

Jordan



SCHOOL FEEDING

SABER Country Report
2016

Policy Goals

1. Policy Frameworks

A number of strategic documents refer to school feeding as a tool to improve the learning environment and food security. However, no explicit reference was made to the school feeding project within Jordan's draft Poverty Alleviation Strategy (2013–2020). An explicit reference to school feeding is found in the government action plan 2013–2020, especially in the public education sector and the national strategy of school health. School feeding is listed in the draft food security strategy currently being drafted by the Ministry of Agriculture (2014–2019).

Status

Established



2. Financial Capacity

School feeding is listed in the national planning system. Although school feeding financing from the state's budget is stable, it does not fulfill the total requirements needed for accessing all targeted students and covering all school days. Furthermore, no budget line is in place for school feeding expenditures at the local level or the school level.

Emerging



3. Institutional Capacity and Coordination

A multisector steering committee was formed (Ministry of Education, Ministry of Health, Jordanian Armed Forces, Food and Drug Administration, Royal Health Awareness Society, Ministry of Planning and International Cooperation, World Food Program, Social and Industrial Foodservice Institute) to supervise the implementation of the school feeding project at the national level. A unit is in place to manage the school feeding project at the central level, but it has limited resources and staff; although a coordination mechanism has been set up with national and local entities, its performance is not sufficient. As for mechanisms of managing school feeding at the school level, schools are provided with the needed details of the coordination mechanisms, but those mechanisms are not fully implemented.

Emerging



4. Design and Implementation

The school feeding program currently reaches about 350,000 male and female students, compared with 170,000 students in 2012 and 2013. This increase was a result of the partnership between the Ministry of Education and the World Food Programme. Criteria are in place to target poor areas according to the government's published periodic poverty report. The project is managed by a team at the central level at the ministry, in addition to a monitoring system at the directories and school levels; however, it needs improvement.

Established



5. Communicating Roles—Reaching Beyond Schools

In spite of an active civil society in Jordan, no systems or mechanisms are set up to consult with parents, members of the local community, civil society, and the private sector on school feeding program design or monitoring and evaluation issues

Latent



Introduction

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

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

In late 2013, the World Food Programme (WFP) launched a Revised WFP School Feeding Policy that incorporates SABER–School Feeding. The revised policy requires every WFP country office with a school feeding component to undertake a policy dialogue with the Education Sector in the country as part of capacity building activities. WFP decided to use SABER–School Feeding as one of their policy tools to guide the policy dialogue and to assess in a more systematic way the transition of school feeding programs to national ownership and/or the strengthening of national school feeding programs. WFP will integrate this tool into their project preparation from 2015 onwards.

Jordan in Brief

The Hashemite Kingdom of Jordan is a middle-income country with an estimated population of 6.76 million. In 2014 it was no. 77 among 187 countries on the Human Development Indicators. Most of Jordan's population reside in urban areas, centered in the governorates of Amman, Irbid, and Zarqa.

Since 1999 the state has taken important steps for economic reform, such as privatization, price liberation, and encouraging foreign investments, which led to an annual growth rate of 6 percent. However, the gap between the rich and the poor remains. The rate of growth during the global economic crisis decreased to 2 percent in 2009 and 3.3 percent between 2010 and 2013, with a budget deficit and a general rise in prices, severely impacting the poor in the country and their food security. The inflation rate reached 50 percent, the primary contributors being the prices of food and energy. Jordan also received a large number of Syrian refugees, which affected all strata in society, especially poor families in the host communities, where poverty rates increased from 13.3 percent in 2009 to 14.4 percent in 2010.

Agriculture plays an important role in the economic and social system of rural communities. The agricultural sector contributes to the GDP by 2.8 percent, employing 3.5 percent of the total workforce. The agricultural sector in Jordan faces problems and challenges, represented by successive years of drought, rain fluctuation, limited agricultural lands, scarcity of water resources, and various risks, in addition to fragmentation of agricultural land ownership and high labor costs. Agricultural production covers only 15 percent of the food needs in Jordan.

The state identified 32 poverty pockets where poverty rates exceed 25 percent. In 2008, WFP undertook a food security assessment to measure the impact of food price hikes in marginalized areas; this study confirmed the existence of high rates of food insecurity and vulnerability. An investigative study of food security conducted in 2010 indicated that food consumption in poverty pockets is marginal for 25 percent of the population, while food consumption at the national level is weak or marginal for only 5.2 percent of the population. Studies of family health in Jordan indicate anemia deficiency among 34 percent of children under five, especially among poor families in rural areas and in the southern areas of the country.

