs can be introduced as a focus when introducing the 5 Standards for sustainable school feeding.
2.4 Module 4 – Where do we want to go? Developing a Vision for School Feeding

45min- 1h10

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Content</th>
<th>Method</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-1</td>
<td>20 min</td>
<td>School Feeding Vision for 20xx</td>
<td>Drawing</td>
<td>A4 sheets of paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Brainstorming</td>
<td>Colour markers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pin boards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Instruction drawings</td>
</tr>
<tr>
<td>4-2</td>
<td>25 min</td>
<td>Common country vision</td>
<td>Presentation</td>
<td>Results from groups (see previous step)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>of group visions +</td>
<td>Enough space (wall, pin boards)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>merging into</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>common vision</td>
<td></td>
</tr>
</tbody>
</table>

4-3 2 min Creation of “task force”

Alternative (if there is an explicit school feeding policy in the country):

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Content</th>
<th>Method</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-1</td>
<td>20 min</td>
<td>School Feeding Vision for 20xx</td>
<td>Drawing</td>
<td>A4 sheets of paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Brainstorming</td>
<td>Colour markers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pin boards</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Instruction drawings</td>
</tr>
<tr>
<td>4-2</td>
<td>10 min</td>
<td>Common vision elements</td>
<td>Q &amp; A in plenary</td>
<td></td>
</tr>
<tr>
<td>4-3</td>
<td>15 min</td>
<td>The current vision on SF</td>
<td>Presentation</td>
<td>Ppt, flipchart</td>
</tr>
<tr>
<td>4-4</td>
<td>25 min</td>
<td>Common country’s vision</td>
<td>discussion+ merging</td>
<td>Results from elements (see step 4-2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>into common vision</td>
<td>Enough space (wall, pin boards)</td>
</tr>
</tbody>
</table>

Objectives / rationale

- Share stakeholders’ views, discuss and agree on the role and objectives of school feeding and its contribution to national strategies.
- Even if a country has already a school feeding strategy, it is important that all stakeholders are aware of it and have internalized this vision. Having a common view on the topic is essential to create good collaboration, ownership and commitment.

Conducting the session

Step 4-1: School feeding vision for 20xx

- Introduce the task.
School Feeding Vision 2020

How do you envisage School Feeding in the year 2020 in <country>?

Task
Per group of stakeholder:
- Draw together your vision on School Feeding
- Exchange with the colleagues and specify the elements of your vision on cards

Time
20 minutes

- Exchange results: show drawing and collected brainstorming

Step 4-2: Common country school feeding vision
- Merge the different elements through clustering.

Step 4-3: Creation of a “task force”
- Preferably a representative of the government, NGOs and 1-2 other participants who are ready to sit together to develop a vision statement based on the ideas collected ideas. To be presented the following day.

Alternative:

Step 4-1: School Feeding Vision for 20xx
- Introduce the task. (See graphic above.)
- Exchange results: show drawing and collected brainstorming within the group.

Step 2: Common vision elements
- Ask one group to give its two first elements; present the cards on the pin board
- Ask the second group to add elements not yet mentioned. Ask the third group to do the same.
- Continue until all elements are on the board
- Start clustering the ideas, while collecting the cards.

Step 3: The current vision on school feeding
- Ask the representative of the government to present the country’s current vision.
- Allow only clarification questions

Step 4: Common country school feeding vision
- Have the key points prepared as “additional elements” on cards, but on paper of different colour.
- Together with participants, find overlapping ideas and put them together.
- Identify additional elements and discuss how best these could be associated with the current vision.
Tips for facilitators

✓ Participants may be reluctant to use the drawing method as they may think it is “childish”. Explain that drawing reveals additional ideas which then may be written. Add that it is not an “art competition” and the quality of the drawing does not matter.

✓ This is one of the opportunities to further discuss school feeding as a safety net. If this is an intended output of the workshop, it is important to discuss with the country team if this is a new element or if it will be introduced with the current vision.
2.5 Module 5 – What Are the Standards for Sustainable School Feeding?

30 mn (+ 2h)

**OPTION 1**: Recommended in countries where there is already a national programme, and/or where participants are familiar with implementing school feeding.

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Content</th>
<th>Method</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-1</td>
<td>10 min</td>
<td>Requirements of quality school feeding pro-</td>
<td>Brainstorming</td>
<td>Slide with question</td>
</tr>
<tr>
<td></td>
<td></td>
<td>gramme</td>
<td></td>
<td>Coloured cards</td>
</tr>
<tr>
<td>5-2</td>
<td>20 min</td>
<td>5 Standards</td>
<td>Presentation</td>
<td>Flip chart paper, wall space</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Card collection</td>
<td>Presentation</td>
</tr>
</tbody>
</table>

**OPTION 2**: Recommended when the objective is to discuss in detail the standards and to develop country-specific standards. This is usually the case when school feeding is a relatively new topic for participants and when the government is defining orientations for a new or future national programme. Requires significant additional time (2h).

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Content</th>
<th>Method</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-1</td>
<td>5 min</td>
<td>Recall vision</td>
<td>presentation</td>
<td>Slide</td>
</tr>
<tr>
<td>5-2</td>
<td>15 min</td>
<td>Requirements of quality school feeding pro-</td>
<td>Work in pairs Clustering</td>
<td>Slide with question</td>
</tr>
<tr>
<td></td>
<td></td>
<td>gramme</td>
<td></td>
<td>Coloured cards, white board</td>
</tr>
<tr>
<td>5-3</td>
<td>20 min</td>
<td>Presenting &amp; discussing available standards</td>
<td>Presentation of WFP 5</td>
<td>Set of WFP 5 standards (on light-coloured paper)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>standards + existing</td>
<td>Set of country’s standards (on different coloured paper)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>country standards</td>
<td>Pin board or wall space</td>
</tr>
<tr>
<td>5-4</td>
<td>45-60 min</td>
<td>Developing the country’s specific standards</td>
<td>Group work</td>
<td>Flip chart: 1 per group</td>
</tr>
<tr>
<td>5-5</td>
<td>50 min</td>
<td>Agreement on the country’s standards</td>
<td>Presentation of group</td>
<td>Participants’ group work results</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>results Discussion &amp; approval</td>
<td></td>
</tr>
</tbody>
</table>

**Objectives / rationale**

- A vision needs to be specified to be able to develop concrete activities. To put visions into reality there is a need for guidance. Unanimously, the vision includes the idea of “efficiency” and “sustainability”.
- Introduce and discuss WFP 5 standards for sustainable school feeding.

