

# National Sustainable School Feeding Program of the Kyrgyz Republic

April, 2024



# INTRODUCTION

Kyrgyzstan is a country with rich cultural heritage and diversity. The new generations of the country form the main potential for development. However, this potential is threatened by systemic problems in providing schoolchildren with stable and adequate nutrition as the basis for their health and academic performance.

- **Health and Nutrition.** Quality nutrition is crucial for the physical health, cognitive development, and overall well-being of children, influencing their ability to learn and succeed in life.
- **Achievements in the education.** School feeding programs contribute to higher attendance, improved concentration, and are associated with higher academic performance in the school environment.
- **Economic and Social development.** By involving local agricultural producers in food provision processes, the school feeding program stimulates the development of the local economy, supports the development of the local community, and strengthens the social structure of both rural and urban areas..

This presentation outlines the content of the National Strategy for Sustainable School Feeding, developed based on comprehensive research in the Kyrgyz Republic, and proposes solutions to realize the country's future potential by ensuring access to quality nutrition for every child to achieve success in the future.

# 1. RESEARCH METHODOLOGY

## Research objective



**Evaluate the sustainability of school feeding programs** throughout the Kyrgyz Republic, identifying success factors and existing barriers, and laying a strategic foundation for improving the situation at the national level.

## Study design



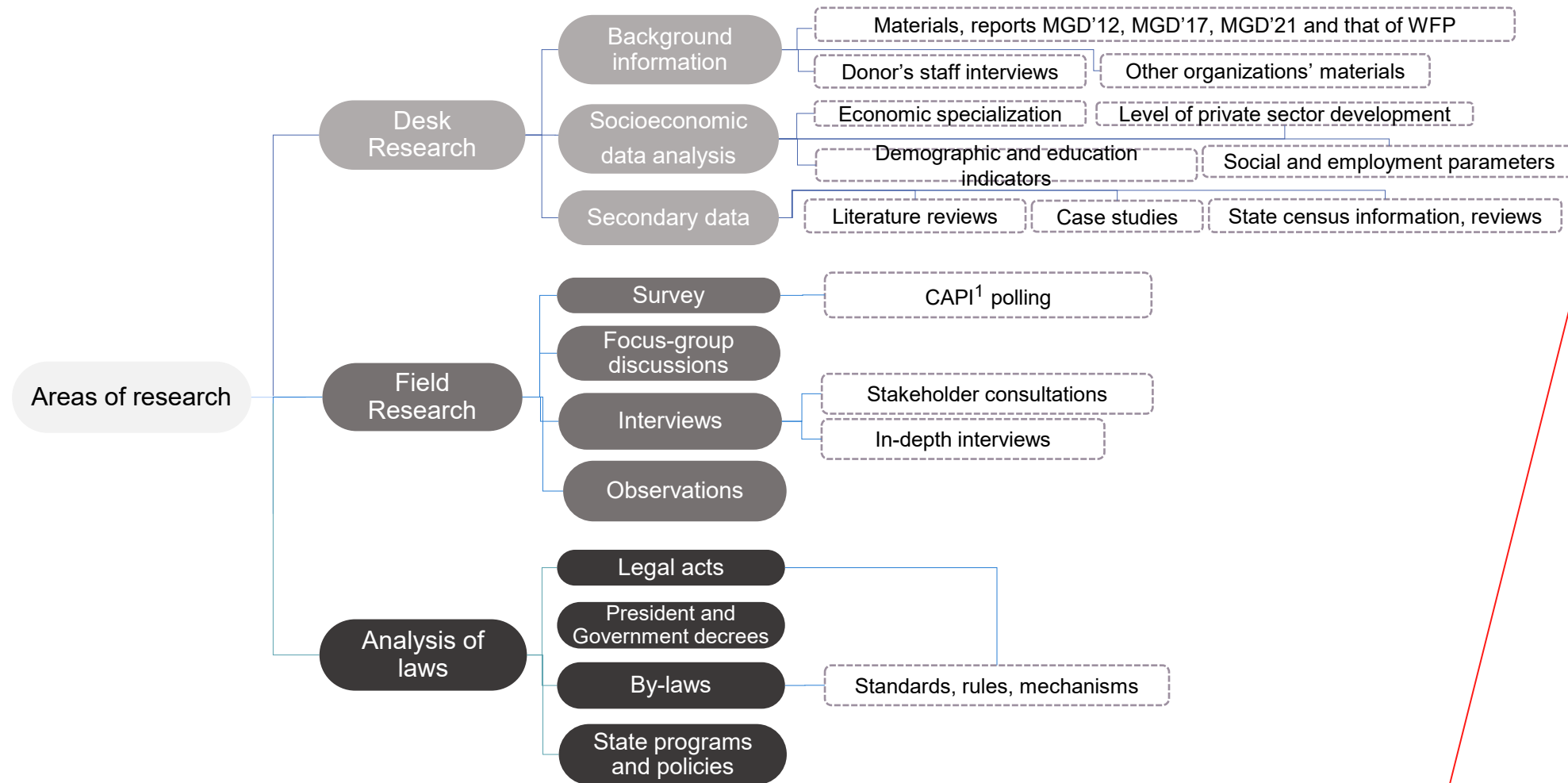
**A structured approach** allowing for detailed comparison of established school feeding formats within specific groups.

## Scale and Coverage



- The study covered schools participating in the MG-Govern Dole Food for Education (MGD) programs and later schools supported through the United Nations World Food Programme (WFP UN).
- Targeted at schools in various regions of the Kyrgyz Republic that have undergone MGD and WFP programsUN . This includes 100 schools that participated in the MGD'17 program and 100 schools that participated in the WFP UN program from 2013 to 2023. Additionally, as a control group, 14 schools that did not participate in any school hot meal support programs were included.

## 2. RESEARCH METHODOLOGY



<sup>1</sup> – computer-assisted personal interviewing (on tablets)

# 3. RESEARCH METHODOLOGY

Methods of field data collection:

- **Surveys:** Quantitative data were collected from target groups such as directors, kitchen staff, and teachers.
- **Interviews and Focus Groups:** Qualitative data were collected through discussions with key stakeholders, such as local farmers, directors, experts, central government agencies, and local government bodies. Focus groups were conducted among parents.
- **Observations:** Direct observation with completion of observation sheets during school visits provided an objective understanding of the situation in schools and corroborated the information obtained through surveys and interviews.

Analysis framework:

- A **Balanced Scorecard (BSC)** system was used for structured analysis by schools, the SPSS program for processing quantitative data, and the **MAXQDA** program for qualitative analysis, identifying factors of sustainability and areas for improvement.
- This facilitated a deep analysis of the school feeding situation, factors influencing the current state of hot meals provision, and the results



## 4.FIELD STUDY METHODS

- A study was conducted using the case method to classify schools into three groups and identify factors influencing the placement of schools into one of these groups.
- Two pilot tests were conducted in June and September 2024 to test the toolkit.
- The selection of survey points occurred in two stages. At Stage 1, telephone interviews were conducted with representatives of school administrations participating in the MGD projects (2017–2019 and 2019–2021). Based on the results of the telephone survey, 100 schools were selected to participate in Stage 2 and were divided into three groups:
  - ✓ **Group 1 - schools that improved their hot meal programs;**
  - ✓ **Group 2 - schools that continue to provide hot meals to elementary school students according to the standards obtained within the MGD'17 program;**
  - ✓ **Group 3 - schools that have ceased or reduced the number of hot meals provided.**
- The study also aimed to compare the situation with the organization of hot meals with schools that did not participate in any donor programs related to school meals. A total of 14 schools were surveyed, serving as the control group. Actual collection of primary information based on surveys was conducted from October 27 to November 20, 2023

## 5. SAMPLING BY REGION AND SCHOOL GROUP

- The table shows a sample of schools for the study according to the distribution of 3 experimental and 1 control groups, taking into account the regional distribution of survey points.
- At one point in the survey, 1 director, 1 kitchen worker, and 2 primary school teachers participated in the study.

