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Mid-day Meal Evaluation

INTEGRATED FOOD SECURITY PROGRAMME
TRINCOMALEE

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Abbreviations

DoA	Department of Agriculture
DoE	Department of Education
DoH	Department of Health
DPS	District Planning Secretariat
e.g.	Example given
g	gram
GTZ	German Technical Cooperation
IFSP	Integrated Food Security Programme
IGA	income generating activities
kg	kilo gram
MDM	Mid-day meal
MPCS	Multi-purpose-cooperative society
NGO	Non- governmental organisation
PNA	Participatory Needs Assessment
Rs.	SL Rupees
SDS	School development society

1. Introduction

The Integrated Food Security Programme Trincomalee (IFSP) started in August 1998 with a first phase until June 2001 and a second phase until December 2003. IFSP is implemented through the District Planning Secretariat (DPS) of the Ministry of Plan Implementation (MPI) and the German Technical Cooperation (GTZ). Partners are almost all Government Departments in the district, Divisional Secretaries and a number of non-government organisations (NGO).

The aim of IFSP is to contribute to development in Trincomalee district with a focus on balancing food deficit and supporting the conflict affected population. Participation of communities and mobilisation of local resources are expected to promote stability among the local communities.

To date, IFSP has been implementing a large number of activities: The health team supports better nutrition and health including a school feeding programme (mid-day meal for school children), water supply and sanitation; the promotion of services includes livestock, inland aquaculture, establishment of school gardens and home gardens as well as income generation; the rehabilitation of the village infrastructure includes rehabilitation of minor tanks and irrigation schemes, rural roads, stormwater drainage and irrigation schemes and utility buildings; capacity building includes participatory needs assessment, community mobilisation and human resources management.

This report presents the findings of an evaluation of the school feeding programme for school children (mid-day meal, Illai Kanchi/Kola Kantha) initiated in cooperation with individual schools, school development societies and the Departments of Education and Health. An overview about the approach and procedures, the implementation and logistics is followed by views and perceptions of the involved institutions, persons and beneficiaries. Problems that were encountered are discussed and suggestions for improvements are made.

2. The Illai Kanchi Mid-day meal

2.1 Background

Conflict and war are causing malnutrition and poverty. Structural and seasonal food deficits, lack of safe drinking water and poor hygiene and health conditions are effects of the conflict. Malnutrition is a severe problem of families and especially school children in Trincomalee district. The common daily diet of most people contains predominantly rice, sambal and different kinds of green leaves. High quality food items such as protein sources like fish, eggs or more nutritious vegetables are irregularly or rarely consumed.

Malnutrition among school children severely affects their performance, individual development and chances in life:

- Children pass out during classes
- Their concentration and study progress are poor
- Their physical growth and mental development are constrained
- They have to contribute to the family income preventing them from attending school.

For more than 30 years Sri Lanka has experienced different state sponsored school feeding and supplementary feeding programmes. They varied between the free distribution of enriched biscuits, a glass of milk per day or the distribution of Triposha (a blend of corn, soya, non-fat milk, minerals and vitamins) for children under five years of age and pregnant mothers. After 1988 support was provided to students for the purchase of pulses and special food items from local stores. The last school feeding programme was discontinued back in 1994.

The mid-day meal programme for school children (MDM) was initiated and first implemented in September 1999 by the principal of St. Mary's College, Trincomalee as a pilot project of IFSP. Since it was intended to exclusively use local food items, IFSP management opted for the "*Illai Kanchi*" (Tamil) or "*Kola Kantha*" (Sinhalese). This is a kind of porridge containing, rice, pulses, green leaves, sugar and other ingredients. The programme addressed children of poor and war-affected families of St. Mary's and Punitha Valanar Vidyalayam who were not in a position to bring or have a mid-day meal at school.

The objective of the mid-day meal programme was to support families and school children with one healthy meal per day. The following targets were set:

- To **improve the nutritional status** of children through the provision of an additional meal of high nutritious value

- To provide an incentive for sending children to school and to contribute to their education through **increased attendance**
- To **decrease the starvation and weakness** of children during lessons
- To support the **mental and physical development** of children.

Since the pilot project at St. Mary's College proved very successful, the mid-day meal was introduced to other schools in the district. The mid-day meal programme covers ten months per year, excluding school holidays where it is expected that families take over individually. At present (July 2001) 36 schools in 7 DS Divisions are participating with almost 5,100 children (list of schools in annex). Until the end of 2001 a total of 50 schools are planned to be included in the programme, providing a meal to more than 7,000 children. The annual budget for 2001 is estimated at Rs. 5.5 million.