**Conducting the session**

**OPTION 1:**

**Preparation:** Put 5 pieces of flip chart paper on the wall, and on each one stick one of the 5 standards printed on coloured paper, face down (so that participants cannot read it).
Step 5-1: Brainstorming - Requirements of quality, sustainable school feeding
Participants take 2 minutes to write down on cards what for them are the two main requirements for quality, sustainable school feeding programmes in Country X.

Guiding question on PPT slide: What are the requirements for quality, sustainable school feeding in Country X?

Note: cards are not collected at this stage. The colour of the cards should be different from the one used for the 5 standards.

Step 5-2: Presentation - Rethinking School Feeding 5 standards
- Use the standard presentation on the 5 Standards (adapted from Rethinking School Feeding and WFP School Feeding Policy)
- As each standard is being presented and explained, ask participants if they have cards related to the standard.
- Facilitation team collects the cards and posts them on the flipchart with the standard (the printed standard is made visible).
- The presenter moves on to the next standard/slide.
- At the end, collect remaining cards and read them out.

Wrap-up: What are the standards for sustainable school feeding in the country?
- Compare requirements proposed by the participants to WFP’s 5 standards.
- Identify standards that are similar and should be applied in the country.
- Identify discrepancies: Which standards should we add, which ones can be adapted?

OPTION 2:

Step 5-1: Recall national school feeding vision (one slide)

Step 5-2: Brainstorming: Requirements of quality, sustainable school feeding program
- Brainstorm in pairs: What are the requirements for quality, sustainable school feeding in Country X?
- If participants don’t come up with all standards, probe with questions: What about political will? How to make sure that...
- Collect answers on cards and cluster them in 5-8 areas with participants.
- Find headings for each of them (e.g. policy framework, funding & budgeting, programme design, institutional arrangements & programme implementation, local production, partnerships & coordination, community participation).

This may be the end of day 1. It is important to get participants’ feedback before breaking for the day.

Step 5-3: Presenting + discussing available standards
- Remind participants that WFP together with partners has already thought about specific standards, and we would like to present them as “food for thought”. The 5 Standards should inspire further discussion: e.g. accepting, rejecting or taking them further.
- Read out, explain and show the available standards printed on coloured paper. Try to make links with what participants have just proposed.

Note: This is a quite sensitive and critical step, especially if a country has already developed standards. The 5 Standards are meant as a suggestion and should not be pre-
sented as “the only valid standards”. The ultimate idea of the workshop is to have standards for quality, sustainable school feeding programmes.

**Step 5-3: Group work: Developing the country’s specific standards**
- What has been developed during the initial brainstorming needs further work. This will be done in groups.
- Form groups according to the areas identified in step 5-2. Each group should take the cards from the respective area(s) and the related printed standard(s).
- Give the indications for the next task.

**Guiding question for the discussion:**
*What specific standards does a quality school meals programme have to fulfil?*

**To guide your work:**
- The group can use the available cards and the generic standards as a starting point for the discussion;
- Discuss, remove, add, reformulate, agree to the standards;
- Write 3 to 5 most important standards or requirements on a flip chart.

**Step 5-6: Agreement on the country’s standards**
- Presentation by groups, discussion and approval by other participants.
- Wrap-up: These will be the country standards that are suitable to achieve the vision by 20xx (or to guide future work).

**Tips for facilitators**
- Clarify that we are trying to further define where we want to go, the programme we want as a final objective – not the necessary steps to get there.
- One quick way to organize the groups is random distribution through self-counting:
  - Ask each participant to count themselves (1 to 4 or 5, depending on the number of groups). There should be 8-10 participants in each group.
  - Group all “Ones” together, all “twos” ... up to four or five.
  - Ensure there is a team leader in each group, briefed on the methodology, who can repeat and explain instructions as required. This person can hold a sign with the group number to fasten the process.
- For option 2, if the country has already well defined standards, make sure to present them and to provide them as additional printed material.
- If you choose option 2, which allows more flexibility to tailor the standards, then the following two modules need to take into account the outputs of this session for consistency. Plan for a coffee break or additional staff to prepare the next session in a brief period of time.
2.6 Module 6 – Where Are We Regarding the School Feeding Standards?

2h30 to 3h

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Content</th>
<th>Method</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-1</td>
<td>20 min</td>
<td>Getting prepared ...</td>
<td>Presentation of group work</td>
<td>Instructions for group work (Slide)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>task</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group formation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Q&amp;A applying the task</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>in plenary on one example</td>
<td></td>
</tr>
<tr>
<td>6-2</td>
<td>70 min</td>
<td>Assessment against the standards:</td>
<td>Group work</td>
<td>Hand-outs for different groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>achievements, challenges &amp; shortcomings</td>
<td></td>
<td>Note-taking formats</td>
</tr>
<tr>
<td>6-3</td>
<td>60 min+</td>
<td>Exchange of results</td>
<td>Presentation, Q&amp;A</td>
<td>Indicators printed (A4 colour paper)</td>
</tr>
<tr>
<td>6-4</td>
<td>10 min</td>
<td>Winding up</td>
<td>Q &amp; A</td>
<td></td>
</tr>
</tbody>
</table>

Objectives / rationale

- Identify the achievements of the existing programme(s) regarding the standards, as well as shortcomings, gaps and challenges. This will also help mapping the country on the transition process.

Note: This session does not replace a full assessment

Preparatory work

Preparation work is needed to make this session highly productive. Discussions in the break-out groups will be more fruitful if groups are provided with some findings/ key facts regarding the standard(s) they are discussing. Guiding questions can help ensure that critical issues for the country are discussed in the relevant group. To this end, it is recommended that a pre-assessment against the standards be conducted to help identify key issues and known facts.

Hand-outs can be prepared for each group, including:
- Group work instructions
- Room designated for the group
- Guiding questions (+/- 5 per group) – groups are not expected to answer each of them but can use them to guide their assessment of the standards
- Main findings from the pre-assessment or key facts identified with the Country Office/ task force.

Standards and indicators can be printed in advance on coloured paper (A4) and distributed to the groups. Note: If option 2 has been chosen in the previous session, the facilitator will need to act quickly and write/ print the standards developed on A4 colour paper. This can be done as the groups present their results or during a coffee break.

Conducting the session

Step 6-1: Getting prepared ...

- Present task instruction for group work: To what extent have we already met the standards in Country XX?
  - For each indicator, assess and explain if/how the indicator is being met
  - Give reasons for your assessment – achievements, challenges, shortcomings –
using observations provided

### Achievements, Challenges, Shortcomings

**Overall guiding question**

To what extent have we already met the quality standards in Country?