The government adopted a national system for social security networks that consists of cash assistance programs, food assistance, bread subsidies, free health insurance, and school feeding. The government also focuses on empowering poor

population groups through establishing sustainable local economies, encouraging local participation therein, and offering social welfare in line with international best practices, while working on enhancing the role of civil society organizations in offering these services.

Geography

The Hashemite Kingdom of Jordan lies at the crossroads of Africa, Asia, and Europe, giving it a vital location with political, economic, and ecological importance. It is bordered by Syria on the north, Iraq on the east, Saudi Arabia on the southeast, and Palestine and Israel on the west. Although relatively small in area, about 90,000 square kilometers, the country enjoys a wide range of biogeographic zones. Jordan hosts the lowest point on earth, on the shore of the Dead Sea at 416 meters below sea level, while also hosting mountain peaks that rise up to 1,854 meters above sea level, located at the edge of the southern heights of the country at Jabal Um Dami Mount (Rum Area).

Other pertinent figures are the following:

- Population: 6,675,000
- Poverty ratio: 14.4 percent
- GDP per capita: \$5,382, JD 3,810.8
- Unemployment rate: 11.9 percent
- Inflation rate: 2.8 percent
- Percentage of population less than 15 years of age: 37.3 percent.

Education and Health in Jordan

Education is considered a high priority for the Jordanian government. The education sector seeks to provide education opportunities for all, to achieve equality and equity in educational services, in both quantity and quality. The sector policies also focus on improving quality and providing a safe infrastructure through increasing the number of schools and kindergartens, improving the health level of students, and improving institutional capacities.

Jordan has achieved great progress in all education indicators. The percentage of literacy among youth aged between 15 and 24 reached about 99 percent (99.3 percent for males and 99.1 percent for females). The total number of students in the kingdom between 2012 and 2013 was 1,726,831 (877,003 males and 849,828 females) enrolled in public schools (68 percent), private schools, military schools, or UNRWA academies. The retention rate of school children is 99 percent, while dropout rates from the elementary-level education among the poor reached 0.31 percent in 2010 and was due to children joining the labor market.

The total number of schools under the Ministry of Education's umbrella is 3,545 schools out of a total of 6,355 (55.8 percent), with the number of teachers affiliated with the Ministry of Education totaling 75,401 out of a total of 110,013, including private schools, military academies, and UNRWA schools.

The school feeding program is part of the school health program at the Ministry of Health, under the School Nutrition and Food Safety Program at the central level and at the level of health directorates in the governorates, as well as the School Health and Nutrition Department of the Ministry of Education affiliated with the Education Administration.

Health

Pertinent figures for the country's health are the following:

- Under-five mortality rank: 97
- Under-five mortality rate, 2012: 19
- Use of improved drinking water sources, 2011: total 96.2 percent
- Stunting, 2008–12, moderate and severe: 7.7 percent

- Wasting, 2008–12, moderate and severe: 2.4 percent.¹

The Case for School Feeding

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

Present data suggest that almost every country is seeking to provide food to its schoolchildren. Therefore, especially for low-income countries where most food-insecure regions are concentrated, the key issue is not whether a country will implement school-feeding programs, but rather how and with what objectives.

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

School Feeding Program in Jordan

The Ministry of Education, in cooperation with WFP, embarked upon implementing the school feeding program during the mid-1970s through which a balanced meal was offered for students at the elementary level, from first to sixth grade in poor areas. The number of students benefiting from this project ranged from 120,000 students in 1975 to 140,000 in 1982, to 60,000 in 1990 and 1991. The target was to reach students in the first five grades as well as students attending illiteracy eradication programs, women receiving training at the Princess Basma Development Centers, and kindergarten students in these centers.

Later the Ministry of Education, in cooperation with the Ministry of Planning, adopted a new project for school feeding from 1999 until 2005 to improve the nutrition and health conditions of public school children in poverty areas and to develop and embed healthy eating habits and attitudes among students. The number of students reached since the start of the implementation of the project was 10,000 students within 127 schools with a budget of JD 773,000. The project gradually expanded, reaching 55,000 students by the end of the second semester of the scholastic year 2004–05, within 471 schools in areas similar in economic circumstances with a budget of JD 2,150,000. This program offered a meal consisting of milk (200 ml), high-protein biscuits (70 grams), and a piece of fruit along with awareness programs; this fulfilled about 25 percent of the child's necessary daily calorie intake.