2.2 Implementation of the *Illai Kanchi* mid-day meal

For the implementation of the mid-day meal procedures had to be introduced. Criteria to select schools and villages for screening the many applications for the MDM had to be developed. IFSP decided to give preference to villages and schools which are meeting the following criteria:

- **High degree of poverty and conflict affectedness** (village data sheets classify villages in poverty codes 1-5, whereby code 5 represents worst conflict affected and poorest villages)
- Schools with **low student attendance** and **high drop out rates**
- Schools with a **low nutritional status** (determined through a nutrition assessment)
- Villages where **participatory needs assessment (PNA)** was done.

The village data sheets describe villages according to poverty and conflict affectedness. A poverty code is calculated as result of aggregating seven indicators for food insecurity, conflict affectedness, poor social services, such as schools, pre-schools and health services and general living conditions. If a school applying for MDM was located in a village with a lower poverty code (being less poor or less conflict affected), the poverty codes of surrounding villages from where children attended this particular school were taken into account. This happened in Goma-rankadawela DS Division where the poverty code of schools in a certain village is 3 but the neighbouring villages were identified under code 5.

If schools are interested in implementing the MDM, the principal has to submit an application to IFSP. Since the programme is not yet actively promoted through the Department of Education, the application requires intensive support. Awareness and communication between the community mobilisers and the health team of IFSP as well as other government departments involved (Health, Agriculture) has to be initiated. Schools and villages mainly know about the programme

from other principals or teachers, friends or through other IFSP supported activities in the village. After the formal application is submitted the following steps are initiated by IFSP staff:

- **Verification** of the application according to the selection criteria for MDM
- Visiting the village to undertake a **cross-check**
- **Discussions** with principals and teachers to explain the programme and the relevant guidelines
- **Meetings** with the parents and school development society (SDS) have to be organised for **introducing** the programme to the parents and teachers, including modes of local contribution, preparation, purchasing
- **Information** of all participants about the procedures of the MDM
- **Signing of an agreement** between the representatives of the school and IFSP.

Mainly schools with grade one to five are participating (primary schools) but also schools with grade one to eleven and pre-schools have been accepted to the programme.

2.3 Costs of the mid-day meal

The ingredients of the mid-day meal and the costs for 100 children for one meal are shown in Table 1.

Table 1: Daily food items and cost estimates for 100 children per day

Ingredients	Quantity per child	Quantity	Average costs per unit (Rs.)	Total costs (Rs.)
Red rice	60.0 g	6.0 kg	25	150
Green gram, white gram, cow pea	15.0 g	1.5 kg	70	105
Green leaves	15.0 g	1.5 kg		Supplied by parents and children
Coconut	1 nut per 15 children	7 nuts	15	105
Jaggery	3.0 g	0.3 kg	40	12
Salt (iodised)	1.5 g	0.15 kg	10	2
Sugar	10.0 g	1.0 kg	35	35
Costs				
Per day				409
Per month (20 days)				8,180
Per year (10 months)				81,800
Per child per month				75 to 85

Note: Costs are rough estimates: cheapest possible prices have to be assured.

Source: IFSP, Technical Paper 7, August 2001

The average direct costs for one child are about Rs. 4 to Rs. 5 per day or Rs. 80 to Rs. 100 per month. It should be possible to mobilise this amount from the parents themselves, once they are convinced of the benefit of the mid-day meal for their children.

In addition to the direct costs IFSP is making basic facilities for cooking utensils available (Table 2).

Table 2: Initial items for preparing the mid-day meal

Cooking Items	Quantity	Total costs (Rs.)
Big aluminium pot for cooking basic food items, e.g. rice, pulses	2	3,000
Small aluminium pot for cooking the complementary items, e.g. leaves and vegetable	2	1,000
Bucket with handle for distribution	1	100
Plastic jug or ladle for distribution of food	1	150
Coconut scraper	1	250
Spoons	2-5	100
Unforeseen items according to local need		150
Total		4,750

Note: Costs are rough estimates: cheapest possible prices have to be assured.

Source: IFSP, Technical Paper 7, August 2001

Altogether, costs do not appear to be a limiting factor. It is assumed that the costs for the cooking utensils could be covered by the communities themselves. Evidence shows that it is mainly the mobilisation of parents, teachers and principals and the day-to-day experience which are the vital factors for success.