**Task for group work**

- For each indicator, assess and explain if/how the indicator is being met

<table>
<thead>
<tr>
<th>a) Assess:</th>
<th>b) Explain:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(+) met</td>
<td>Give reasons for your assessment</td>
</tr>
<tr>
<td>(+/-) more or less</td>
<td>achievements, challenges, shortcomings</td>
</tr>
<tr>
<td>(-) not met</td>
<td>– using observations provided</td>
</tr>
<tr>
<td>(?) don’t know</td>
<td></td>
</tr>
</tbody>
</table>

**Time**

- 60 minutes
- Identify one person to report back in plenary → 10 minutes

### Achievements, Challenges, Shortcomings

**Standard 2: Sound alignment with the national policy framework**

- School meals included in national sector plans/policies
- Included in national education sector plan or an investment programme
- Included in the school health policy
- Also mentioned in the food security and nutrition policy

- (+) met
- (+/-) more or less
- (-) not met
- (?) don’t know

**How? Why? Comments**

- Explain and validate, amend, complete the findings of existing assessments

---

- Tackle one example in plenary (a slide can be prepared for this purpose)
- Form groups – one or two standards can be allocated to each group. Consult with country partners to assess how to best match the topics.

**Step 6-2: Assessment against the standards**

- Group work in the determined composition
- One team leader in each group, ideally from the government or an identified stakeholder knowledgeable on the topic
- One rapporteur to present back in plenary
- Help groups to discuss useful questions, and not stick too long to one point, but move ahead.

**Step 6-3: Presentation and discussion of results in plenary**

- In plenary, each group presents (less than 10 minutes), followed by discussion (5 to 10 minutes).

**Step 6-4: Winding up**

- Have all results laid out and visible.
- Ask: What are your observations and conclusions?
- Highlight knowledge gaps, remaining open questions, if any, and have these reflected in the final road-map.
Tips for facilitators

- If there are several school feeding programmes implemented by different partners, you can decide to assess each programme, or to focus on the government one. The focus should be on the national programme (if any). This exercise does not replace a detailed assessment. Participants should familiarize with the set standards and identify major issues to be addressed.

- For this session, it may be preferable to pre-define the groups to ensure informed and balanced discussions. The groups formed for this session will continue working together in the next session. To form the groups:
  - Identify key informants for each topic/set of topics and place them in the appropriate group. You can ask them in advance to facilitate the discussion in the group. This can ensure presence throughout the workshop and strengthen ownership.
  - Ensure there is at least one representative from the government in each group and, if relevant, a representative from sub-national level
  - Check that no organization is over-represented in any group.

- A note taker should be allocated to each group to capture the discussion in a matrix format – if possible directly on a computer to have a ready-to-share output at the end of the workshop (see template in the toolkit). In most cases, note takers are part of the facilitation team and should not participate in the discussion or report back in plenary.

- Plan the coffee break in between group presentations, as it is challenging to keep participants attention throughout 4 or 5 group presentations, especially at the end of the day.
2.7 Module 7 – What Do We Do Next?

2h45 to 4h

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Content</th>
<th>Method</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-1</td>
<td>10 min</td>
<td>Introduction to task and group formation</td>
<td>Presentation</td>
<td>Instructions task</td>
</tr>
<tr>
<td>7-2</td>
<td>60-75 min</td>
<td>Outlining responses</td>
<td>Group work</td>
<td>Outputs from previous session, coloured cards</td>
</tr>
<tr>
<td>7-3</td>
<td>60+ min</td>
<td>Presentation of responses</td>
<td>Group work results</td>
<td></td>
</tr>
<tr>
<td>7-4</td>
<td>60+ min</td>
<td>Identification of immediate actions</td>
<td>Q &amp; A in plenary, group work results</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sequencing transition process</td>
<td>Group work or plenary, instructions task</td>
<td>Set of cards with transition milestones for each group</td>
</tr>
</tbody>
</table>

Objectives / rationale

- To outline directions for future action or a roadmap that would prepare the way to develop a transition strategy to sustainable school feeding after the workshop.

Depending on the context and time allocated, the details of the recommendations/next steps will vary. Discussion in some cases can be quite detailed, with concrete actions to be undertaken; in other cases the discussion outlines key directions for action – with further work and decisions needed to develop an action plan.

When there is no clear vision on the transition process to a national programme, defining the necessary elements or milestones of the transition and agreeing on the sequence and timeframe can be the main objective of this session (see Sequencing the transition process).

Preparatory work

It can be useful to discuss with the Government and facilitation team the expected outputs of this session as the workshop unfolds. Be prepared to readjust the session as needed.

**Hand-outs** can be prepared for each group, including:
- Group work instructions
- Guiding questions – to ensure critical issues for the country are discussed in the relevant group
- Possibly, key recommendations/action points related to the topic from previous day.

Conducting the session

**Step 7-1: Getting prepared…**

- Present task instruction for group work:
  - Identify appropriate responses and activities to better fulfill the standards
  - Allocate responsible institution for follow-up/support
  - Allocate time frame
  - Identify two priority areas for action
Step 7-2: Group work – Outlining responses
- By standard, using guiding questions if available.

Step 7-3: Presentation of responses
- Presentation of group work results, discussion, additions written on the pin board of the respective group
- The discussion in plenary should lead to an agreement on responsible actors and priority areas for action.

As results are being presented and agreed, the facilitation team should prepare a summary slide with key action points. A template is available in the tool kit.

Step 7-4: Identification of immediate actions (optional, depending on time)
- Put up the question (flip chart or slide) and ask: Starting tomorrow, what would be the immediate actions we have to undertake?
- Place the answers on a white board or flipchart – with responsible actors.

Step 7-4- Alternate: Sequencing of transition process

This option is recommended where the strategy leading the transition process is not clearly defined yet, and/or where different “transitions” need to happen (transition to a national programme – funded and implemented by the government, transition to new institutional arrangements (decentralization), transition to new modalities (HGSF, change in ration, change in targeting). This step can be moved to the beginning of the session. In fact, in some countries, more clarity is needed on the transition process to be able to discuss next steps.

- “Different milestones need to be achieved as part of the transition process to a sustainable (home grown?) school feeding programme. Looking at all that we need to do, we need to define clear priorities and sequence the steps: some things need to be achieved before moving to the next one, whereas other things can be carried out at the same time.”

- Group task (each group receives a set of cards with the steps or milestones and blank cards to add / modify as required):
  - In what order do we need to take these steps?
  - How long does each step take?
  - How do we know when we have achieved a step?
- How do we ensure that children who are fed today also continue to be fed during the process?

**Presentation in plenary and wrap-up**

If no agreement is found on the timing or on the sequencing, discuss the next steps that would be required to reach an agreement and define the transition strategy.