Region	Group 1	Group 2	Group 3	Total, experimental group	Total, control group
Batken	4	3	2	9	2
Osh	7	4	6	17	2
Djalal-Abad	3	5	5	13	4
Talas	2	2	2	6	0
Chui	13	12	14	39	3
Naryn	2	3	3	8	1
Issyk-Kul	2	3	3	8	2
Total	33	32	35	100	14

# RESULTS OF THE DESK RESEARCH





# 1. THE SOCIO-ECONOMIC SITUATION TAKEAWAYS

## **Economic Drivers**

- Agriculture, manufacturing, and trade are the main driving forces of the country's economy.
- The mining industry, particularly gold mining at the Kumtor field, plays a significant role in exports, employment, and social support in certain regions.

## **Manufacturing and Trade**

- Light industry, non-ferrous metallurgy, and food processing are major components of manufacturing.
- Trade and transport sectors serve a distributive role, facilitating import distribution within Kyrgyzstan and across the Central Asian region.

## **Economic Challenges**

- The country requires additional investments, especially in capital-intensive manufacturing, to diversify the economy.
- The current account deficit is partly due to negative balances in goods and services, offset by remittances from labor migrants.
- Observable inflation is driven by rising prices for imported goods, prompting monetary policy interventions.

## **Employment and Urbanization**

- Instability in agriculture-related employment affects seasonal workers in both rural and urban areas.
- Urbanization trends show correlations with life expectancy, natural population growth poverty levels, and income sources.

## 2. THE SOCIO-ECONOMIC SITUATION TAKEAWAYS

### **Spatial Development and Economic Specialization**

- Regional economic specialization remains largely unchanged, posing risks for economic diversification.
- Administrative and territorial divisions influence human settlement typologies and economic systems.

### **Income Sources and Employment Trends**

- Official salaries represent only a portion of income, with a significant share coming from other sources.
- Labor migration contributes to a decreasing share of employable population, affecting income dynamics.

### **Quality of Life and Poverty**

- High quality of life is essential for economic development, but poverty levels have been growing, exacerbated by the COVID-19 pandemic.
- Extreme poverty conditions have worsened across all regions, highlighting the need for interventions.

### **Small and Medium-sized Enterprises (SMEs)**

- SMEs comprise a significant portion of the economy, with growth observed across all sectors.
- Bishkek city, Chui oblast, Djalal-Abad, and Osh oblasts are leading regions in terms of SME activity and growth.

# 1. CONCLUSIONS ON THE EDUCATION AND HEALTHCARE SECTORS

## **Enrollment and Absenteeism**

- In the last education year, about 160 thousand pupils started first grade, with a total of over 1.4 million schoolchildren in the country.
- More than 2,500 children did not start the school year due to various reasons such as working to help parents, parental time constraints (often due to labor migration), and other factors.

## **Infrastructure Challenges**

- Demographic shifts have led to an increasing number of school-age children, necessitating the construction of 24 new schools annually.
- The current school infrastructure exceeds standards by 1.7 times, leading to overcrowded classrooms and the need for multiple shifts or classes with over 40 children.

## **Staffing Issues**

- There is a shortage of about 1,200 teachers, particularly in urban areas like Bishkek and Chui oblast.

## **Educational Quality**

- Quality of education is a concern, with low scores reported in mandatory admission testing (All-Republic Testing).
- Graduates from many schools failed to meet the threshold for university admission, especially in exact sciences like mathematics, physics, chemistry, and biology.

## **Teaching Materials:**

- Deficiencies in teaching materials, with Russian-language schools facing the most significant shortages.

## 2. CONCLUSIONS ON THE EDUCATION AND HEALTHCARE SECTORS

### **Educational Budget**

- Educational budget expenditures have increased significantly, with a focus on staff wages and student nutrition.

### **Health and Nutrition**

- Malnutrition-related diseases are prevalent, with obesity and diabetes on the rise, attributed to easy access to unhealthy foods and inadequate nutrition.
- Different regions show variations in the prevalence of nutrition-related diseases, with obesity and diabetes rates varying across oblasts.

### **Food Production and Security**

- Food production challenges persist, with agricultural growth lagging behind national development.
- The government is prioritizing food system development policies to enhance food security and well-being.

### **Poverty and Food Accessibility**

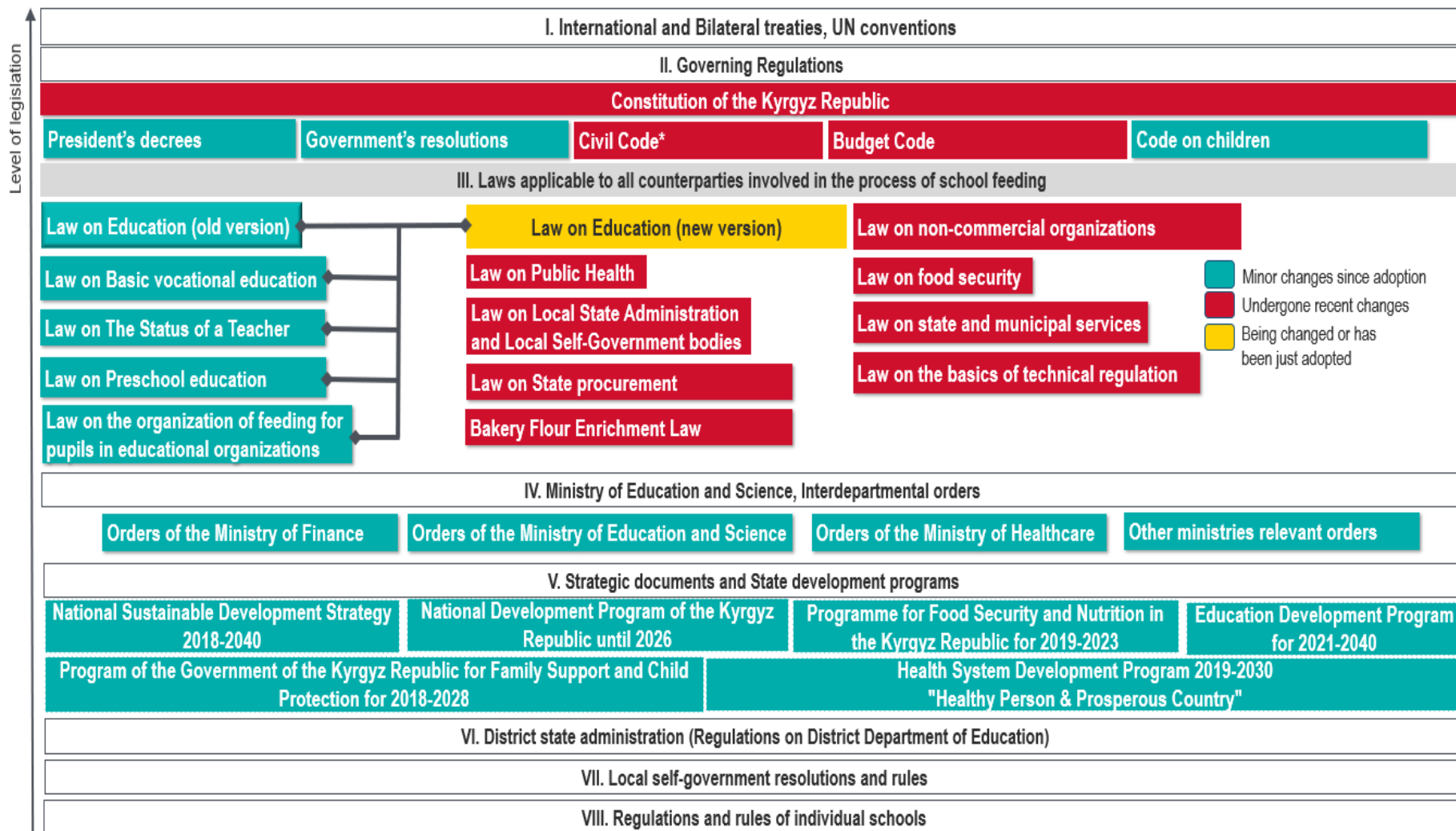
- Import dependence on basic food items contributes to inflation, affecting the affordability of meals for economically disadvantaged groups.
- More than 800 thousand children live under the poverty line, highlighting the need for interventions to address poverty and ensure food accessibility

A young boy in a school uniform is speaking into a microphone. He is wearing a white shirt, a red tie, and a grey vest. A girl in a similar uniform stands next to him, looking down. The background is blurred, showing other children and red flowers.