2.4 Contribution to the Illai Kanchi mid-day meal

To avoid increased dependency of the villages from external support and to assure sustainability, a special contribution scheme has been developed. Contribution from all participants is requested according to capability and willingness.

2.4.1 Parents and villagers

When signing the mid-day meal agreement the community agrees to certain procedures. Depending on the poverty code the local contribution is fixed as follows:

- Phase 1 (initial phase) 10% contribution (green leaves, fire wood, etc.)
- Phase 2 (established phase) 25% contribution (food items or cash)
- Phase 3 (advanced phase) 50% contribution (food items or cash)

- Phase 4 (ownership phase) 100% contribution (full local contribution).

Villages with poverty code 5 start in phase 1, villages in poverty code 4 start in phase 2, and so on. Parents are expected to contribute food items or, if not available, equivalent cash amounts (Table 3). The village community has to jointly decide whether they want to contribute in kind or in cash. The mode of contribution is determined before signing the agreement with IFSP and commencing the programme.

Table 3: Parent’s cash contribution to the mid-day meal

Programme phase	Local contribution in kind	Local contribution in cash per month per child (estimate)
Phase 1 (initial)	10 %	10 Rs
Phase 2 (established)	25%	20 Rs
Phase 3 (advanced)	50%	40 Rs
Phase 4 (ownership)	100%	80 Rs

The principal and the village community are requested to promote and integrate other activities related to the MDM (e.g. promotion of fishing and livestock, income generating activities, coconut farming, school gardening). The principal has to submit a monthly progress report.

2.4.2 Children

The involvement of the students themselves is essential. They are mainly asked to provide green leaves or vegetables. In addition they are expected to participate in the preparation and distribution of the MDM and in cleaning the pots and the kitchen. To improve the knowledge of the children about nutrition, health and hygiene the zonal directors of Education are requested to integrate the MDM and related subjects into the curricula and syllabi.

2.4.3 IFSP

The contribution of the IFSP to the MDM includes finances for the main food items and basic cooking equipment (see Table 1 and 2). In addition, IFSP supports volunteers for the purchase and preparation of the MDM (one person for purchase, two persons for preparation) on the basis of food-for-work. The remuneration is 10kg of rice per week for the preparation and 10 kg of rice per month for the procurement.

With an increasing contribution of the village community a step towards sustainability should be achieved. The aim of the mid-day meal programme is that after two years (end of IFSP support)

the communities are aware of the importance and value of a nutritious supplementary meal for their children and are willing and capable to continue with their own resources. The MDM is considered an additional entry point for community development. In addition, it is intended to promote the quality of education through enhanced physical and mental development of children which in turn would call for more frequent and better teaching of relevant subjects including advanced teaching methods (e.g. project work, group work, exhibitions).

2.5 Logistics of the Illai Kanchi mid-day meal

This chapter describes the logistics of the MDM with a focus on purchase of goods, cash transfer to schools and distribution of rice for the food-for-work component. It lists some problems identified and suggests how they could be solved by the implementing partners themselves (principals, parents, teachers).

2.5.1 Transport

The purchase of goods for the MDM is done by one volunteering parent, who is remunerated with 10 kg rice per month (food-for-work). In most schools purchasing is done once a week. The common modes of transport are bicycle or bus. The person in charge has to travel up to three hours to bring all necessary food items to the school. Transport is a major problem, especially to “uncleared areas”. It is difficult or even impossible for the person in charge to pass the military checkpoints with larger amounts of food. To solve this constraint, principals approach the checkpoints themselves with the agreement and letters of recommendation, but have not always been successful. The frequent change of officers at the checkpoint hardly allows that standard procedures can be effected. Another solution would be to do the shopping every day for five days a week, however, this would burden the person in charge of the procurement and may lead to irregular supplies.

2.5.2 Cash transfer

In the beginning of the programme IFSP effected monthly payments by cheque. The community mobilisers of IFSP handed over the cheque to the principals and they were responsible to cash the cheque to the bank accounts of the school or the school society. Since the number of schools participating in the programme has increased payment is effected by IFSP on a monthly basis via bank transfer to the bank accounts of the schools or school development societies. The earlier observed problem of delayed transfer has been solved. Prior to the summary transfer at a fixed day, school principals either took a loan from the shop where they were purchasing

goods or they borrowed money from the account of the school development society. Meanwhile, schools changed their bank account to the correspondence bank of IFSP to avoid delays caused by money transfers between different banks.