**Tips for facilitators**

A co-facilitator needs to capture key decision points/next steps, to be presented during the closing. Plan for free time (coffee or lunch break) to finalize the summary slide(s) with the Government.
2.8 Module 8 – How Can We Ensure Stronger Coordination? (optional)

30-40 min

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Content</th>
<th>Method</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-1</td>
<td>10-15 min</td>
<td>Existing coordination mechanisms</td>
<td>Q &amp; A</td>
<td>Guiding questions</td>
</tr>
<tr>
<td>8-2</td>
<td>20 min</td>
<td>Improving coordination</td>
<td>Pairs</td>
<td>Instruction for pairs</td>
</tr>
</tbody>
</table>

**Objectives / rationale**

- To describe the current actors and their collaboration around school feeding (and, where relevant, around school health and nutrition) and identify opportunities for improvement.

Coordination is essential for a quality program and the efficient use of resources. This is an optional module, as coordination is also tackled when assessing the standards. It is recommended where coordination is a critical issue to address.

**Conducting the session**

**Step 8-1: Existing coordination mechanisms**

- Refer to what has been said during the working sessions on the standards and the identified responses. You may take the board to refresh participants’ memories. Remind participants that with the new country standards the picture has been broadened and the current coordination mechanism should be checked.
- Tell participants that everybody should know how all actors in school feeding are currently linked together. A number of questions should help to get the necessary information.
  1. How are school feeding programmes and associated activities coordinated right now?
  2. Are all stakeholders/ sectors included?
  3. If not, who is missing?
  4. How can the missing ones be involved?
  5. Will these coordination mechanisms be sufficient to guide us to achieve better-quality programmes?
  6. If not, what do we need to change? (pair work)

- Ask the first question and write participants’ answers. Each stakeholder that is mentioned should be written on a separate card and a list created.
- Continue with the 2nd and 3rd question, add the missing stakeholders to the list.
- Ask question 4 to get participants’ ideas on how to involve the missing stakeholders and to better link all stakeholders.
- Ask the 5th question to double-check their answers.

**Step 8-2: Improving existing coordination mechanisms**

- Pair up participants and ask: What do we need to change in our existing coordination to achieve better school feeding programmes? Let participants work for 10 minutes and present their findings.

**Tips for**

- Take the discussion results from the specific standard group and the stakeholders’
facilitators map as starting points for this discussion.

### 2.9 Module 9 – Closing

#### 30 min – 1h

<table>
<thead>
<tr>
<th>Step</th>
<th>Time</th>
<th>Content</th>
<th>Method</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-1</td>
<td>5 min</td>
<td>Summary</td>
<td>Presentation and</td>
<td>Workshop agenda</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Q &amp; A</td>
<td>Summary slide</td>
</tr>
<tr>
<td>9-2</td>
<td>10 min</td>
<td>Evaluation of workshop</td>
<td>Individual work</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>9-3</td>
<td>15 min</td>
<td>Official closing</td>
<td>Speech(es)</td>
<td>Talking points</td>
</tr>
</tbody>
</table>

#### Objectives / rationale

- To highlight what has been discussed and confirm final agreement
- To bring findings and recommendations at a higher level by sharing them with decision makers and senior representatives – including donors where relevant
- To evaluate the process.

#### Conducting the session

**Step -1: Summary (this step should ideally be led by the Government)**

- Using the workshop agenda, recall with participants the different steps gone through
- Present key findings and recommendations
- Highlight next steps in the process in a separate slide
- Open the floor for final comments/discussion

**Step -2: Evaluation of the Workshop**

- Explain the objective of the evaluation, distribute the questionnaire and explain briefly the various sections of the questionnaire.
- Give participants 10-15 min to complete the questionnaire;
- When most of the participants have completed the questionnaire, start with the closing.
- Distribute the CD Roms with the presentations.

**Step -3: Official Closing**

- Ask participants if they want to say some final words.
- Invite the highest-ranking person to close the workshop.

#### Tips for facilitators

- Depending who attends, the closing is more or less solemn. This session can be planned with the government counterparts.
- If a formal closing ceremony has been scheduled, it is important to keep to the schedule.
- The session should be attended by the high-level participants who attended the opening so that they are informed about what has been discussed and can give their views on the findings and recommendations.
Part 3 – Wrap-up and report preparation

The activities after the workshop are:
1. Debriefing with the Government (and task force) and discussion on follow-up
2. Debriefing with CD and Country Office, discussion on follow-up and support needed
3. Preparation of the stakeholders workshop report
4. Compilation of the evaluation questionnaires into one summary evaluation – including lessons learned
5. Briefing with HQ and discussion of lessons learned

3.1 Debriefings

The two debriefings should be arranged well in advance. The following checklists will help to prepare the debriefing and serve as a list of points to consider.

Preparing the materials for the debriefings

- a copy of the workshop agenda
- a copy of the draft road map and other outputs of the workshop (summary slides)
- a copy of the CD Rom

Holding the debriefing

- Summarize, as needed, the workshop programme and content (use the agenda). Remind participants that the workshop is part of a wider process that will continue.
- Present the main conclusions and recommendations and share the summary slides with roadmap or transition process, as relevant. Highlight that it is the work of the participants, not yours as facilitators.
- Share and seek out personal impressions and assessment of atmosphere during the workshop and results achieved.
- Discuss follow-up activities:
  - Process to approve/validate and move forward with recommendations; process to define a transition strategy
  - Support needed from partners (Country Office/Headquarters)
  - Report finalized by whom, by when, in which format.

3.2 Report and evaluation

Workshop Report

The report should give the most relevant information regarding the content of the workshop discussions, and the output in terms of results and agreements. It should be as concise as possible.
The process to prepare the report, content and format needs to be agreed with the
country team and the government. The government may be willing to prepare the report.
The report can also be prepared by WFP School feeding officer, the facilitator or an other
person assigned with this task (a consultant, another staff member). In any case:

- CO should be involved in report preparation and provide inputs and comments on
draft
- The draft should be shared for comments with Government and task force members,
as appropriate, and with participants from WFP and WB Head Quarters.
- The report needs to include an Executive Summary to be shared with partners and
decision makers.

Examples are available from Kenya, Ghana and Lao PDR.