Following a royal initiative during the scholastic year 2005–06, the Ministry of Education expanded the scope of the school feeding program to include fifth and sixth graders in cooperation with the Jordanian Armed Forces. High protein biscuits were offered (40–45 grams) fortified with vitamins and minerals, along with a piece of fruit (banana, apple, or others). The number of beneficiaries of the project reached 170,000 students in 2013.

¹ UNICEF (2012).

In 2013 the government, represented by the Ministry of Planning and International Cooperation, signed an agreement with WFP to support the school feeding project with a budget of \$12 million, offered by the Russian government, and about \$5 million extended by the Canadian government. According to this agreement, WFP provided date bars fortified with vitamins and minerals (80 grams) for each student, three days a week, to be complemented by the existing program of the ministry in cooperation with the Jordanian Armed Forces, which provides high-protein biscuits two days a week. With this complementary policy, the national school feeding program could expand in terms of the number of beneficiaries from 170,000 in 2013 to about 350,000 students (out of 730,000 students) in the first to sixth grades, and in public kindergartens, as of the scholastic year 2014–15 in 1,806 schools of 31 education directorates and in three Palestine refugee camps under the UNRWA umbrella.

It is also planned that WFP will offer technical support to the Jordanian government in drafting a national school feeding strategy to enhance institutional stability and the stability of financing to guarantee sustainability. The WFP and Social and Industrial Foodservice Institute (SIFI) were included in the steering committee of the project, which includes representatives from the Ministries of Education, Health and Planning and International Cooperation, the Food and Drug Administration, and the Jordanian Armed Forces. This committee adopts the general policy of the project offering strategic guidance. A specialized technical committee was formed, chaired by the Education Directorate director, to review and update the technical operation instructions for the school feeding project, follow up on the implementation of the project, and convene educational workshops, among other technical support activities related to the project.

Five Key Policy Goals to Promote School Feeding

Five core policy goals form the basis of an effective school feeding program. Figure 1 illustrates these policy goals and outlines respective policy levers and outcomes that fall under each goal.

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

The second policy goal for school feeding is financial capacity. Stable funding is a prerequisite for sustainability. However, where need is greatest, programs tend to be the smallest and the most reliant on external support. Funding for these programs can come from a combination of sources, such as nongovernmental organizations (e.g., WFP) and the government. When a program becomes nationalized, it needs a stable and independent funding source, either through government core resources or development funding. In the long term, a national budget line for school feeding is necessary for an effective and stable program.

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

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

The last policy goal is community roles—reaching beyond schools. School feeding programs that are locally owned, incorporate contributions from local communities, and respond to specific community needs are often the strongest.

These programs are most likely to make a successful transition from donor assistance to national ownership. Community participation should be considered at every stage, but without overburdening community members.