# LEGISLATIVE STUDY RESULTS



# ЗАКОНОДАТЕЛЬНАЯ БАЗА ИМЕЮЩАЯ ВОЗДЕЙСТВИЕ НА ШКОЛЬНОЕ ПИТАНИЕ



\*Regulates goods and monetary relations and other property relations based on the premise of equality of the participants. The participants of the relations regulated by the civil legislation are the citizens, legal entities, state and administrative and territorial units.

# THE NEW LAW ON EDUCATION

The new Education Law **covers a wide range of areas**, replacing previous regulatory acts concerning general education, vocational education, teacher status, preschool education, student meal organization in educational institutions, and other areas. Key provisions of the New Education Law include:

- Leaders in state or municipal educational **organizations can work for up to 5 years, with a maximum limit of 10 years** within the same educational institution.
- **Voluntary basis accreditation**, excluding vocational educational institutions.
- Conditions and standards for **inclusive education** are prescribed.
- **High status for teachers** is designated.
- A voucher system for education funding is introduced.
- School gardens, in addition to serving as a source of food provision, are recognized **as a place for students to acquire agricultural skills. Sale** of harvested food products **is allowed**.
- **Local state bodies are responsible for organizing school meals**, in addition to their responsibility for maintaining school infrastructure and equipment.
- Possible sources of school meal funding are expanded, including **contributions from Ayil Okmotu and parental fees**.
- **The role of school boards of trustees is enhanced**, including in securing external financing and meeting the school's basic needs.
- The law **specifies the needs for material resources** and parameters for maintaining the necessary level of **school infrastructure**.

# RECOMMENDATIONS FROM THE LEGAL REVIEW ARRANGED UNDER THE STRATEGIC DIRECTIONS (1)

## Strategic Resource Utilization

- Broaden state social support for families with numerous children.
- Increase the funding options for Local Government Bodies to support school feeding programs and local education agencies.
- Formulate a new State Program for Food Security and Nutrition for the 2024-2028 period.
- Adopt a differentiated approach to school meals based on economic variances across regions, which may include targeted social aid and support from local businesses.

## Infrastructure and Equipment Resilience

- Harmonize the roles and powers of Local Government Bodies with the Education Law concerning the provision of school meals.
- Build institutional support for the school meal system

## Workforce Stability

- Introduce grants to support innovative and forward-thinking schools.
- Create a body to evaluate school performance and the long-term success of graduates.
- Establish the legal framework for parental contributions towards school necessities, including meals.

# RECOMMENDATIONS FROM THE LEGAL REVIEW ARRANGED UNDER THE STRATEGIC DIRECTIONS (2)

## Nutritional Excellence

- Prohibit ultra-processed foods high in trans fats, sugar (and sugar substitutes), and those of low nutritional value in and around schools.
- Run continuous campaigns to educate stakeholders about the advantages of hot and organic school meals.
- Enforce stricter nutritional standards, upgrading recommendations to mandatory regulations regarding diversity and content.
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## Trustworthy Operations

- Offer tax incentives to businesses that contribute to school meal programs, for example through direct sponsorship or endowment funds.
- Empower School Boards of Trustees with the inclusion of parents and alumni, and require Local Government Bodies to establish these boards

## Local Agricultural Empowerment

- Permit schools to manage and lease trust lands for farming, connecting them with local agricultural practices and producers.
- Detail the procurement process for schools buying perishable goods from local producers.
- Initiate programs to bolster the agricultural base for school feeding, consistent with Kyrgyzstan's long-term national strategies. This involves starting agricultural credit cooperatives to unite small-scale farmers and improve their market presence, as well as growing local food production clusters to sustain school meal programs



# FIELD STUDY RESULTS

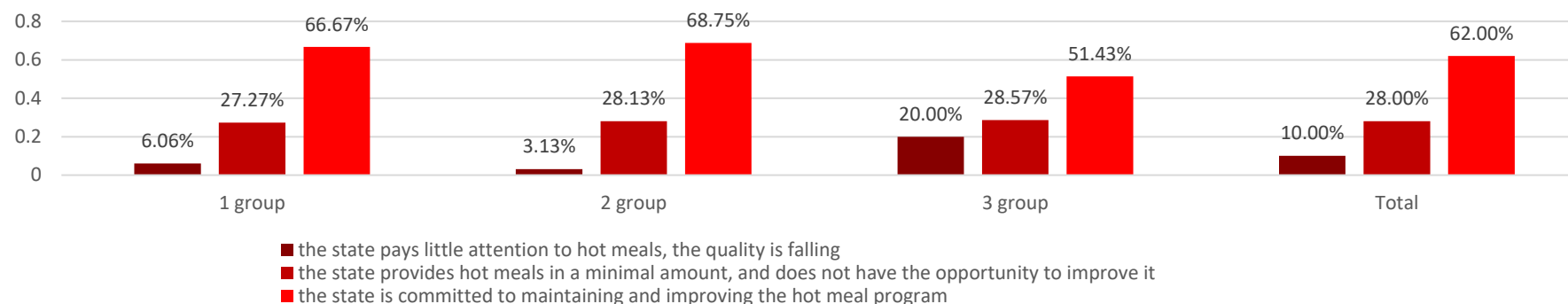
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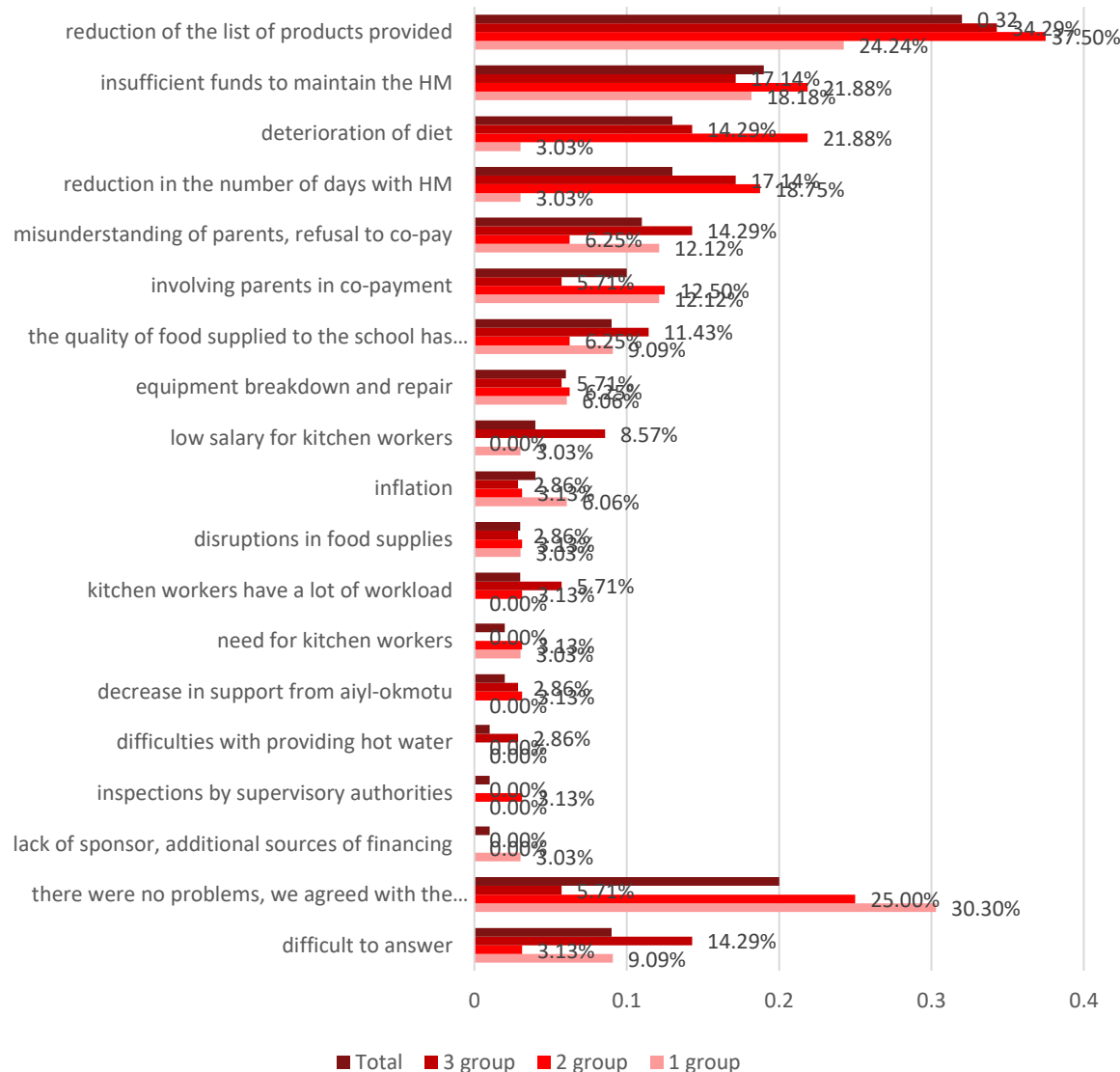
# EVALUATION OF THE STATE'S POLICY ON THE IMPLEMENTATION OF THE HOT FOOD PROGRAM