The structure for the workshop report can be as follows:

**Executive summary**
- Introduction
- Objectives
- Conclusions / main findings
- Recommendations
- Way forward

1. **Introduction**
   - Background
   - Objectives
   - Opening remarks

2. **Plenary Sessions’ Notes**
   - Understanding School Feeding in the country
   - School Health and Nutrition interventions
   - Rethinking School Feeding & WFP’s Policy and Strategy
   - Looking at options for scaling up: coverage, targeting and costs, food basket
   - Linking school feeding with local production: Home-Grown SF

3. **A Roadmap for sustainable school feeding**
   - Assessment of status against the standards
   - Recommendations/ Road map (summary from group work)
   - Additional points from discussion

4. **Conclusions and recommendations**

   *Can include decisions on follow-up taken during debriefing meetings* 

**Annexes:**
- List of Acronyms
- Agenda
- Participants list
- Opening speech
- Outputs from group discussions
- Maps
Summary evaluation questionnaire
The evaluation questionnaire needs to be compiled:

- Counting the scores
- Introducing the comments into the template report (available in the toolkit)
- Share it with CO and other members of the workshop taskforce as appropriate for comments
- Share final version with WFP HQ
Part 4 – Facilitation tips and techniques

4.1 Facilitation Techniques

The choice of facilitation methods depends on the objectives, the content, the time available and the capacity of the facilitator. It is important to alternate between active and listener-oriented methods, as well as methods that appeal to different senses.

Presentation (with visual aids)

A presentation – using Powerpoint or any other visual aids (e.g. overhead slides, flipcharts, drawings) – is a common way of presenting ideas or sharing group work outputs in a systematic but attractive, quick and concise manner. A presentation should never exceed 20 minutes. Copies of the presentation should only be provided to participants after delivery. However, let the participants know that you will be providing them with copies so that they do not worry about taking unnecessary notes.

Clarify the rules on asking questions before starting a presentation. If timing is tight, advise participants to reserve their questions for the end of the presentation. It may also be that some questions will be answered during the presentation. This avoids unnecessary interruptions, which often disturb the flow and the development of the presentation. If you clarify this rule at the beginning, participants will respect it.

Plenary discussion

In a plenary discussion, the facilitator opens the floor to all participants for a discussion. The task of the facilitator is to make sure that everybody participates, respects discussion rules (set during the ground rule fixation period), and also motivates less articulate participants to share their views. In between and at the end, the facilitators summarises the arguments, highlights of the discussion, possible contradictions, etc.

Brainstorming

A brainstorming method helps gather a wide range of ideas concerning a certain issue. This method is suitable to start working on a topic. It is important to start an ‘open brainstorming’ and not to comment on the various ideas. After all ideas have been written down, similar ideas are clustered. Brainstorming can be followed with buzz groups, plenary discussions, or small group discussion to elaborate on more complex ideas.

Card collection

Card collection is used to quickly gather ideas from participants on a certain question. Clustering of ideas follows.

- The facilitator presents the question in a visual form. The same number of cards is distributed to each participant. If more than one category of idea is to be gathered at the same time, each category of ideas can be written on a different colour of card.
When everybody has finished writing, all cards are placed the floor, face down in the centre of the group, and then shuffled. Separate piles should be used for different colour cards.

The facilitator flips each card, makes it clearly visible to all participants, and reads its content. Cards with unclear meaning or which are improperly written are rewritten immediately. The facilitator never asks the author of the card, although the author may voluntarily identify him/herself and clarify or rewrite the card. Clarification comes from the group discussion.

In the beginning, cards are placed far apart from each other. As the reading of cards continues, a certain of set of ideas become apparent. Thus, cards that have similar meanings are clustered together, as agreed by participants. Duplicate cards should not be discarded – every card belongs to someone and duplication expresses the importance of the idea for the group.

Once all the cards are grouped, the participants review the clusters and revise, restructure and label them, using a different colour and shape of card for the cluster title. Animate the cluster title with drawing of a cloud or borders, if no further discussion takes places after clustering.

If desired, the clusters can be prioritized by selecting the most important ideas. This can be done by placing dots on each cluster title. For instance, the facilitator may ask the participants to place dots to pick the most important problems in a specific area that require further discussion in a small group work.

Card collection is an effective way of collecting ideas, but requires considerable time. With a group of 20 people, allow only a maximum of three cards per person (one idea per each card). The process of card collection and clustering will take 40 to 60 minutes. This technique becomes boring when overused.

**Buzz group/small group work**

Buzz groups or small groups are at minimum 2-3 individuals discussing a specific question, usually following a plenary session where a larger number or more complex ideas have been collected. In a buzz/small group, participants exchange answers to the question and then illustrate these answers through visual aids for presentation to the plenary. Small group work requires 10 to 15 minutes, if dealing with less difficult questions. Discussions in buzz groups are an effective way to pool knowledge and to learn more from each other – and to have a high degree of interaction among participants. Avoid complex questions for small group discussion; rather, break them down into several easy-to-understand questions.

**Group work**

During group work, 4-8 people have an assignment to work on for a certain period of time, normally from 30-75 minutes. Make sure that assignments are clearly formulated and can be achieved in the time given. With more time, questions can be more complex. Different groups can also work on different topics in parallel. This helps to save time and to cater to varying participants’ interest. Present and clarify group assignments, tasks involved, and outputs expected in a plenary to allow consistent understanding among all participants. Group work outputs need to be communicated to the plenary via presentation, gallery walk, or any other method that allows sharing and discussion. Participants may be grouped according to their area of work, job profile, or simply through a random technique (e.g. counting: 1,2,3.. 1,2,3 to form three groups; all participants with black shoes, etc.)
4.2 Dealing with Conflicts and Misunderstandings

Despite careful preparation, misunderstandings in the workshop still arise from time to time and subsequently may develop into conflicts. Misunderstandings or general uneasiness should be recognized early before they cause damage.

**Conflict between participants and the facilitator**

Sometimes, a facilitator feels under attack (e.g. a participant raises objections about the programme in progress and criticises the facilitator at the same time). In such cases:

- Stop, take a deep breath, pause, and count to three.
- Accept the situation. Recognize that a participant’s need has not been satisfied and needs to be fulfilled.
- Show interest. Thank the participant for speaking up (it is always good for participants to express their concerns and needs). Paraphrase what you have understood; this will help to clarify the issue and provide time for reflection.
- Admit mistakes. In case the participant is insufficiently informed, apologize for not having given the information he/she needed. Or, thank the participant for stating his or her concerns and ask the other participants if they wish to express an opinion on the matter. Experience has shown that the silent majority usually supports the programme that has been chosen.
- Offer something. Make a proposal for linking the interests of the minority with those of the majority.