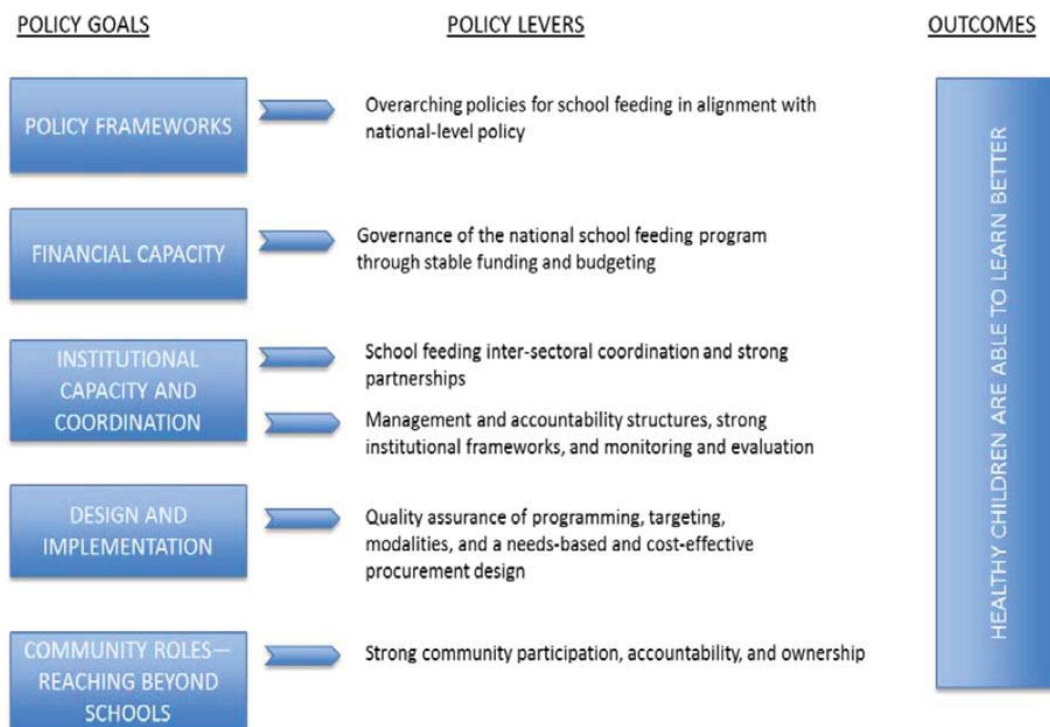
Use of Evidence-Based Tools

The primary focus of the SABER–School Feeding exercise is gathering systematic and verifiable information about the quality of a country’s policies through a SABER–School Feeding Questionnaire. This data-collecting instrument helps to facilitate comparative policy analysis, identify key areas to focus investment, and disseminate good practice and knowledge sharing. This holistic and integrated assessment of how the overall policy in a country affects young children’s development is categorized into one of the following stages, representing the varying levels of policy development that exist among different dimensions of school feeding:

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

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

Figure 1: Policy Goals and Policy Levers for School Feeding



Policy Goal 1:
Policy Frameworks in
Jordan

Established

Policy Lever

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

A policy foundation helps strengthen the sustainability and accountability of a school feeding program as well as the quality of its implementation. Nearly all countries with national ownership of programs have well-articulated national policies on the modalities and objectives of school feeding.²

In spite of the reference to school feeding in several public documents and policies, no general framework is in place to consolidate school feeding efforts at the national level. School feeding is embedded in the development plan 2011–2013, which stipulates the need to continue the school feeding program to guarantee the development of the educational process.³ The national school health strategy of the Ministry of Health for the years 2013–17 refers to the importance of continuing the school feeding program (goal nine: raise nutritional health awareness among students and parents by expanding the school feeding project to reach 50 percent of the target group and assess the school feeding program). The school feeding program is also referred to in the strategic plan of the Ministry of Education 2009-2013. Work is currently underway to draft a school feeding strategy in cooperation with WFP. The strategy will include a number of themes, including a policy for food nutrition outlining the goals, geographic and age scopes, and the appropriate design, as well as financing to guarantee continuity.

1. Policy Frameworks Are Established		
Indicators	Score	Justification
1A. National-level poverty reduction strategy as well as education sectoral policies and strategies identify school feeding as an education and/or social protection intervention, with clearly defined objectives and sectoral responsibilities.	Established	Although school feeding is not integrated in the Poverty Reduction Strategy 2013–2020, it did stipulate that a need exists to improve the educational environment and food security. A reference was made to school feeding in the government action plan 2013–2016 as part of the public education sector and in the national school health strategy (2013–2017).
1B. An evidence-based technical policy related to school feeding outlines the objectives, rationale, scope, design, and funding and sustainability of the program and comprehensively addresses all four other policy goals.	Advanced	Work is underway to draft a school feeding strategy in cooperation with the WFP. An annual procedural plan is also in place to implement the school feeding project and a school feeding project document signed in 1999 with the Ministry of Planning and International Cooperation.

² WFP (2012).

³ Jordan, Ministry of Planning (2011a).

**Policy Goal 2:
Financial Capacity in
Jordan**



Policy Lever

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

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

The Jordanian government listed the school feeding project within the state general budget. The annual allocations for this activity are identified according to priorities and available resources. About JD 5 million was allocated for the scholastic year 2014–15. The allocations available vary from one year to another and do not meet all the necessary needs of the target groups and the continued feeding throughout the scholastic year. The feeding currently includes about 350,000 children from poverty areas, but the total number targeted is more than 700,000 in various regions of the kingdom. The project is currently funded from the state's general budget with JD 5 million annually (about \$7 million), with about JD 4 million annually (about \$5.6 million) from the WFP grant, which totals \$17 million over a three-year period. The cost of feeding a single student is about \$15 (JD 11) a year from the state budget and about \$8 (JD 5.7) from WFP. The school feeding is purchased and distributed on average more than 100 scholastic days out of 195 total per year.