2.5.3 Food-for-work rice distribution

At the beginning of the MDM programme rice was distributed by community mobilisers of IFSP. Later two options were established: in DS Divisions where MPCS (multi-purpose-cooperative-societies) are located either in the village or close by, payment was effected through the District Planning Secretariat which is the partner institution of IFSP. As MPCS are semi-government stores, special tokens were issued to the schools for exchange against food at the MPCS outlets. In DS Divisions where access to MPCS stores is not possible but other IFSP food-for-work activities are ongoing, IFSP is directly distributing the rice to selected key villages by project vehicles. Direct distribution also solves the quality shortcomings experienced when rice procured from MPCS, since IFSP is in a position to purchase rice according to best quality and at comparatively competitive market prices from local suppliers.

3. Views and Perceptions

A number of schools were visited to get an impression how the mid-day meal programme is implemented: **Eachchilampattai** and **Muthur** DS Division with either Tamil or Tamil and Muslim population, **Gomarankadawela** DS Division with Sinhalese population and a Muslim school in **Kuchchaveli** DS Division. The acceptance of the participants concerning the MDM was assessed. Overall it can be concluded that children, parents, teachers and principals were very satisfied with the mid-day meal programme. In the following views and perceptions are presented.

For the evaluation a small questionnaire with different choices for answers was prepared. The questionnaires were filled independently by teachers, principals, parents and the students. In eight schools about 700 students/pupils were questioned class-wise. 15 teachers, 8 principals and 15 parents including persons who prepare the mid-day meal at the schools participated in the evaluation. Though not all persons preparing the meal are parents they are included under this category.

3.1 Children

About 700 students were asked and interviewed. Altogether, the mid-day meal was well accepted among the students of all grades. Among primary students (grade 1-5) the MDM was described as “good” with the following arguments:

- Tastiness
- Reduction of hunger
- Additional food available and all students can participate and get food equally.

The older students had more specific and some even a few scientific arguments:

- Good nutritional impact
- Higher energy intake
- Increased interest in studies
- Better physical growth
- Increased school attendance and better awareness of the importance of education.

Some girls in Pallor village said: “The mid-day meal is giving us some iron”.

Asking the children for the **favourite ingredients**, a ranking of all food items showed the following: Coconut was the most preferred item (43%), followed by white gram (35%), green gram (13%) and cow peas (9%) (Figure 1).

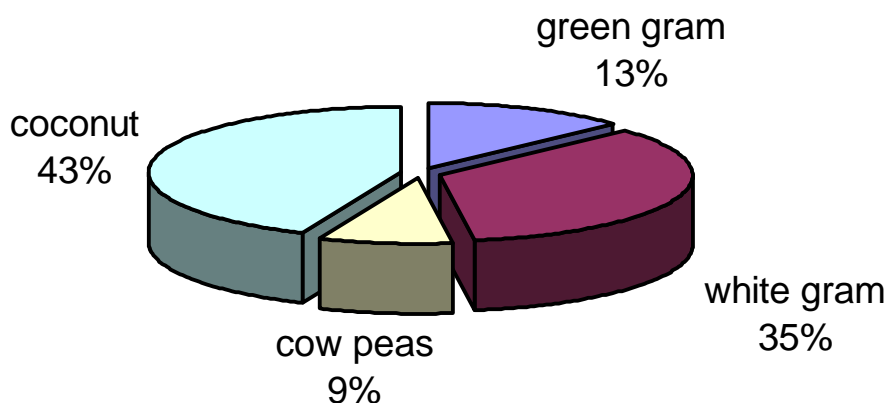


Figure 1: Children’s favourite ingredients of the mid-day meal

The main **participatory activity** of the children within the MDM was the supply of green leaves. Besides, they are responsible for the firewood collection, water supply and the cleaning after the MDM. Describing the involvement as 100% the following participatory activities were stated:

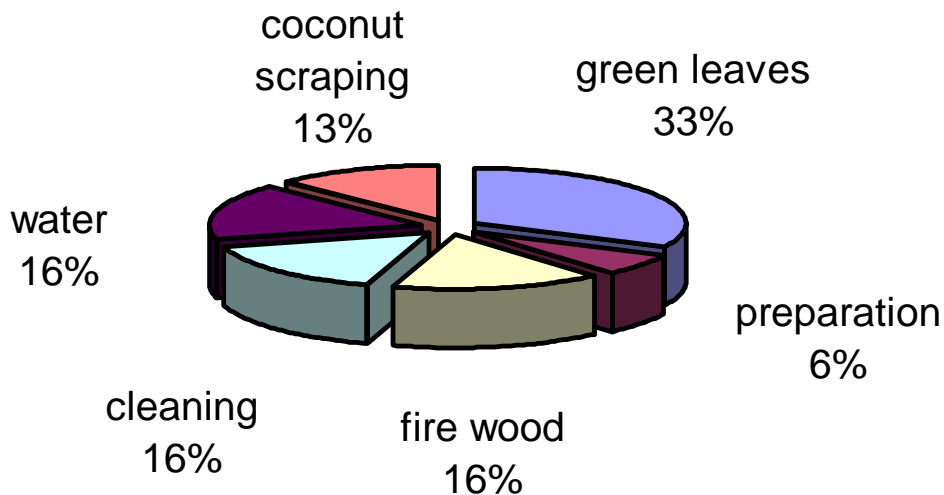
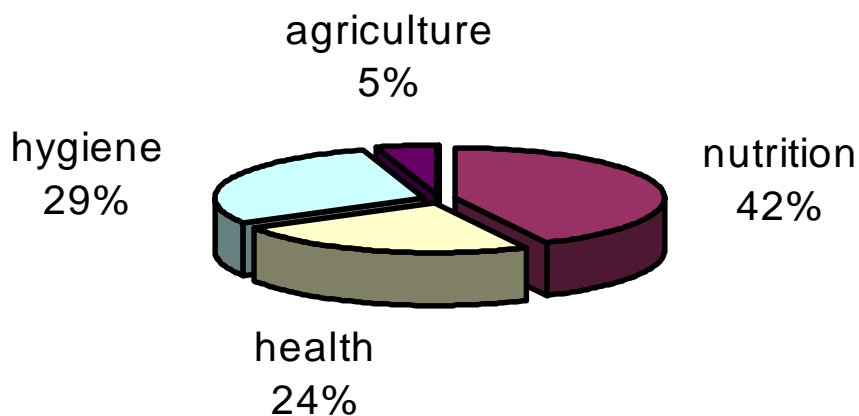


Figure 2: Children's involvement in the mid-day meal

In most schools one class per day was responsible for the supply of green leaves. In two schools the children said, that one class per week was responsible for the supply of green leaves. The same system was used for the supply of water. The elder students were mainly responsible for the supply of water and the cleaning after the MDM. All children reported that they take nothing of the meal home and that their families are providing no school tiffin. Most of them got at least one meal at home, breakfast, lunch or dinner.

Figure 3: Children's knowledge through the mid-day meal



Only in the village of Uppural and the refugee camp at Ales Garden, Trincomalee town it was reported that the children are fully depending on the MDM. All students stated that they attended school for five days a week since the programme was established.

A **gain of knowledge** through the MDM has been confirmed for related subjects like nutrition, health, hygiene and agriculture (Figure 3).

3.2 Parents

Out of 15 parents interviewed, all were satisfied that the schools had the opportunity to have the mid-day meal cooperation with IFSP. Their main source of information was the school principal (50%), the community mobilisers of IFSP, the PNA or their own children (Figure 4).

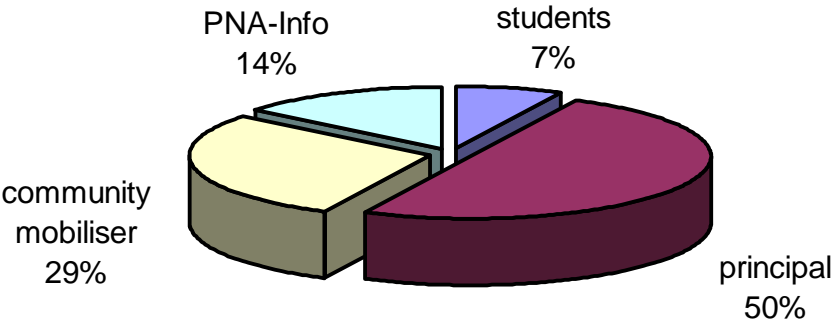


Figure 4: Parent’s information source about the mid-day meal

Parents reported that since the mid-day meal is implemented their **children are willing to go to school** and they are more interested in school and altogether appear happier. They “... even play until late nowadays...” one mother in the village of Seenaveli noted.

In the village of Pamburugaswewa, Gomarankadawela DS Division, the parents in **cooperation** with the school development society, appear to be very active. They discussed the advantage of their own **school garden** and built **fences** to protect it. It was observed that the families are meeting their contributions. Their commitment is good.

The mid-day meal appears to have initiated a certain “pull-effect” on the community. In the village of Uppural one mother who prepares the MDM complained about families, who did not contribute any leaves or firewood. The need to work elsewhere during the day prevents parents to get involved in the programme.

