MINISTRY OF EDUCATION AND SCIENCE
MINISTRY OF LABOR, SOCIAL AFFAIRS AND EQUAL OPPORTUNITIES
MUNICIPALITY OF TIRANA
REGIONAL EDUCATIONAL DIRECTORATE OF TIRANA-CITY

Report

‘Meal providing schools’:
Situation Analysis and Assessment from socio-economic, legislative, policy and institutional interaction aspects

Study undertaken in the framework of the Project:
‘School providing meal’: Prevention and reduction of school drop-out by creating more child friendly schools through strengthening the inter-institutional cooperation

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# TABLE OF CONTENTS

## CHAPTER I: SOCIAL AND ECONOMIC FRAMEWORK

1.1. Assessment of socio-economic situation

1.2. Hints on the school drop-out phenomenon

1.3. Infrastructure of 9-year-education in Tirana

## CHAPTER II: LEGISLATIVE FRAMEWORK

2.1. Assessment of current legislation and regulating acts

2.1.1. Responsibilities and competences of the central government in terms of education

2.1.2. Responsibilities and competences of the local government in terms of education

2.2. Identification of areas for legislative changes at both central and local level

## CHAPTER III: ANALYSIS OF CENTRAL AND LOCAL POLICIES FOR ALLEVIATION OF POVERTY INTERACTING WITH THE “MEAL PROVIDING SCHOOLS” APPROACH

3.1. Current central and local policies in the social protection area

3.2. Current central and local policies in the education area

## CHAPTER IV: INSTITUTIONAL INTERACTION

4.1. Assessment of the situation from the standpoint of program expectations regarding cascade official procedures which realize the meal providing schools approach

4.2 Institutional weaknesses

## CHAPTER V: RECOMMENDATIONS

5.1. School - cooked food

5.2. Catering food

5.3. General recommendations

### APPENDIX 1: Guideline on the food catering “School providing meal” approach - to prevent and reduce the school dropout through involvement of local business

### APPENDIX 2: Food standards and menus for 6-13 years olds
CHAPTER I: SOCIAL AND ECONOMIC FRAMEWORK

1.1. Assessment of socio-economic situation

(Statement of the problem addressed by this policy)

Children due to age, physical and intellectual maturity are the most exposed category to risks, hence the need for protection and special care from family, society and state institutions. Children of families with very low income, from remote mountainous areas, and girls in areas with backward mentality and with other social problems remain a problem and are characterized by the school dropout phenomenon.

The reason for this is poverty and poor economic conditions that force students of 9-year-schools to leave books and start to work, thus ensuring their own and their family’s survival. About 66% of families receiving economic assistance are families with 0-15 year old children. Children who are targeted as school dropouts come from families with monthly income of less than 30 thousand lekë per month, which, proportionate to the number of members, is insufficient to live at least a normal life. Only in Tirana, the number of school-age children who roam the streets as costermongers is over 5 thousand. In this dropout, in most cases, they are also supported by parents, who in face of hunger, either intentionally or unintentionally, have paved the way to illiteracy in children. Even in cases where compulsory education is not dropped, very few costermonger children on the streets of the capital have had the desire to pursue further education.

1.2. Hints on the school drop-out phenomenon

School drop-out phenomenon is mostly widespread among Roma children. In Albania there are about 5 thousand 3-16 year old Roma children. School enrollment level of children at the age established by law is low. Only 27% of children at the age of 6 currently attend first grade. 1 out of 2 Roma children of school age (6-16 years old) has dropped out of school. 54% of Roma children of compulsory school age (6-16 years old) have not completed any grade at all. 43% of Roma children of the age group of 15-16 years old are illiterate. The phenomenon becomes even more worrisome for the Roma girls. Declines in school attendance by Roma girls after the age of 11 are significantly higher than those of males (at the age of 12, 23% less Roma girls attend school compared to boys). (Study on Roma children in Albania, Save the Children-UNICEF, 2007).

Statistical indicators (by MoES) related to dropping out of pre-university education (grades I - XII) are as follows:

- Drop-out of students in lower cycle, grades I - V is 0.55%
- Drop-out of students in grades VI-IX is 1.95
- Drop-out of students in total in grades I - IX is 0.81
- Drop-out of students in secondary/high education is 2.34%
- Estimated in time, school drop-out indicators have tended to decline. However, the school drop-out rate from students of vulnerable strata remains a problem.
1.3. Infrastructure of 9-year-education in Tirana

In the city of Tirana there are 59 nine-year schools and 3 Institutes located in all the areas of the 11 municipal units. In the academic year 2010-2011, the number of students who enrolled and began classes in September in the 9-year schools reached the figure 51,453. Not all those who sat at school benches reached to the end of this important process. During this year 242 students dropped out of school. From the statistics available by RED of Tirana only 24 nine-year schools have dropout students.

As regards school infrastructure, it is generally good. The Municipality of Tirana has made various investments in pre-university education during these 6-7 years in terms of reconstruction and capacity additions as well as in terms of building new schools. Schools are 2, 3 and 4 storey buildings where the lower cycle and the upper cycle of the 9 year school and pre-school classes, whose number is different in different schools, develop their classes. All the facilities inside and outside the school are at the function of the educational process and achievement of a better quality of service in pre-university education.

Schools have a certain number of classrooms where classes are taught, the gym for the physical education class, which is not available in all schools, other facilities which serve the development of this process such as the library, labs, the room of the psychologist, the room of the dentist, etc. There are schools, although few in number, that have such facilities, the area of which amounts to 100 m² serving as multifunctional halls. It is also worth mentioning the fast food centers in schools which provide their food service to children.