2. Financial Capacity Is Emerging		
Indicators	Score	Justification
2A. National budget line(s) and funding is allocated to school feeding; funds are disbursed to the implementation levels in a timely and effective manner.	Emerging	School feeding is listed in the national planning system through the state's general budget. These allocations are somewhat stable, but they do not meet the needs. There is also no expenditure item for school feeding at the local or school level.

**Policy Goal 3:
Institutional Capacity and
Coordination in Jordan**



Policy Levers

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

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

A steering committee for school feeding is in place that includes most stakeholders but with no representation by either the civil or the private sectors. Clear mechanisms have been established to manage school feeding at the central level by the School Health and Feeding Department at the ministry or at the level of governorates and schools, but this system does not meet the needs in terms of lack of human and financial resources, regularity, and quality. In addition to the school feeding project, the monitoring and evaluation unit at the school health directorate supervises and follows up school shops through establishing work plans, programs, and activities for the feeding that target school children and faculty, in addition to raising health and nutrition awareness. The Ministry of Health also participates in the steering committee for school feeding with the Ministry of Education. The project administration team consists of five members at the central level at the Ministry of Education. A system is also in place for follow-up at the level of directorates and schools through the supervision and follow-up committees in the field at the level of the education directorates, as well as school-level receipt and distribution committees for those schools included in the school feeding project.

3. Institutional Capacity and Coordination Is Emerging		
Indicators	Score	Justification
3A. Multisectoral steering committee coordinates implementation of a national school feeding policy	Established	A multisector steering committee coordinates the implementation of the school feeding project. There is also a unit to manage the school feeding project at the kingdom level, but it is limited in resources and staff. A mechanism for coordination with national and local entities has been set up, but its performance is not comprehensive. As for mechanisms of school feeding management at the school level, the schools are provided with SOPs every year, but they are not fully activated.
3B. National school feeding management unit and accountability structures are in place, coordinating with school-level structures.	Emerging	A school feeding unit exists at the national level, but it has limited resources and employees. There is also a mechanism for coordination with national and local entities, but it is not fully activated.
3C. School-level management and accountability structures are in place.	Emerging	Committees are set up to receive the food rations and are responsible for distributing foods at the school level, but they are not sufficient.

**Policy Goal 4:
Design and
Implementation in Jordan**



Policy Lever

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

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

The school feeding program currently reaches 350,000 students; it previously reached 170,00 in 2012 and 2013. This is due to the partnership between the Ministry of Education and WFP. The Armed Forces and WFP secure and supply the components of the meal, while the Ministry of Health and the JFDA supervise the components of the meal from a health standpoint and conduct the necessary periodic tests for their components. The Ministry of Education delivers the components of the meal to the students and supervises the implementation of the project. The school health and nutrition department issues an annual standard operation plan (SOP) to be implemented by the personnel responsible for the project. This plan also includes specifications for the components that make up the meal and periodic report forms to be filled out at the school and directorate levels.

Criteria are established to target the poverty areas building on the poverty report published by the government. However, the current system requires development and an increase in the number of staff working on it. It also needs to be integrated in the information system of the Ministry of Education to become electronic so that information can be used and analyzed scientifically and periodically. According to the Ministry of Health, there is a shortage of manuals on food and nutrition, and no periodic studies are done to assess the feeding situation. There is also a weakness in accessing data and information on the specifications of the foods, their validity, their acceptance by students, and the rate of compliance with transport and storage terms.⁴

4. Design and Implementation Is Established		
Indicators	Score	Justification
4A. A functional monitoring and evaluation system is in place as part of the structure of the lead institution and used for implementation and feedback.	Emerging	There are plans for periodic follow-up at the directorate level, but reports are issued intermittently and the data in these reports are not analyzed.
4B. Program design identifies appropriate target groups and targeting criteria corresponding to the national school feeding policy and the situation analysis.	Established	Criteria are established to target the most vulnerable groups, and there are some studies to analyze the situation that assessed the school feeding needs in 1992.

⁴ Jordan, Ministry of Health (2013).

4C. Food modalities and the food basket correspond to the objectives, local habits and tastes, availability of local food, food safety, and nutrition content requirements.	Established	Local food criteria were developed according to food patterns and baskets, in line with the goals, customs and local tastes, the availability of food locally, as well as food safety and needs.
4D. Procurement and logistics arrangements are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline.	Emerging	Focus is put on purchasing local products, if possible, on reducing cost, and compliance with the production capacity of the supplier. There is also stability in food supplies, to some extent, by the supplier.