It was suggested to take turns for the **preparation** of the *Illai Kanchi*. This would result in establishing a group of volunteers and more families could benefit from the food-for-work component. In some locations it was stated that parents sold a few kg of the food-for-work rice to buy other

food items (mainly sugar and gram) or to save some cash from the proceeds. It is worthwhile noticing that in a number of schools the mid-day meal was prepared even in absence of the teachers.

3.3 Teachers and principals

The attitude of 15 teachers and 8 principals towards the MDM was good to very positive. Increased attendance was mentioned as the main effect on the children. Before introducing the mid-day meal children were usually sent home at about 11:00 am. Lack of concentration, frequent spells and fainting during exercises did not allow to hold classes in an organised manner. Since the MDM was introduced teachers were in a better position to effect the daily time schedule until 2:00 p.m. In addition, the **number of days children attend school per week increased**.

The average child attendance increased from three days per week before the mid-day meal was introduced (on an average attendance ranged between 40% and 50%) to five days per week with the mid-day meal available (average of attendance is 80%). The total number of children enrolled in school also increased (Figure 5 and 6).

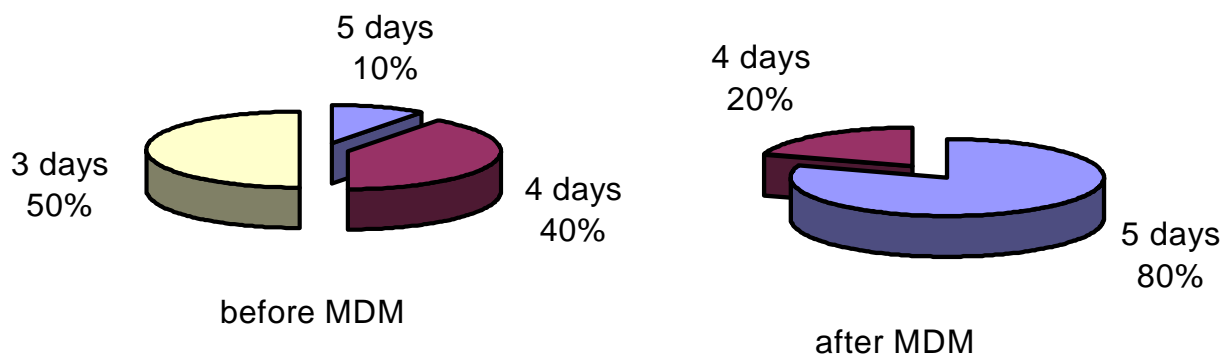


Figure 5: Attendance of boys before and after the introduction of the mid-day meal

Teachers reported that the **concentration** during lessons, the **learning ability** and the **interest** has significantly improved: "... it is so much easier to teach and motivate them" a teacher stated.

In some cases the principals complained about the **difficulties to encourage** parents to contribute to the mid-day meal. Families of fisherman for example, can not afford to contribute any food items to the MDM during off-season because their income is extremely low.

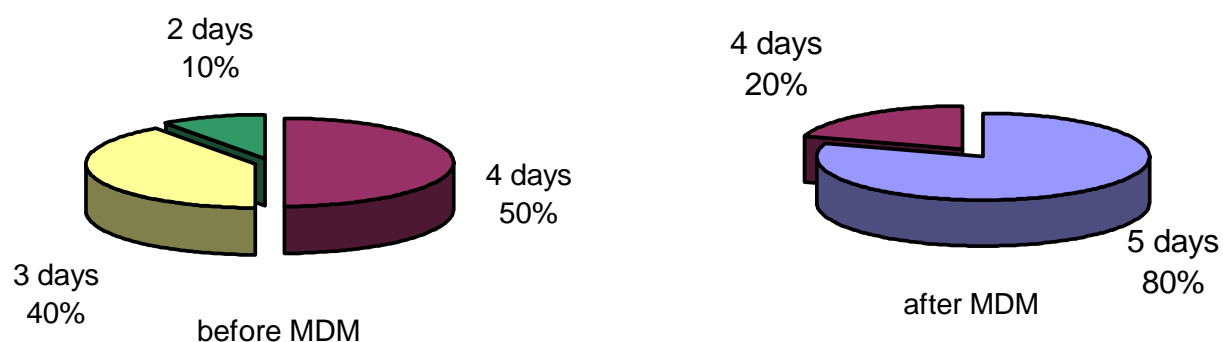


Figure 6: Girl's attendance to school before and after the implementation of the mid-day meal

Not only the contribution but also the **motivation to attend meetings** and to participate in other activities is a problem, mainly due to the need to find work outside of the own village. The integration or combination of other activities of the village (social, cultural, Shramadana) into and with the programme was reported to be complicated.