**Directors of schools from groups 1 and 2** more often mentioned that the **government seeks to support and improve the hot meal program**, with 66.7% and 68.8% respectively. In group 3, 51.4% of respondents answered similarly. **In group 3, every fifth director stated that the government pays little attention to hot meals.**



Parents in focus groups pointed out that **the government does not allocate enough funds for school financing**, and this concerns not only hot meals; sometimes funding is insufficient even for the most urgent school needs: *"The government does not allocate enough money for school expenses. For example, they do not provide enough chalk. Parents collected money in a fund, and with this money, they bought such necessary things as chalk and rags"* (group 3, Naray village, Osh region).

# ISSUES WITH ORGANIZATION OF HOT MEALS AT SCHOOLS AFTER MGD PROJECT COMPLETION

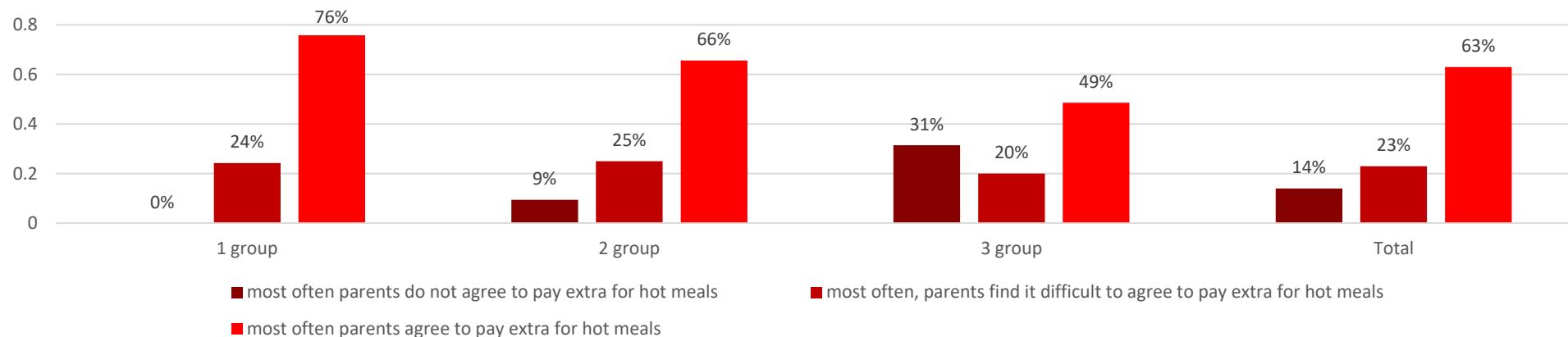


Among the problems schools faced when organizing hot meals after the MGD project, the most frequently mentioned issue was **the reduction in the variety of products provided to the school (32%)**. This was more commonly mentioned in schools in groups 2 and 3.

Comparatively often, **the deterioration of students' diets and the reduction in the number of days per week with hot meals were cited as problems**. These issues were more frequently noted in schools in groups 2 and 3.

# PARENTS' WILLINGNESS TO CO-FINANCE FOR HOT MEALS PROGRAM

**More than a third** of school principals noted that **there are problems with co-payment**: some parents disagree with this idea (14%) or agree with difficulty (23%). 31.4% of principals in group 3 encounter parents who are unwilling to contribute to the co-payment, while 20% reluctantly agree. Meanwhile, **in groups 1 and 2, a higher proportion of directors** (75.8% and 65.6% respectively) note that **parents are more willing to make additional payments for hot meals**.



During focus group discussions, the most commonly cited reason why parents **refuse to contribute money for hot meals was the financial situation of families**: *"No, we're not ready. Not everyone can afford such payment"* (group 2, village of Orto Suu, Chui region); *"No, we're not ready. Then there won't be any hot meals at all"* (group 3, village of Kydyraly, Naryn region). In rural areas, there are many large families where 3-4 children may simultaneously attend primary school, so if they have to pay 150-200 soms for each child, it will seriously impact their family budget.

## STATE PROCUREMENT AVAILABILITY FOR SUPPLIERS (%)

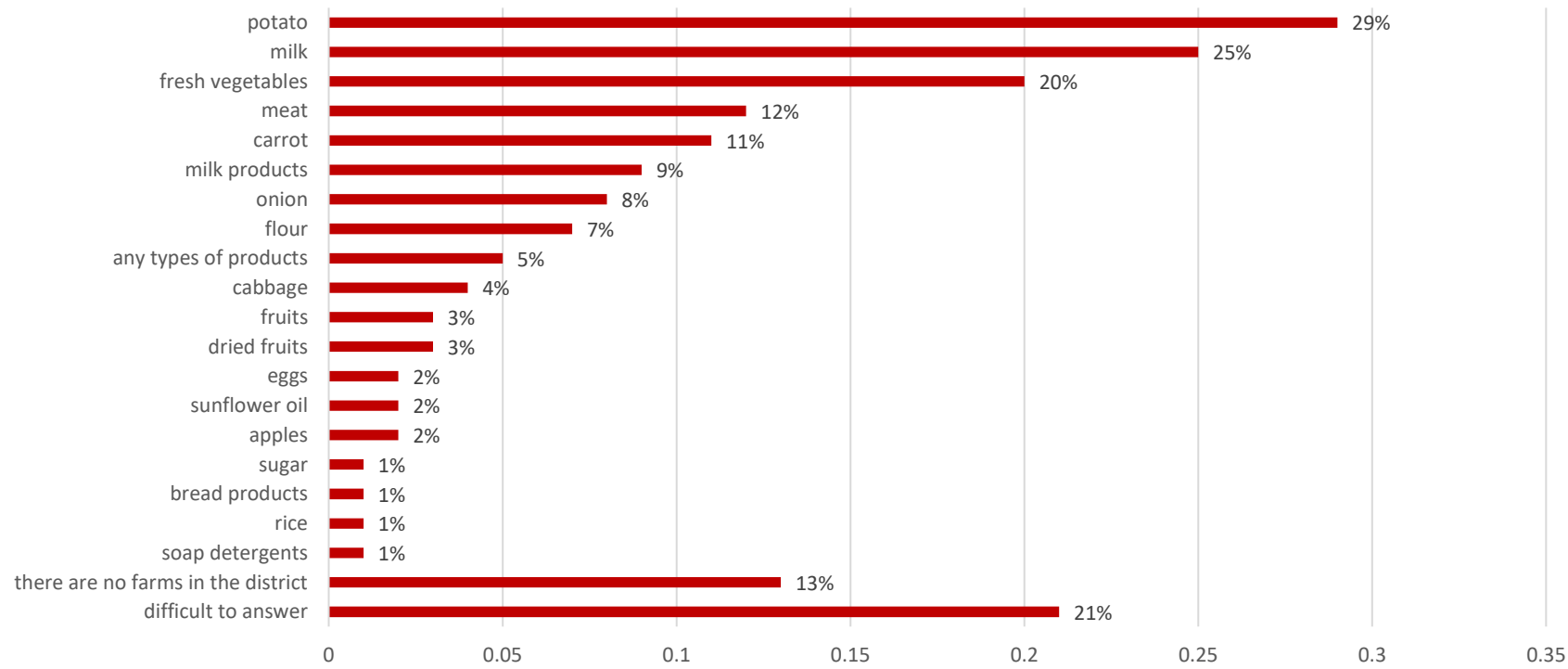
47% of principals believe that **agricultural producers face no barriers to participating in government procurement**: this view is more prevalent in schools in group 2 – 68.8%. 37% responded that **agricultural producers and suppliers have to overcome obstacles to participate in government procurement**: in schools in group 1, 57.6% think so. 16% believe that agricultural producers and suppliers often encounter insurmountable barriers to participating in government procurement: this view is most common in group 3 – 25.7%.