Policy Goal 5:
Community Roles—
Reaching Beyond Schools
in Jordan



Policy Lever

- Community participation and accountability

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

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

The role of the civil and local community and the private sector in setting school feeding policies is lacking. Furthermore, no mechanism is in place for integrating this important and effective sector in implementing school feeding in poverty areas although related activities are present, such as the awareness campaign “Bread and Tea” by Tkiyet Um Ali and the distribution of aid at the royal grant schools through the Ministry of Social Development and civil societies.

Civil societies also implement programs to combat anemia in most governorates as well as conduct awareness programs among pregnant and lactating mothers and conduct awareness to combat malnutrition among children aged six months to five years and pregnant and lactating mothers. There is also the National Accreditation Program, which is implemented in schools; this program is a monitoring and awareness program that addresses school feeding in cooperation with the Ministry of Education and the Ministry of Health. Work is currently underway to implement the Productive Kitchen project for the local community, which may support the school feeding program.

5. Community Roles—Reaching Beyond Schools Is Latent		
Indicators	Score	Justification
5A. Community participates in school feeding program design, implementation, management, and evaluation and contributes resources.	Latent	In spite of a strong civil society, no systems or mechanisms are in place for consultation, design, follow-up, or assessment of school feeding.

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

Conclusion

Based on the above findings, school feeding in Jordan can be seen as Emerging (2.2). Still, some areas could be strengthened moving forward. The following policy options represent possible areas where school feeding could be strengthened in Jordan, based on the conclusions of this report.

Policy Options

In spite of the clear efforts exerted in Jordan to improve and develop the performance of the school feeding project, steps can be undertaken by the state and its partners in the short, medium, and long term.

In the short term:

- Design a national strategy for school feeding in partnership with all parties in the society, whether they represent the government, civil society, or private sector, to guarantee the attainment of desired goals and sustainability and linking them with a strategy for agricultural production. Inputs for this strategy will include an up-to-date study undertaken by specialists on the impact of the project from educational, health, and economic aspects on the target groups and the community at large.
- Activate the role of the school feeding steering committee and review its terms of reference to guarantee relevant representation of all stakeholders, including the Ministry of Agriculture, civil society, and private sector, as well as benefit from this committee in raising awareness on the importance of school feeding among decision makers.
- Undertake a study to assess and identify human resources and training needs at the Ministry of Education and the field levels to supervise the implementation of the school feeding project.
- Develop and activate a follow-up system to guarantee implementation of the school feeding project according to its plans in terms of updating and adding indicators for data collection tools, creating a methodology for collecting and analyzing data regularly and periodically, in addition to publishing reports.
- Design a new comprehensive system for follow-up and assessment that includes all levels of education, nutrition, and health, for all phases of the project, and benefit from the local community, parents, and students within this system.
- Train staff at the central and local levels on the new follow-up and evaluation system.
- Include entities represented the steering committee in the technical committee.

In the medium and long terms:

- Work to increase the school feeding allocations whether from the state budget, donors, or the Jordanian private sector to include all target students and increase the number of feeding days in the scholastic year. This is based on studies evaluating the impact of the project that are promoted among decision makers and through the media via a publicity campaign that raises awareness of the importance of school feeding and its impact on the community.
- Study the possibility of establishing a school feeding fund that receives donations from institutions, the private sector, and individuals that will be managed transparently and effectively.

- Convene training workshops to build the capacities of staff working in the field on the importance of complying with the SOP, and preparing and distributing educational materials among staff, students, and parents.
- Benefit from civil societies in designing and implementing health and nutritional awareness programs as well as monitor and evaluate school feeding at the local level in cooperation with the Ministries of Education and Health.
- Enhance the idea of productive kitchens in local communities and school gardens to contribute to the school feeding program in cooperation with the Ministries of Social Development and Planning, International Cooperation, and other stakeholders.
- Create a more effective mechanism for financial management of the project to facilitate expenditure procedures related to suppliers.