For the promotion of **additional school activities** like exhibitions and competitions aiming at a better integration of nutrition, food, health and hygiene, the lack of professional knowledge of principals and teachers was considered a major constraint. Most principals are in need of **professional assistance** or advice. This refers to teaching as well as to support for material (e.g. teaching aides, constructing fences to protect the school area from animals).

The writing of the **monthly progress report** by the school principals turned out to be difficult in the beginning of the programme. Basic training in report writing was provided including a report outline, guiding questions and important aspects to be reported.

IFSP has prepared a simple and yet comprehensive brochure. Posters and instruction leaflets to not only propagate the mid-day meal but also to make it easier for principals, teachers and parents to understand and communicate.

4. Problems and Recommendations

In this section major problems experienced during the establishment of the mid-day meal programme are presented and solutions are recommended. Minor aspects for adjustments and improvements mentioned in the chapters before are not discussed again.

The most urgent issue for the schools is the difficulty to **pass checkpoints with larger amounts of food**. Quick solutions have to be found. Since the officers at the check points do not accept the signed agreement between IFSP and the school principals (agreement is signed by school principal, project director IFSP, team leader IFSP, zonal director of Education, DS and witnesses), it should be considered to hand out special identity cards or letters of recommendation to the persons who are in charge of purchasing goods for the MDM. This should be done in closest cooperation with the security forces. Any such document has to be written in Tamil and Sinhalese.

One major question concerning the **nutritional impact** of the mid-day meal programme is whether it will significantly contribute to a better nutritional status. Since the programme started only in late 1999 and since the mid-day meal aims not only at improved nutritional status but also at community mobilisation and better education, it is premature to arrive at definite conclusions. A more detailed evaluation needs to be done in the coming years. Furthermore, case studies could underline whether a nutritional impact could be expected.

The following can be concluded: The daily requirements of children of 1,800 to 2,200 kcal (WHO, 1986) will not be met with the mid-day meal. The MDM provides a daily intake of up to 400 kcal per child. It is not the intention of the MDM to substitute a good average daily diet. The mid-day meal is an additional meal, which is expected to supplement the regular meals at home. Hence, it will contribute to a higher kcal intake and to a more balanced diet of the children. The mid-day meal is not at all meant to replace a good lunch at home. This aspect needs to be carefully and intensively explained to parents, principals and teachers. Otherwise, parents might give less food/meals at home which might even aggravate the low nutritional status of the school children. In the welfare centre "Ales Garden" in Kuchchaveli DS Division as well as in Ellangaithurai Mugaththuwaran, DS Division of Eachchilampattai, children reported, that the mid-day meal was in fact, the only daily meal they had.

Two important facts require attention:

- **Awareness of the parents** that the MDM is not a replacement for the daily meals at home, particularly lunch; this aspect has to be closely monitored by the IFSP health team and community mobilisers in close cooperation with principals.

- Deeper **insight into the effect and impact** the MDM has on the nutritional status of children; a regular survey needs to be conducted to follow the children's development progress. **Growth monitoring** could be done in selected schools in cooperation with the DoH, health volunteers and IFSP community mobilisers.

It is recommended to include **all pre-schools** into the MDM programme to give a proper foundation for the health of children and development in early childhood. **Activities related** to the MDM should be supported more intensively. The principals and teachers requested professional assistance for the integration of nutrition, food, health and hygiene into the curriculum and support for activities such as exhibitions and competitions. To some degree, professional background could be provided by the health volunteers. Occasionally, seminars and/or workshops should be conducted by professionals from the Departments of Health and Education and other competent institutions.

It is suggested, that PHI's and midwives together with agricultural instructors provide more in depth training to teachers and principals for health, nutrition and agriculture in relation to the mid-day meal. Health volunteers could conduct awareness programmes in line with the monthly topics which are discussed during the regular Health Team meetings. The target groups for these sessions should be the students along with the parents and other family members. This would allow to contribute to a wider knowledge and awareness. Moreover, incentives should be made available to encourage exhibitions, projects or competitions amongst schools within a DS Division or district-wide. Awareness, competitions and seminars would not only increase interest and knowledge but would have positive social effects among and between the communities.