School principals in **Osh and Jalal-Abad regions** most frequently pointed out **the presence of insurmountable barriers** for participants in government procurement. **In Chui and Batken regions**, conditions for participating in state procurement of food for schools **are most favorably** assessed.

STATEMENTS/ Regions	Chui	Talas	Issyk-Kul	Naryn	Batken	Osh	Djalal-Abad	country
Any agri producer or supplier may seamlessly take part in state procurement procedure	56,6	33,3	37,5	37,5	55,6	-	30,8	47,0
Agri producers and suppliers have to overcome many obstacles before they can participate in state procurement procedures	26,4	66,7	50,0	50,0	33,3	66,7	46,2	37,0
Agricultural producers and suppliers often encounter insurmountable barriers to participate in state procurement procedures	17,0	-	12,5	12,5	11,1	33,3	23,1	16,0

# FOOD PRODUCTS BY LOCAL AGRI PRODUCERS

According to kitchen workers (answers to an open question), the total supply of vegetables and potatoes to schools is the **main priority for local producers** (72% of answers). **An important direction of supply can be considered livestock products** (milk, meat, dairy products, butter, eggs) - 50% of the answers. **To a lesser extent, local suppliers** have a resource for the **supply of fruits** (apples, dried fruits - 8%) and flour, cereals (rice) - 8%.





# AVAILABILITY OF KITCHEN EQUIPMENT IN SCHOOLS

Based on the observation sheet analysis: (i) almost all schools are equipped with a refrigerator, electric stove, shelves for dish storage, and a stainless-steel worktable; (ii) 9 out of 10 schools do not lack utensils for cooking and serving food, are equipped with a boiler and electric oven. A bread maker is available in almost every fifth school (43%). A freezer is present in every fourth school (28%).

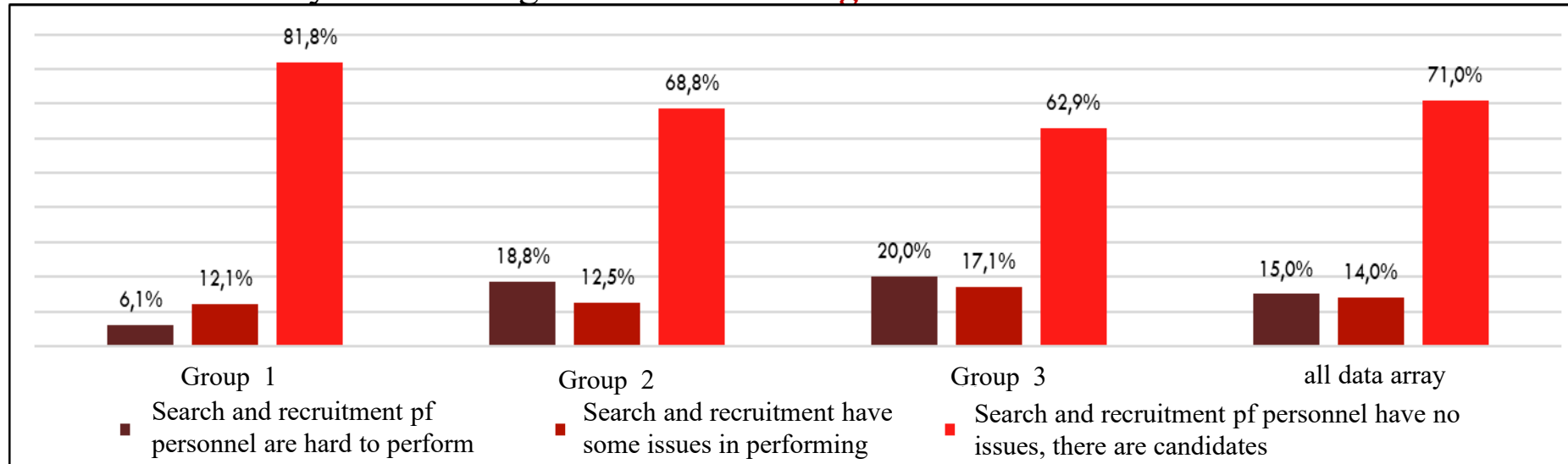
	Group 1	Group 2	Group 3	Total data array
Refrigerator	100,0	100,0	97,1	99,0
Tableware storage racks	100,0	100,0	97,1	99,0
Electric stove	97,0	96,9	97,1	97,0
Stainless Steel Work Desk	100,0	96,9	94,3	97,0
Kitchenware for making hot food	97,0	90,6	97,1	95,0
Dishes to serve food	90,9	93,8	91,4	92,0
Water heating boiler	97,0	90,6	85,7	91,0
Electric oven/oven	87,9	87,5	82,9	86,0
Common sink for washing dishes and vegetables	72,7	68,8	57,1	66,0
Dishwashing sink	45,5	43,8	45,7	45,0
Bread machine	45,5	31,3	51,4	43,0
Vegetable washing sink	36,4	37,5	42,9	39,0
Freezer	36,4	18,8	28,6	28,0
Wood desktop	27,3	25,0	25,7	26,0
Solid fuel stove (firewood)	9,1	9,4	5,7	8,0
Microwave oven	12,1	6,3	2,9	7,0
Gas stove	3,0	0,0	2,9	2,0
Gas oven/oven	0,0	0,0	2,9	1,0
Dishwasher	0,0	0,0	0,0	0,0

# KITCHEN PERSONNEL

According to the infrastructure survey results, **only half of the schools have cooks with professional culinary education, confirmed by a diploma/certificate specializing in cooking. Overall, every second school experiences a need for personnel to work in the kitchen.** Most commonly, there is a need for assistant cooks and kitchen helpers (dishwashing, cleaning, food preparation, etc.).

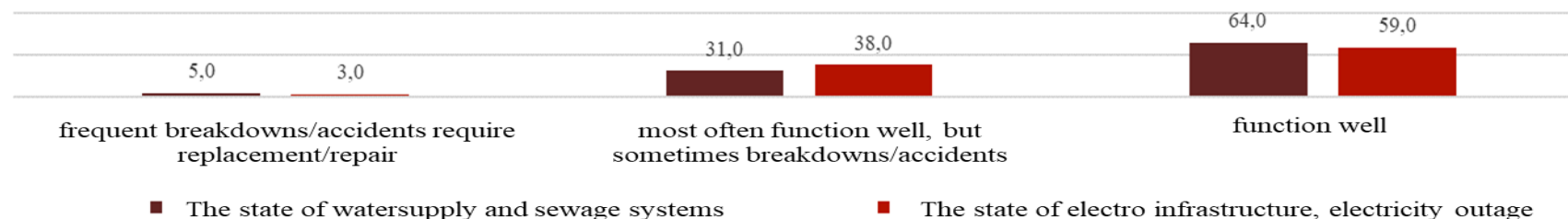
The survey results indicate that recruiting and hiring staff for school cafeterias/kitchens is not difficult, as **there is sufficient availability of workforce.** However, 29% of surveyed employees in school cafeterias reported difficulties in recruiting and hiring workers from the specified categories.

The main difficulty in recruiting lies in the **low wages offered to kitchen staff..**

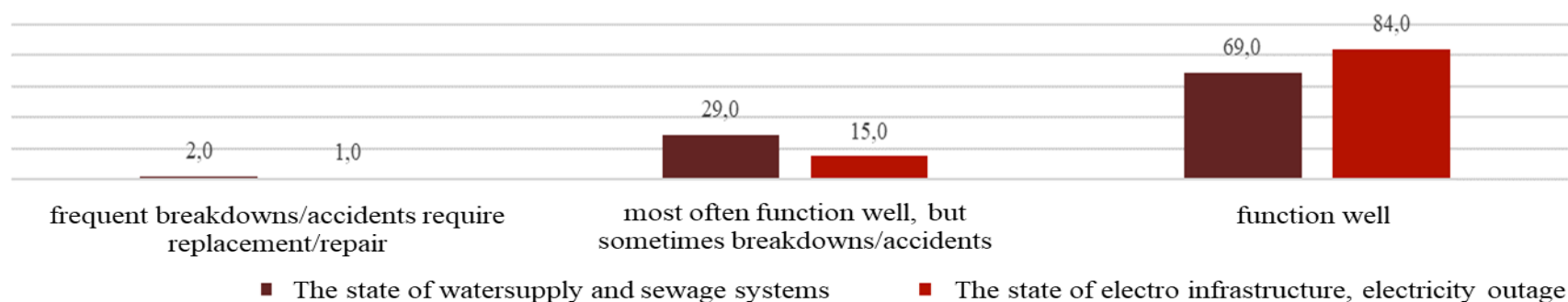


# WASH INFRASTRUCTURE

**Directors** are more concerned about the provision of electricity to schools than the condition of the water supply and sewage system. Directors from groups 1 and 2 more often spoke about the need for repairs in the sewage and water supply system (6.1% and 6.3% respectively), while directors from group 3 mentioned issues with electricity supply (5.7%). Directors from group 1 more frequently noted breakdowns in the water and sewage supply system (33.3%), while directors from group 2 more commonly mentioned problems in the electrical network (40.6%).