**Conflicts between participants or groups of participants**

Conflict between participants or groups can impact the entire workshop dynamics. A conflict prevents the group from concentrating on the content, and the emotions (anger, frustration, jealousy, etc.) can divert the focus. The group may not return to work until the trouble has been resolved. Conflicts among participants can usually be described in terms of one of the following situations:

<table>
<thead>
<tr>
<th>Situation</th>
<th>Symptoms</th>
<th>Possible concrete steps in conflict management</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Fight against B&quot;</td>
<td>A verbal battle I know better! Hardened battle lines between two groups Arguments met with other arguments</td>
<td>Interrupt verbal battle gently but decisively Disclose beliefs behind statements made Controlled dialogue: let opponents repeat the opposite statements Search for a higher level of common interest</td>
</tr>
<tr>
<td>&quot;Volcanic eruption&quot;</td>
<td>Participant has an emotional outbreak A participant loses control and goes into a verbal rage One participant unexpectedly turns against another</td>
<td>Interrupt the flood of words Take a deep breath; take a short break; clear the air Understand what has triggered anger (offense)</td>
</tr>
</tbody>
</table>
### Situation vs. Symptoms vs. Possible Concrete Steps in Conflict Management

<table>
<thead>
<tr>
<th>Situation</th>
<th>Symptoms</th>
<th>Possible concrete steps in conflict management</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Withdrawal/retreat/tuning out”</td>
<td>Participants fall silent, become disengaged</td>
<td>Address sources of discord</td>
</tr>
<tr>
<td></td>
<td>Participants do not speak to each other</td>
<td>Let (frustrated) needs be expressed</td>
</tr>
<tr>
<td></td>
<td>Participants are afraid of dispute</td>
<td></td>
</tr>
</tbody>
</table>

Generally, the aim of conflict management is to eliminate disruptions so that the group can return to work and participants have the feeling that they have been understood.

These are some ways to prevent misunderstandings and conflicts in workshops:

- Good preparation (including alternatives), which reduces conflicts
- Any type of “contract” with participants (e.g. objectives and expected outcome) or agreements (e.g. ground rules) explicitly aimed at creating transparency on content and procedure – which are usually the two main sources of misunderstanding
- Selection of right methods (alternating methods could give everybody a chance to feel heard)
- Paraphrasing to mirror ideas and feelings. Some participants do not directly express what they mean and others fail to understand the messages. The facilitator is the person who collects ideas and makes them understood by all. Paraphrasing is a means to show that the facilitator has understood what is being expressed and can help the others grasp the unclear ideas. Illustration through the use of visual aid is a way to paraphrasing unclear ideas.
- Careful group formation (which requires information on participants’ profile).

#### 4.3 Motivating and Enhancing Participants’ Participation

##### Starting/continuing discussions

- Use open questions (why, what, how).
- Limit your comments only to the most necessary, and invite participants to speak up.
- Directly address certain participants who have not had the chance to share their thoughts.
- Start with a provocative statement or a question that forces participants to express their opinion in a decisive manner.
- Paraphrase to motivate participants to continue elaborating a certain idea.

##### Clarifying participant’s statements or questions

- Admit lack of clarity in understanding a participant’s statement or question and ask her/him to reformulate what has been said.
- Find out the reason: participant spoke too softly, unclear pronunciation, accent, etc. Ask soft-spoken participants to speak louder. For unclear pronunciation or unfamiliar accent, meet the person individually and explain your difficulties. Apologize when asking a participant repeat what has not been understood.

*Update January 2012*
• Seek support of co-facilitator; perhaps he/she has a clearer grasp.
• Ask other participants if they can help elaborate on an unclear statement or question.

Avoiding a school teacher presence

Teachers are often criticized because they correct, call for attention, praise, and ask guiding questions. These are behaviours that do not match with adult learning processes. To avoid being labelled as teachers, facilitators need to acknowledge participants’ contributions by paraphrasing their views and allowing them to add to them or to discuss/debate on ideas. Facilitators should refrain from judging participants’ ideas and from imposing their ideas as “truth”. Participants live in different situations, and their experiences have to be respected and acknowledged.

4.4 Dealing with Questions from Participants

Questions from participants can at times make a facilitator feel insecure. There also instances when questions convey implicit or hidden statements, criticism of methodology, or in general an expression that provokes uneasiness. A facilitator has to learn to distinguish between two types of questions from participants: those that relate to content and those that relate to method.

Content-related questions

If it is a question of understanding an issue linked to a previous presentation, the facilitator can quickly give an answer. Other questions may be an expression of an opinion. Then a facilitator has to decide whether the time allows to start a discussion or to delay answering the question until a more appropriate time.

For each question, it is necessary:

• to acknowledge it (by nodding, thanking, etc.);
• to paraphrase in order to check whether it has been understood correctly you and the rest of the participants;
• to understand whether it requires an immediate answer (the facilitator may also need time to research, or other participants may provide answers);
• to write it on a card and to be placed on the parking lot, if it cannot be handled immediately. Make sure that there is time reserved to tackle these questions/clarifications before the end of the workshop.

Method-related questions

Normally, the facilitator is the “method expert”. But if the suggested method/s is rejected or challenged by the participants, there is a need to analyse the situation. The causes can be: the task involved is unclear; participants do not know how to approach the task expected of them or are tired; there is lack of variety in method; or there is conflict between participants. The following suggestions may help address the situation:

• elaborate the task/question on a board and ask for clarification questions before sending participants to work;
• give an example so that participants know what is expected of them – and how to approach the task assigned;
• interrupt with an energizer, or have a tea/coffee break, if participants are tired;

Update January 2012
• if groups are lacking a “critical mass” to discuss a particular group task, let two groups come together to allow better interaction.

4.5 Time Management

Time is critical to the success of a workshop. The more engaged and actively involved participants are, the more time is required to facilitate their discussion. It is strongly recommended not to extend the workshop time, as this wears down the participants and affects their level of attention and interest. Here are some suggestions to ensure that facilitators remain within a given timeframe:

• The facilitator/s and participants agree on time management as part of the workshop ground rules.
• Appoint a timekeeper from the group for each day of the workshop, and agree on how to enforce timing (e.g. traffic signs - green: 5 min left; yellow: 2 min left; red: finish your sentence and stop).
• When a specific session is prolonged due to legitimate reasons – such as clarifications on content or logistics problems – the facilitator must adjust the timing of other sessions. This can be done by:
  - allowing only a limited number of questions
  - shortening the Q&A period, and explaining the time constraint and the reason behind it
  - doing exercises in plenary instead of group work. Though less active, exercises in plenary help cover all points.
Annex 1: Matching the Rethinking School Feeding Standards with the 8 Quality Standards of WFP School Feeding Policy

Rethinking School Feeding

- Policy
- Funding
- Institutional Capacity and Coordination
- Design and Implementation – local production
- Community Participation

WFP 8 Quality Standards

- Quality Standard 1: Sound Alignment with Policy Framework
- Quality Standard 2: Stable Funding and Budgeting
- Quality Standard 3: Institutional Frameworks for Implementation, M&E
- Quality Standard 4: Strong Partnerships and Coordination
- Quality Standard 5: Strategy for local production and sourcing
- Quality Standard 6: Community Participation and Ownership