To arrive at a certain degree of **sustainability** of the mid-day meal programme beyond IFSP the following is recommended:

- More **school gardens** should be established for the production of leafy vegetables and/or other vegetables for the mid-day meal programme. It is recommended to have school gardens at all participating schools. This would require closer cooperation between the Departments of Agriculture and Education and subsequently, allocation of budgets.
- For a better coordination of the programme it might be worthwhile to adopt the suggestions of the parents: A **rotation system** would make different parents responsible for the preparation of the MDM and contribute to root the programme in the village.

The phasing of the programme may be crucial for sustainability. In as much as children perform better and the mid-day meal becomes a routine, it has to be taken over by the communities. Here, IFSP has to continue integrating the programme into the other activities for village development.

5. Conclusion

The mid-day meal programme is running very well and no severe problems have been encountered so far. Some minor particulars which are affecting the programme could be solved with little effort.

Nevertheless, it is difficult to fully assess the impact. How far can the mid-day meal programme contribute to food security in Trincomalee district and what are other important impacts?

1. The **MDM programme contributes to food security** in Trincomalee district. The availability of additional food to school children is improved, and children as one particularly vulnerable group are directly benefiting.
2. The programme has **additional positive effects**, especially at the level of the local **communities**. Through the MDM the whole village is addressed. New opportunities to communicate and cooperate are opened. This would allow to better root community mobilisation.
3. Further **improvements** are required with respect to **government participation**. A higher degree of responsibility and commitment of the governmental institutions (DoA, DoE, DoH) including budget allocations for complementary activities is desirable. This should allow to facilitate the independent continuation of the mid-day meal programme after the support from IFSP has come to an end.

**Evaluation of the Mid-day Meal Programme, Trincomalee 06/2001
Questionnaire for the field visit**

CHILDREN

Date: Village:

School: ID-No:

Class:

1. Do the children like the mid-day meal? Yes No Why?.....

2. Which meal ingredients do they prefer?

green gram white gram cow peas coconut eggs

different green leaves Others specify:

3. How often do they attend the meal (per week)?

6 days 4 days 2 days less than 2 days

4. How is the involvement of the kids?

Activity	no. of kids?	how many days per week?
Vegetable supply: <input type="checkbox"/>
Preparation: <input type="checkbox"/>
Wood supply: <input type="checkbox"/>
Cleaning: <input type="checkbox"/>
Other involvement: <input type="checkbox"/>
specify:		

5. Did the children get any knowledge about the following through the programme?

Food Nutrition Health Hygiene Agriculture Others specify:

6. Does the children take some of the meal home?

No Yes

7. Do they get any lunch/tiffin from home?

No Yes If yes, specify?

PARENTS

Date: Village:

School: ID-No:

1. Do the parents know about the mid-day meal?

Know Don't know Not sure If know, who told them when?

2. Attitude to the programme?

Good No good Why?

3. Is the programme an incentive to send the kids to school?

No Yes

4. Is the programme an incentive to send girls to school?

No Yes

5. Involvement of parents?

Participation:

preparation procurement distribution others specify:

Contribution of:

vegetables fire wood cooking equipment others specify:

other IFSP activities specify:

6. Did they notice any improvement of their kids?

No Yes specify:

7. Do they provide lunch/tiffin during the school time to their kids?

No Yes specify:

TEACHERS

Date: Village:

School: ID-No:

1. Attendance of the children (in days per week)?

Boys: before: 5 days 4 days 3 days 2 days 1 day

after: 5 days 4 days 3 days 2 days 1 day

Girls: before: 5 days 4 days 3 days 2 days 1 day

after: 5 days 4 days 3 days 2 days 1 day

2. Improvement of the children?

Concentration: same up down

Learning ability: same up down

Interest in lessons: same up down

Grades/marks: same up down

Others: same up down specify:

3. Possible improvements for the programme?

Problems:

Support:

Ideas:

4. Other school activities?

School gardening Are fruits/veg. used for the meal? no yes which?

Nutrition/ health/ hygiene lessons

Competitions

Exhibitions

Others

PRINCIPALS

Name:

Date: Village:

School: ID-No:

1. Attitude to the programme?

Good No good Why?

2. What contribution phase is implemented?

Phase 1 – 10% contributions

Phase 2 – 25% contributions

Phase 3 – 50% contributions

Phase 4 – 100% contributions

3. Logistics? (How? Who? Etc.)

Transportation:

Distribution of rice (FFW):

Cash flow:

Community cooperation:

4. Possible improvements of the programme?

Problems:

Support:

Ideas:

Literature

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