Appendix 1

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

See SF Standard Template Rubrics Chart for Report Appendix

Systems Approach for Better Education Results: School Feeding Policy Framework						
POLICY LEVER	INDICATOR	STAGE				OVERALL SCORE PER DOMAIN
		Latent	Emerging	Established	Advanced	
Policy Goal 1: Policy frameworks						
Overarching policies for school feeding - sound alignment with the national policy	National-level poverty reduction strategy or equivalent national strategy as well as sectoral policies and strategies (education sector plan, nutrition policy, social protection policy) identify school feeding as an education and/or social protection intervention, clearly defining objectives and sectoral responsibilities	There is recognition of school feeding as an education and/or social protection intervention, but school feeding is not yet included in the published national-level poverty reduction strategy, equivalent national policy, or sectoral policies and strategies	School feeding discussed by members and partners during preparation of national-level poverty reduction strategy, equivalent national policy, or sectoral policies and strategies but not yet published	School feeding included in published national-level poverty reduction strategy or equivalent national policy (including specifications as to where school feeding will be anchored and who will implement); published sectoral policies or strategies have clearly defined objectives and sectoral responsibilities	School feeding included in published national-level poverty reduction strategy or equivalent national policy (including specifications as to where school feeding will be anchored and who will implement and accompanied by targets and/or milestones set by the government); published sectoral policies or strategies have clearly defined objectives and sectoral responsibilities, including what school feeding can and cannot achieve, and aligned with the national-level poverty reduction strategy or equivalent national strategy	EMERGING
	An evidence-based technical policy related to school feeding outlines the objectives, rationale, scope, design, and funding and sustainability of the program and comprehensively addresses all four other policy goals (institutional capacity and coordination, financial capacity, design and implementation, and community participation)	There is recognition of the need for a technical policy related to school feeding, but one has not yet been developed or published	A technical policy and situation analysis under development by the relevant sectors that address school feeding	A technical policy related to school feeding is published, outlining the objectives, rationale, scope, design, funding and sustainability of the program and covering some aspects of all four other policy goals, including links with agriculture development	A technical policy related to school feeding is published, outlining the objectives, rationale, scope, design, funding and sustainability of the program and comprehensively covering all four other policy goals with a strategy for local production and sourcing, including links with agriculture development and small holder farmers; policy is informed by a situation analysis of needs and aligned with national poverty reduction strategies and relevant sectoral policies and strategies	
Policy Goal 2: Financial Capacity						
Governance of the national school feeding program - stable funding and budgeting	National budget line(s) and funding are allocated to school feeding; funds are disbursed to the implementation levels (national, district and/or school) in a timely and effective manner	There is recognition of the need to include school feeding in the national planning process, but this has not yet happened; the government is fully reliant on external funds and does not have provision in the national budget to allocate resources to school feeding; there is recognition of the need for mechanisms for disbursing funds to the implementation levels, but these are not yet in place	School feeding is included in the national planning process and national funding is stable through a budget line but unable to cover all needs; there is no budget line at regional and school levels; existing school feeding funds are disbursed to the implementation levels intermittently	School feeding is included in the national planning process and is fully funded through a national budget line; all ministries involved in the program implementation have a budget line or funds allocated; budget lines also exist at regional and school levels; school feeding funds are disbursed to the implementation levels in a timely and effective manner	School feeding is included in the national planning process and is fully funded through a national budget line consistent with the school feeding policy and situation analysis including options for engaging with the private sector; budget lines and plans also exist at regional and school levels, sufficient to cover all the expenses of running the program; school feeding funds are disbursed to the implementation levels in a timely and effective manner and implementers have the capacity to plan and budget as well as request resources from the central level	EMERGING