Update January 2012
## Annex 2: Workshop Toolkit

### School Feeding Stakeholders Workshop Manual

#### Workshop preparation and facilitation toolkit

<table>
<thead>
<tr>
<th>1. Getting started</th>
<th>1.1 Overview of different steps and responsibilities to prepare a workshop</th>
<th>These documents can be consulted at the very beginning of the process, together with a “reading pack”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.2 Concept note for stakeholders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 Introductory presentation (PPT)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4 Budget template</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.5 Preparation check lists</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Standard presentations</th>
<th>2.1 Suggestions for Talking Points for <strong>Country context</strong> (government presentation)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(check with Policy if an updated version is available)</td>
<td>2.2 <strong>Rethinking School Feeding</strong> - a version with the key results of the high Level EFA meeting of 2010</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3 Please click on the following link for the updated version of the WFP SF Policy &amp; Strategy standard presentation:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.4 <strong>Quality standards</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.4.1 Standard version</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.4.2 A version with the steps in designing and implementing a SF programme</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Workshop facilitation toolkit</th>
<th>3.1 Facilitation slides standard (PPT)</th>
<th>Set of standard facilitation slides to be adapted to the context</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.2 Module 7: Transition steps</td>
<td>Set of facilitation materials for module 7 – transition strategy</td>
</tr>
<tr>
<td></td>
<td>3.3 Stakeholders Matrix</td>
<td>Excel document to be printed in big format</td>
</tr>
<tr>
<td></td>
<td>3.4 Module 3: ToRs School Feeding Fair</td>
<td>World document, to be shared with stakeholders implementing SF</td>
</tr>
<tr>
<td></td>
<td>3.5 Module 6: Standards for group work</td>
<td>Standards to be printed in separate A4 colour cards</td>
</tr>
<tr>
<td></td>
<td>3.6 Module 9: Summary slides</td>
<td>Template for conclusions/ summary PPT for closing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Workshop templates &amp; other tools</th>
<th>4.1 Module 6</th>
<th>World documents – examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.2 Module 7</td>
<td>World documents- examples</td>
</tr>
<tr>
<td></td>
<td>4.3 Registration form</td>
<td>World document - Template</td>
</tr>
<tr>
<td></td>
<td>4.4 WS Evaluation questionnaire</td>
<td>World document -Template</td>
</tr>
</tbody>
</table>

| 5. Wrap up: Report preparation      | 5.1 Template evaluation and lessons learned report |                                                                                                    |

*Update January 2012*
## Annex 3: Workshop Checklists

### Before arrival in country

<table>
<thead>
<tr>
<th></th>
<th>What</th>
<th>Status in country</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>HQ</td>
<td>WFP</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td><strong>GETTING STARTED</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contact Headquarters to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Be briefed on the new approach school feeding, experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>from previous workshops and necessary preparation (3 months</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of intensive work involved)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Share background, and objectives of the workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identify support needs and opportunities from HQ and other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>partners.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Request copies of key publications and documents, as needed:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>rethinking, standards, , summary on new approach, concept note</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>on stakeholder workshop, information on other tools available.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Teleconference with WB, PCD and WFP Country Offices (CO) and</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HQ – as appropriate – to share a common understanding of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- the new approach, status in the country and key common</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>priorities for the partnership,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Workshop process, objectives, respective roles, timeframe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agree on a focal point at CO level for coordination and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>organization, identify support needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Form a group of key stakeholders/ task force at country level</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pre-requisites:**
- Government and partners informed on the new approach to school feeding,
- buy-in from the government

**10 weeks in advance of workshop:**
- 10-8 weeks in advance
- 10-8 weeks in advance
<table>
<thead>
<tr>
<th></th>
<th>What</th>
<th>Status in country</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organize necessary preparatory studies and assessments::</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• pre-assessment against the standards/SABER</td>
<td></td>
<td></td>
<td>8 weeks in advance and on-going</td>
</tr>
<tr>
<td></td>
<td>• investment case, needs and coverage analysis and cost analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(with HQ – data request)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• discuss more in detail workshop structure, preparation process,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>facilitation and available support from HQ and partners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make available an additional person to support the workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>preparation and implementation</td>
<td></td>
<td></td>
<td>7 weeks in advance</td>
</tr>
<tr>
<td></td>
<td>Share relevant background documents with facilitators (and HQ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>focal point if HQ is involved):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• list of government counterparts and implementing partners</td>
<td></td>
<td></td>
<td>5 weeks in advance</td>
</tr>
<tr>
<td></td>
<td>• key documents on school feeding and policy framework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• any other relevant information to plan for the workshop (e.g.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>cultural requirements, do's and don'ts, holidays, religious</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>rules, working hours, curfews)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BUILDING CONSENSUS ON WORKSHOP OBJECTIVES AND PREPARING CONTENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fine-tune objectives and structure of the workshop based on</td>
<td></td>
<td></td>
<td>6 weeks in advance</td>
</tr>
<tr>
<td></td>
<td>country context, in liaison with government and partners and with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>support from HQ</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compile existing information about SF in the country (studies,</td>
<td></td>
<td></td>
<td>4 weeks in advance</td>
</tr>
<tr>
<td></td>
<td>mission reports, existing agreements, etc.) and send it to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>facilitator (short note)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Share with HQ available data from investment case, coverage</td>
<td></td>
<td></td>
<td>2 weeks in advance</td>
</tr>
<tr>
<td></td>
<td>analysis, and cost analysis data request</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Finalize investment case, needs and coverage analysis and</td>
<td></td>
<td></td>
<td>2 weeks in advance</td>
</tr>
<tr>
<td></td>
<td>cost analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What</td>
<td>Status in country</td>
<td>Who</td>
<td>When</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------</td>
<td>-----</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>Share preliminary findings of the pre-assessment and stakeholder mapping with facilitators</td>
<td></td>
<td>HQ</td>
<td>2 weeks in advance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>WFP CO</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Task Force</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Facilitator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Based on this information, finalize agenda and facilitation approach, in liaison with government</td>
<td></td>
<td>HQ</td>
<td>2 weeks in advance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>WFP CO</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Task Force</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Facilitator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify participants, if possible with name</td>
<td></td>
<td>HQ</td>
<td>6 weeks in advance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>WFP CO</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Task Force</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Facilitator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensure presentations and inputs from stakeholders are being prepared on time</td>
<td></td>
<td>HQ</td>
<td>3 to 2 weeks in advance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>WFP CO</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Task Force</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Facilitator</td>
<td></td>
</tr>
</tbody>
</table>