**Kitchen personnel** placed greater emphasis on issues with water and sewage supply (29% noted breakdowns, and an additional 2% mentioned the need for repairs in the system) than on the condition of the electrical network..



# KEY RESEARCH RESULTS

- Awareness of parents, school administrations, and other stakeholders about the importance of quality school nutrition
- Financial sustainability issues of school feeding
- (Emerging) issues with infrastructure and equipment
- Limited participation of local agricultural producers in providing school nutrition
- Disbalanced participation of local authorities and internal stakeholders of school nutrition (school administration, parents)

# NATIONAL SUSTAINABLE SCHOOL FEEDING PROGRAM

8/4/2025





# MISSION

*To establish a holistic and resilient school meal program that is integral to the educational experience and supports the well-being of every student in Kyrgyzstan.*

# VISION

*A future where the school meal program is a self-sustaining ecosystem that contributes to the health, education, and local economy, ensuring every child receives nutritious, culturally appropriate meals sourced from local agriculture*

# STRATEGIC OBJECTIVES

## **Objective 1 – Strategic Resource Utilization:**

- ensuring efficient allocation of resources

## **Objective 2 – Infrastructure and Equipment Resilience:**

- improving sustainability and efficiency through systems management and upgrading school infrastructure and equipment

## **Objective 3 – Workforce Stability:**

- priority for the development of a skilled and sustainable workforce

## **Objective 4 – Nutritional Excellence:**

- supporting and promoting a culture of healthy eating at all stages of school feeding

## **Objective 5 – Trustworthy Operations:**

- building trust between all parties through clear communication and ethical feedback

## **Objective 6 – Local Agricultural Empowerment:**

- strengthening local food production to become an integral part of the school food supply chain

## OBJECTIVE 1 – STRATEGIC RESOURCE UTILIZATION

**Key Conclusion:** An optimal resource management model is necessary due to significant underfunding and, as a result, difficulties in the procurement and delivery of food products to schools. Streamlining the value chain of school nutrition from procurement to direct feeding is essential for more efficient resource allocation.

### Key Actions:

- Improve collaboration between schools, parent committees, government agencies, and development partners in school nutrition to efficiently distribute resources, with a **particular focus on economically unviable settlements**.
- Conduct a needs assessment at the individual location level to identify and **prioritize targeted resource replenishment and coordinate actions among key stakeholders**.
- Implement **a centralized resource management system** to optimize procurement and distribution, ensuring that resources are used efficiently and reach those who need them most.

## OBJECTIVE 2 – INFRASTRUCTURE AND EQUIPMENT RESILIENCE

**Key Conclusion:** Periodic breakdowns and issues with regular maintenance of communal infrastructure and kitchen equipment jeopardize the quality and sustainability of school nutrition, emphasizing the need for stability in food supply systems in schools.

### Key Actions:

- Identify **critical gaps** and prioritize the modernization and provisioning of missing kitchen equipment, exerting all efforts to ensure that kitchen equipment and school infrastructure operate smoothly to provide quality nutrition to students.
- **Establish a process for the modernization and maintenance** of infrastructure, focusing on maintaining the current level and addressing existing deficiencies in life support systems.
- Continue to search for an optimal mechanism for extending **the service life of kitchen equipment and auxiliary infrastructure** to ensure a quality environment in meal preparation areas for students.

## OBJECTIVE 3 – WORKFORCE STABILITY

**Key Conclusion:** The outflow of qualified kitchen staff, especially trained chefs, is already impacting the provision of quality school meals. It is necessary to ensure a source of stable, qualified workforce.

### Key Actions:

- Continue and expand training programs for kitchen staff, establishing a continuous process of skills enhancement to ensure **high standards of meal preparation and service**.
- Implement **an employee contribution assessment system and reward programs** that foster a sense of belonging and job satisfaction.
- Focus on **career growth opportunities and expanding the responsibilities** of staff involved in school meal organization.



## OBJECTIVE 4 – NUTRITION EXCELLENCE

**Key Conclusion:** Inadequate food quality and lack of nutrition knowledge contribute to the formation of underdeveloped dietary habits among students, emphasizing the importance of providing quality hot meals in school meal programs.

### Key Actions:

- Promote political support and advocate for policies that **promote healthy eating in schools**, including restrictions on the sale and advertising of unhealthy food in close proximity to schools.
- Integrate **educational components** into the school curriculum, focusing on developing healthy habits and understanding the importance of dietary diversity.
- Develop/improve **educational materials and training programs** for teachers and staff, ensuring the promotion of knowledge towards quality nutrition..

## OBJECTIVE 5 – TRUSTWORTHY OPERATIONS

**Key Conclusion:** The lack of transparency and accountability in expenditures for school meal provision leads to distrust from parents and other members of the local communities.

### Key Actions:

- Implement **transparent financial practices** and reporting mechanisms that allow for regular monitoring by stakeholders, focusing on assessing the effectiveness and efficiency of resource utilization.
- Engage stakeholders, including parents, not only in overseeing the organization of school meals but also in providing the meals themselves, thereby increasing accountability and fostering trust in the school meal system.
- **Establish a feedback mechanism** for continuous improvement and optimization of the school meal organization process..

## OBJECTIVE 6 – LOCAL AGRICULTURAL EMPOWERMENT

**Key conclusion:** limited involvement of local agricultural producers in the process of providing school meals reduces the likelihood of students receiving adequate and healthy nutrition, as well as hinders the development of the regional economy specializing in agriculture.

Key actions:

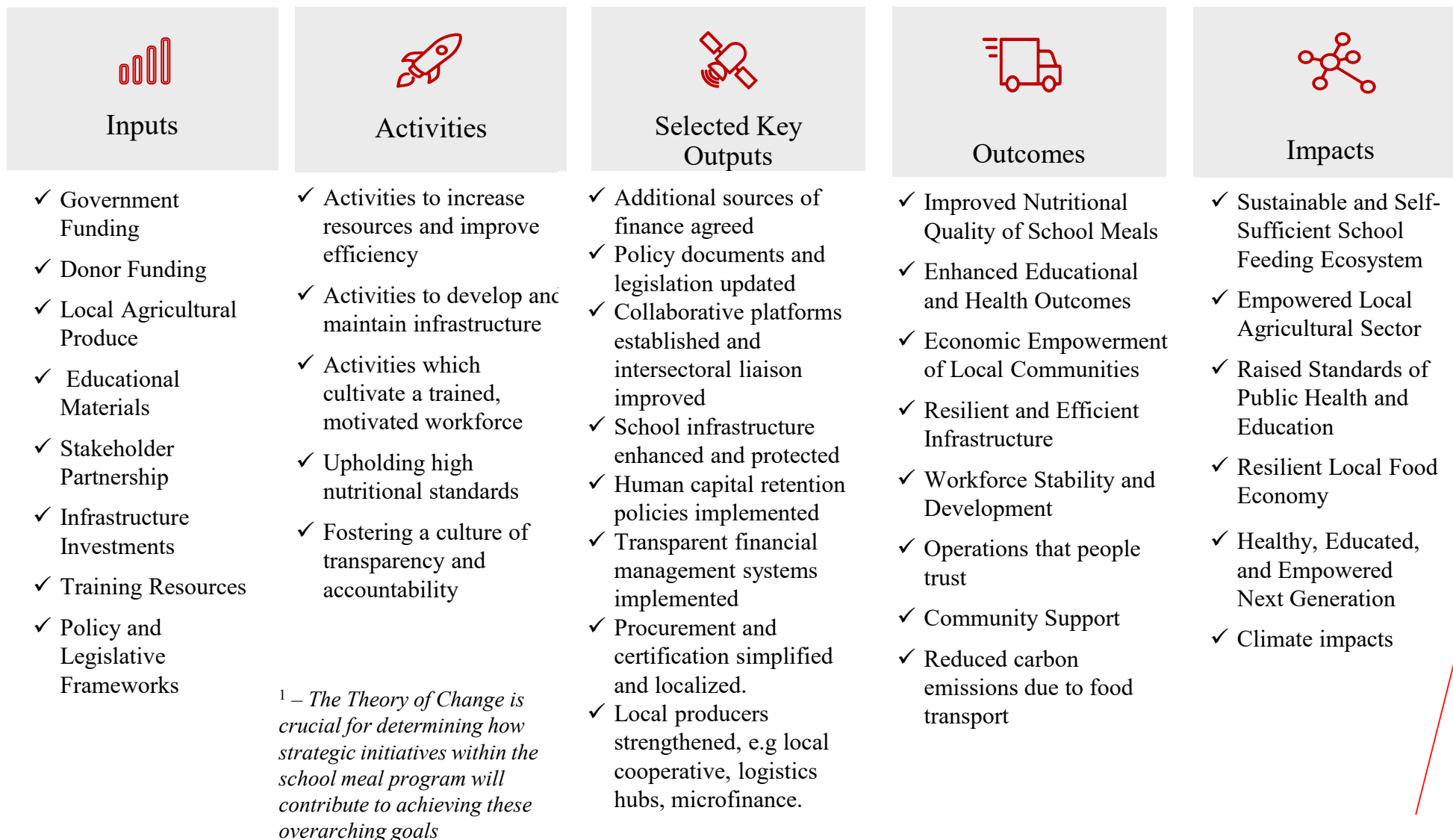
- Foster **partnerships among local agricultural producers**, including through the formation of agricultural or credit cooperatives, to stabilize the supply of fresh food products, paying attention to environmental issues and the development of local economic potential.
- Support **training and promotion of local agricultural producers** to increase their share in school procurements, including assistance with product certification and compliance with quality standards.
- Maintain **the procurement of local food products (with quotas or categorization as perishable goods)** for schools, thereby creating a stable market for local agricultural producers and strengthening the food system at the local level.