Policy Goal 3: Institutional Capacity and Coordination						
School feeding coordination - strong partnerships and inter-sector coordination	Multisectoral steering committee coordinates implementation of a national school feeding policy	Any multisectoral steering committee coordination efforts are currently nonsystematic	Sectoral steering committee coordinates implementation of a national school feeding policy	Multisectoral steering committee from at least two sectors (e.g. education, social protection, agriculture, health, local government, water) coordinates implementation of a national school feeding policy	Multisectoral steering committee from at least three sectors (e.g. education, social protection, agriculture, health, local government, water) coordinates implementation of a national school feeding policy; this government-led committee provides comprehensive coordination (across international agencies, NGOs, the private sector and local business representatives as well) and is part of a wider committee on school health and nutrition	ESTABLISHED
Management and accountability structures, including staffing - strong institutional frameworks for implementation	National school feeding management unit and accountability structures are in place, coordinating with school level structures	A specific school feeding unit does not yet exist at the national level; coordination between the national, regional/local (if applicable), and schools is lacking	A school feeding unit exists at the national level, but it has limited resources and limited staff numbers and lacks a clear mandate; while coordination mechanisms between the national, regional/local (if applicable), and school level are in place, they are not fully functioning	A fully staffed school feeding unit with a clear mandate exists at the national level, based on an assessment of staffing and resources needs; coordination mechanisms between the national, regional/local (if applicable), and school level are in place and functioning in most instances	A fully staffed school feeding unit exists at the national level, based on an assessment of staffing and resources needs, with a clear mandate, and pre- and in-service training; coordination mechanisms between the national, regional/local (if applicable), and school level are in place and fully functioning	
	School level management and accountability structures are in place	Mechanisms for managing school feeding at the school level are non-uniform and national guidance on this is lacking	National guidance on required mechanisms for managing school feeding are available at the school level, but these are not yet implemented fully	Most schools have a mechanism to manage school feeding, based on national guidance	All schools have a mechanism to manage school feeding, based on national guidance, with pre and in-service training for relevant staff	
Policy Goal 4: Design and Implementation						
Quality assurance of programming and targeting, modalities, and procurement design, ensuring design that is both needs-based and cost-effective	A functional monitoring and evaluation (M&E) system is in place as part of the structure of the lead institution and used for implementation and feedback	The importance of M&E is recognised, but government systems are not yet in place for M&E of school feeding implementation	A government M&E plan exists for school feeding with intermittent data collection and reporting occurring especially at the national level	The M&E plan for school feeding is integrated into national monitoring or information management systems and data collection and reporting occurs recurrently at national and regional levels	The M&E plan for school feeding is integrated into national monitoring or information management systems and data collection and reporting occurs recurrently at national, regional and school levels; analysed information is shared and used to refine and update programs; baseline is carried out and program evaluations occur periodically	ESTABLISHED
	Program design identifies appropriate target groups and targeting criteria corresponding to the national school feeding policy and the situation analysis	The need for targeting is recognised, but a situation analysis has not yet been undertaken that assesses school feeding needs and neither targeting criteria nor a targeting methodology has been established as yet	Targeting criteria and a targeting methodology is being developed corresponding to the national school feeding policy; a situation analysis assessing needs is incomplete as yet	Targeting criteria and a targeting methodology exists and is implemented corresponding to the national school feeding policy and a situation analysis assessing needs	Targeting criteria and a targeting methodology exists and is implemented corresponding to the national school feeding policy and situation analysis (including costings for various targeting and designs); M&E information is used to refine and update targeting and coverage on a periodic basis	
	Food modalities and the food basket correspond to the objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements	There is recognition of the need for national standards for food modalities and the food basket, but these do not exist yet	National standards on food modalities and the food basket have been developed and correspond to two or more of the following: objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements	National standards on food modalities and the food basket have been developed and correspond to objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements	National standards on food modalities and the food basket have been developed and correspond to objectives, local habits and tastes, availability of local food, food safety (according to WHO guidelines), and nutrition content requirements; M&E information is used to refine and update food modalities and food basket on a periodic basis	
Procurement and logistics arrangements are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline	There is recognition of the need for national standards for procurement and logistics arrangements, but these do not exist yet	National standards on procurement and logistics arrangements have been developed and are based on three or more of the following: procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline	National standards on procurement and logistics arrangements have been developed and are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline	National standards on procurement and logistics arrangements have been developed and are based on procuring as locally as possible, taking into account the costs, the capacities of implementing parties, the production capacity in the country, the quality of the food, and the stability of the pipeline; M&E information is used to refine and update procurement and logistics arrangements		

Policy Goal 5: Community roles—reaching beyond schools						
Community participation and accountability - strong community participation and ownership (teachers, parents, children)	Community participates in school feeding program design, implementation, management and evaluation and contributes resources (in-kind, cash or as labor)	Systems and accountability mechanisms are not yet in place for consultation with parents and community members on the design, monitoring and feedback of the school feeding program	A school feeding management committee exists but parent and community member participation could be strengthened and awareness on the opportunity to monitor and feedback on the school feeding program is lacking	The school feeding management committee comprises representatives of teachers, parents, and community members and communities have accountability mechanisms to hold school feeding programs accountable at the school level	The school feeding management committee comprises representatives of teachers, parents, and community members and has clearly defined responsibilities and periodic training. Accountability mechanisms are in place by which communities can hold school feeding programs accountable at the school, regional, and national levels	E M E R G I N G

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Acronyms

SPO Standard Operation Plan
 WFP World Food Programme

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

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