**WORKSHOP LOGISTICS**

|   | Discuss with task force the necessary preparations concerning venue, participants, material, etc. |                   | HQ  | 7 weeks in advance           |
|   |                                                                                             |                   | WFP CO |                           |
|   |                                                                                             |                   | Task Force |                           |
|   |                                                                                             |                   | Facilitator |                           |
|   | Send key publications on school feeding (set of 20) to CO                                   |                   | HQ  | 5 weeks                    |
|   |                                                                                             |                   | WFP CO |                           |
|   |                                                                                             |                   | Task Force |                           |
|   | Book workshop venue for 3 days and hotel rooms for facilitators (same location if possible) and inform facilitators |                   | HQ  | 6 to 5 weeks in advance     |
|   |                                                                                             |                   | WFP CO |                           |
|   |                                                                                             |                   | Task Force |                           |
|   | Secure translation services if needed                                                       |                   | HQ  | 6 to 5 weeks in advance     |
|   |                                                                                             |                   | WFP CO |                           |
|   |                                                                                             |                   | Task Force |                           |
|   | Prepare the workshop budget                                                                 |                   | HQ  | 5 weeks                    |
|   |                                                                                             |                   | WFP CO |                           |
|   |                                                                                             |                   | Task Force |                           |
|   | Make a fund reservation and send budget code to CO (if HQ contributes to the workshop)     |                   | HQ  | following the review of budget |
|   |                                                                                             |                   | WFP CO |                           |
|   |                                                                                             |                   | Task Force |                           |
|   | Inform participants about the date and the venue of the workshop                           |                   | HQ  | 4 weeks in advance          |
|   |                                                                                             |                   | WFP CO |                           |
|   |                                                                                             |                   | Task Force |                           |
|   | **Send official invitation and selected material to the participants**                     |                   | HQ  | 3 weeks in advance          |
|   |                                                                                             |                   | WFP CO |                           |
|   |                                                                                             |                   | Task Force |                           |
|   | Buy and prepare workshop material and equipment                                             |                   | HQ  | 3 weeks in advance          |
|   |                                                                                             |                   | WFP CO |                           |
|   |                                                                                             |                   | Task Force |                           |
|   | Indentify photocopy/printing services and set deadlines                                     |                   | HQ  | 3 weeks in advance          |
|   |                                                                                             |                   | WFP CO |                           |
|   |                                                                                             |                   | Task Force |                           |
|   | Book flights for facilitators, apply for visa and any security clearances, make financial arrangements (e.g. DSA) |                   | HQ  | 5 to 3 weeks in advance     |
|   |                                                                                             |                   | WFP CO |                           |
|   |                                                                                             |                   | Task Force |                           |
|   | Inform CO focal point about exact arrival and departure dates of the facilitators          |                   | HQ  | after booking of flights    |
|   |                                                                                             |                   | WFP CO |                           |
|   |                                                                                             |                   | Task Force |                           |
|   | Prepare material and equipment to be taken to the country                                  |                   | HQ  | 1 week before departure     |
|   |                                                                                             |                   | WFP CO |                           |
|   |                                                                                             |                   | Task Force |                           |

52
### Upon arrival in country

<table>
<thead>
<tr>
<th>No</th>
<th>What</th>
<th>Status</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arrive in the country</td>
<td></td>
<td>HQ</td>
<td>3 working days in advance</td>
</tr>
<tr>
<td></td>
<td>Hold security briefing, if needed</td>
<td></td>
<td>CO</td>
<td>First day in-country</td>
</tr>
<tr>
<td></td>
<td>Arrange meeting with CD/DCD and Head of Programme:</td>
<td></td>
<td>CO focal point</td>
<td>Day -4/ day -3</td>
</tr>
<tr>
<td></td>
<td>• Clarify workshop roles, objectives and programme</td>
<td></td>
<td>Facilitators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Submit a copy of the workshop programme/schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• invite to opening and final day of workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Indicate when his/her support is most needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meet with Head of Programme/ CO focal point:</td>
<td></td>
<td></td>
<td>Day -3</td>
</tr>
<tr>
<td></td>
<td>• Conduct briefing about the status of preparation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Get information about participants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clarify objectives, roles, tasks and general procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Exchange information on SF situation and any sensitive issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>related to SF in the country</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Agree on next steps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>What</td>
<td>Status</td>
<td>Who</td>
<td>When</td>
</tr>
<tr>
<td>----</td>
<td>------</td>
<td>--------</td>
<td>-----</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HQ</td>
<td>CO</td>
</tr>
</tbody>
</table>
| 1  | Hold meeting(s) with the members of the country task force:  
   - Inform them of WFP’s initiatives  
   - Clarify role of various agencies and relevant mechanisms  
   - Agree on workshop agenda, objectives and programme  
   - Agree on facilitation and opening/ closing ceremony formats and protocols  
   - Preview investment case, coverage analysis and cost analysis with key stakeholders (key stakeholders to be defined)  
   - Discuss any other relevant presentations that would need to be previewed  
   - Agree on process for report preparation/ note taking |   |   |   | Day -3 |
| 2  | Prepare the participants’ handouts and translate if needed | x | x (double check) | Day -3 |
| 3  | Adapt evaluation questionnaire and make copies for all participants (see template) | X support | x | Day -3 |
| 4  | Complete list of participants and attendance sheet (see template), prepare name tags for presenters | x | | Day -2 |
| 5  | Check venue, equipment and material | x | x | Day -1 |
| 6  | Check with hotel: type and timing of meals, timing of coffee/tea break, | x | x | Day -1 |
| 7  | Set up and test equipment | x | x | Day -1 |
| 8  | Arrange the workshop room(s) | x | | Day -1 |
| 9  | Check support staff and logistics arrangements (e.g. pick-ups) | x | x | Day -1 |
| 10 | Get a copy of the invitation letter to be attached to the report | x | | Day -1 |
| 11 | Organize debriefing session with CO management and with government/ task force | x | | Day -1 |
## During the workshop

<table>
<thead>
<tr>
<th>No.</th>
<th>What</th>
<th>Status</th>
<th>HQ</th>
<th>CO</th>
<th>CO focal point</th>
<th>Facilitators</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fill in attendance sheet, check spelling of names</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>First morning &amp; daily</td>
</tr>
<tr>
<td>2</td>
<td>Ensure documentation of the workshop, collect daily summary results (boards/flipcharts)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Daily (with participants)</td>
</tr>
<tr>
<td>3</td>
<td>Inform hotel about actual number of participants and changes in times for breaks / lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Daily</td>
</tr>
<tr>
<td>4</td>
<td>Ensure the names of participants in each group are recorded</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Daily</td>
</tr>
<tr>
<td>5</td>
<td>Burn CD with key background documents, material and pictures of the workshop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Evening 2nd day</td>
</tr>
</tbody>
</table>