## ADDITIONAL PROGRAM COMPONENTS

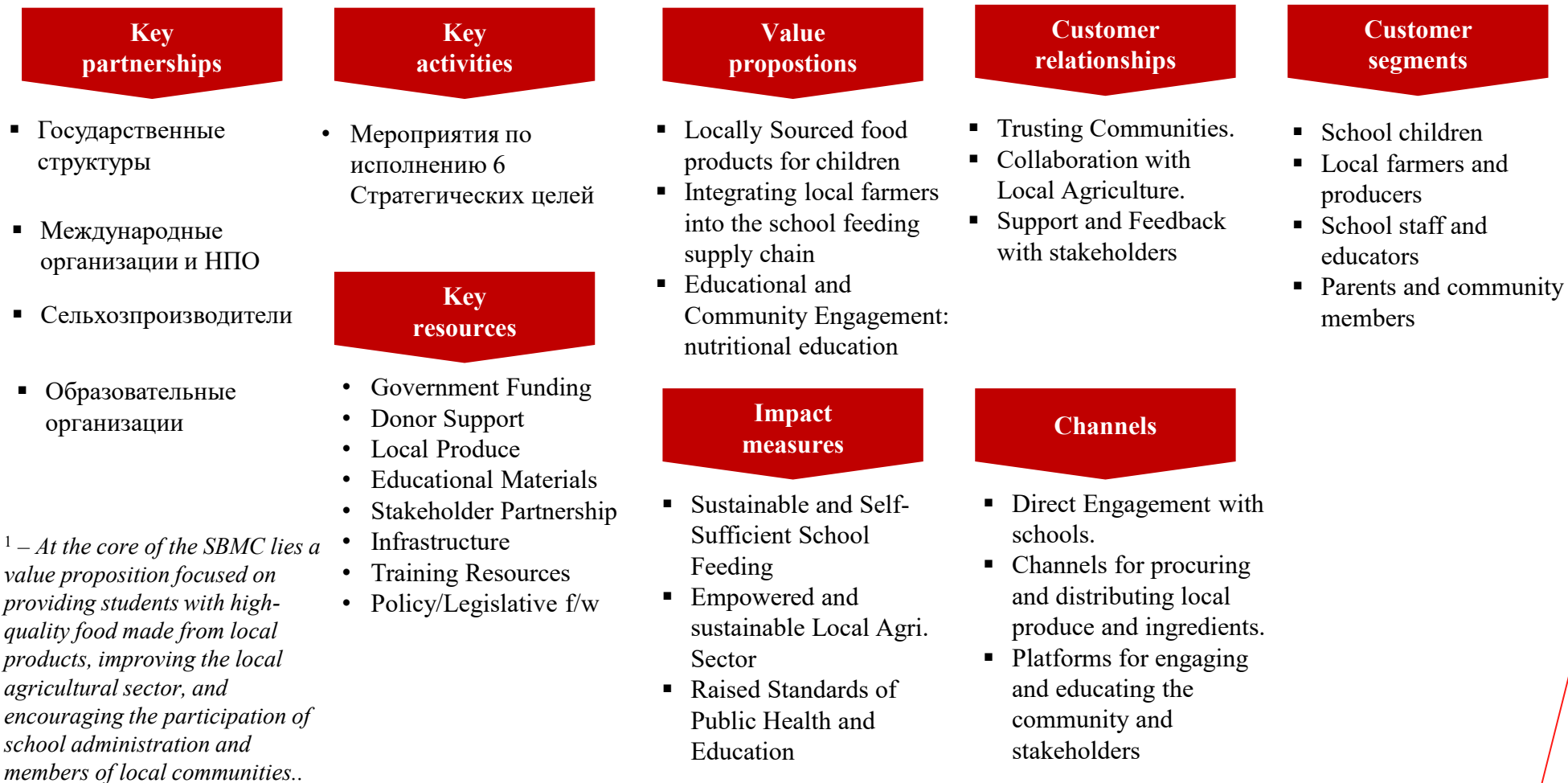




# THEORY OF CHANGE<sup>1</sup>



# SOCIAL BUSINESS MODEL CANVAS (SBMC)<sup>1</sup>

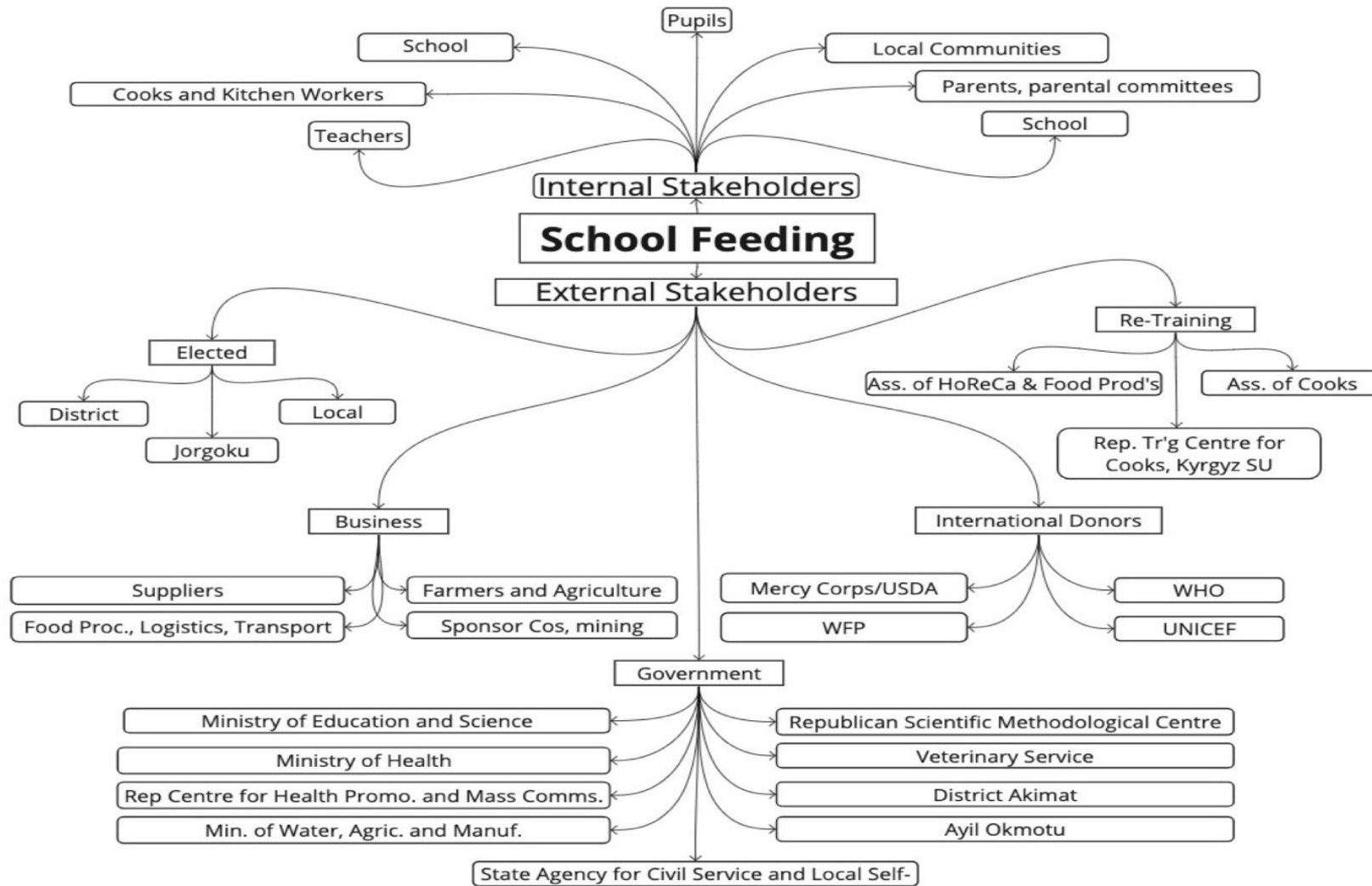




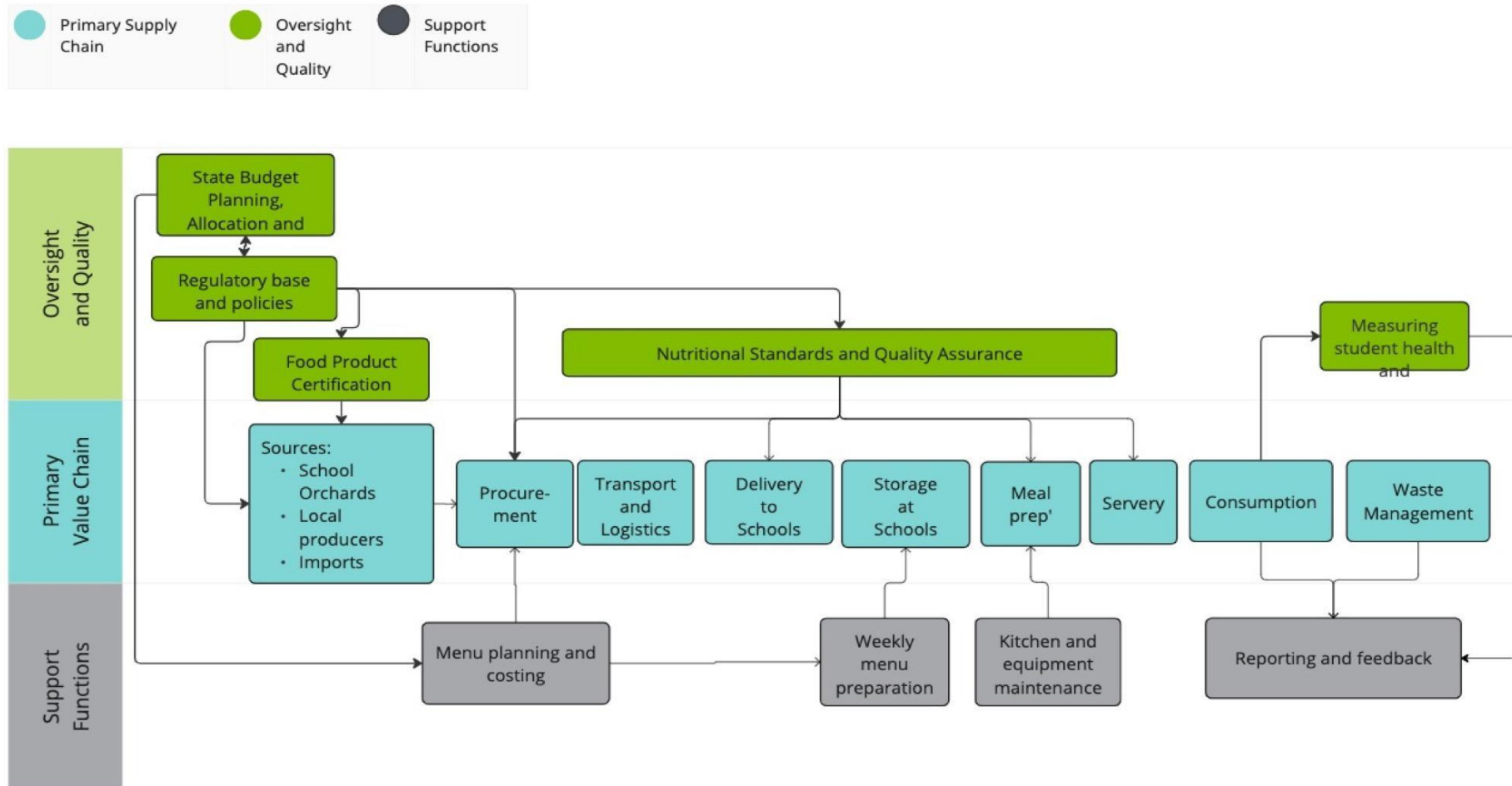
# SOLUTIONS AND INITIATIVES



# 1. INTERACTION OF STAKEHOLDERS



## 2. INTERACTION OF STAKEHOLDERS





## CONSIDERATION OF REGIONAL DIFFERENCES

The success of school feeding programs varies significantly across regions. The combination of economic conditions, local authorities' engagement level, level of parental support, and engagement of other members of the local community predetermines the quality of nutrition in schools.

Adaptive strategies:

- Adapting meal programs to **local economic realities** and the willingness of community representatives to contribute.
- More specific involvement of local authorities in **utilizing regional resources** and opportunities, such as mining companies.
- Emphasis on **participation of representatives from local agriculture**, depending on the agricultural specialization of the region and opportunities for market cooperation.

**Conclusion:** Actions tailored to the unique local characteristics and opportunities in each location (down to the district level) are crucial for implementing initiatives for sustainable school feeding throughout Kyrgyzstan.

# EXAMPLES OF SOLUTIONS AND INITIATIVES

## 01 Strategic Resource Utilization

Subsidize school expenses of large families

Adopt a differentiated approach to school meals based on economic differences between regions, which may include targeted social assistance and support from local businesses

## 02 Infrastructure and Equipment Resilience

Harmonization of the functions and powers of local authorities with the Education Act in relation to the provision of school meals.

Introduce an institute for rating schools from municipal, district to republican level

Propose a grant mechanism to support innovative, development-minded schools

Implement energy-efficient food program management practices, such as using energy-efficient appliances and reducing food waste.

## 03 Workforce Stability

Implement an automated power monitoring system, tracking the entire process from procurement to the "plate," including the composition of the power, spent resources and emerging problems in real time

Expand systems training for kitchen staff in procurement, food safety and nutrition

## 04 Nutritional Excellence

Ban on advertising of food high in trans fats, sugar and salt, both inside and near schools

## 05 Trustworthy Operations

Strengthen the role of the Board of Trustees by expanding the powers and composition of categories of potential members

## 06 Local Agricultural Empowerment

Allow schools to transfer to management and lease land allocated for growing food, linking them with local agricultural producers

Allow the use of mobile (mobile) laboratories for accelerated food certification on site during the procurement period, especially for perishable food

To accelerate cooperation and strengthen agricultural producers, create an APEX fund and create conditions for the emergence of credit cooperatives

THANK YOU!