Children of 27 reconstructed 9-year schools and of 7 new schools have benefited as a result of the implementation of projects of educational infrastructure in the city of Tirana. Families and the community benefit would have been greater if the standards developed by the Ministry of Education and Science had planned the opening of meal providing schools like meal providing kindergartens. Based on the 2010 study of DCS on meeting the school infrastructure standards, it comes out that: 15 schools are on the list of investment priorities of 2010-2013 and 23 schools have fast food or cafeteria with a surface of 12-50 m2, but which do not meet the nutrition standards for students, as necessary premises, equipment, cooking facilities and staff, etc. are required.

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1 DSC- Department of Social Care, Municipality of Tirana
CHAPTER II. LEGISLATIVE FRAMEWORK

2.1. Assessment of current legislation and regulating acts in the framework of meal providing schools

**Legal Basis:** Law No. 7952, dated 21.06.1995 on "Pre-university Education System" (as amended); Law no. 8652, dated 31.07.2000 On "Organization and Functioning of Local Government", (as amended); Law No.8654 dated 31.07.2000 on "Organization and Operation of the Municipality of Tirana"; Law No. 9355 dated 10.03.2005 "On social assistance and social services "(as amended); Law No. 8405, dated 17.09.1998 on" Urban Planning ",(as amended); Council of Ministers Decision No. 632, dated 04.10.2004 on " Approval of the Document "for the policies of decentralization in pre-university education sector"; decision of the Council of Ministers No.799, dated 22.07.2009 on “Approval of the National Strategy for Pre-University Education, for the period 2009-2013”; decision of the Council of Ministers No.998, dated 30.9.2009 on "Food Economic Quotes in canteens and dormitories, state scholarships and fees of pupils and students in public educational institutions for the academic year 2009-2010"; Sanitary Regulation of the Ministry of Health on "Construction and functioning of schools and dormitories "dated 14.7.1981; instruction No. 40, dated 17.10.2007" On the establishment and functioning of the board "

Pre-school and pre-university education is a **common function** carried out jointly by local and central government, where the central government in any case provides sufficient economic and material support. This joint function is accomplished by a number of institutions of central and local government.

2.1.1. Responsibilities and competences of the central government in terms of education:

- The Council of Ministers **approves state policies of secular education.**
- The Council of Ministers **approves the criteria, the details of the formula and procedures for determining the eligibility of economic assistance**
- The Council of Ministers **approves the amount of additional payment** for children of families in need that receive economic assistance and for orphans who are not in institutions but who attend compulsory education, until the end of compulsory education.
- The Council of Ministers **approves by decision the monthly amount of economic assistance** according to family structure, procedures and documentation, duration, criteria to be met by families and individuals in need for conditioning the economic assistance benefit, and ways of calculating the duration of the economic assistance benefit.
- The Council of Ministers **approves by decision** the standards of social care services.

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2 Under article 11, section 3, letter e of law no.8652 dated 31.07.2000 on « Organization and functioning of the local government »

3 Under article 10, section 1 of law no.9355 dated 10.03.2005 “On social assistance and social services” (as amended)

4 Under article 10, section 4 of law no.9355 dated 10.03.2005 “On social assistance and social services” (as amended)

5 Under article 10, section 1 of law no.9355 dated 10.03.2005 “On social assistance and social services” (as amended)
The Ministry of Labor and Social Affairs issues guidelines to the way of calculating the amount of economic assistance.

The Ministry of Labor and Social Affairs develops standards of social care services and controls their execution.

The Ministry of Labor and Social Affairs develops and submits to the Ministry of Finance the needs for budget funds for economic assistance and social care services based on collected information, statistics and reports.

The Ministry of Education and Science is responsible for realization of the state policy of secular education, approved by the Council of Ministers.

The Ministry of Education and Science, through its specialists and subordinate institutions, develops and analyzes the development of education programs in accordance with international educational trends and developments, as well as national, regional, social, economic and demographic specifics of Albania.

The Ministry of Education and Science or other subordinate institutions approve basic educational documents, including plans, programs and textbooks for public educational institutions.

The Ministry of Education and Science has the right to experiment on improving the quality of education complying with international standards, in cooperation with specialized institutions of the country and abroad.

2.1.2. Responsibilities and competences of the local government in terms of education:

- Administers the educational facilities (facilities of primary and secondary schools) and exercises the competence of investment for these facilities as a delegated function (reconstruction of existing facilities, increase of their capacity, reconstruction and construction of new facilities)
- Ensures the maintenance of educational facilities, supplying with materials of general consumption, water, electricity, heating, painting and other services of this kind
- Exercises as its own function urban planning and land management, wherein planning of educational facilities (kindergartens, schools) is also included
- Provides support to social and educational projects that significantly affect the education of children

2.2. Identification of areas for legislative changes at both central and local level

The legal framework of reference, mainly law No.7952, dated 21.06.1995 on "Pre-University Education System", (as amended) provides no express regulation in relation to food in lower cycle or upper cycle of schools, cycles which make up basic education (as defined in relation to pre-university education in article 19.3), but at the same time there are no definitions to prohibit it.

In the analysis of the legal definitions of the abovementioned acts, the accomplishment of this project should be achieved:

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6 Articles 5, 51, 52.1, 52.2 of law no.7952, dated 21.6.1995 on “Pre-university Education System” (as amended)

7 Under article 8/g, of law no.8654 dated 31.07.2000 on “Organization and Operation of the Municipality of Tirana”
• Through adoption of a state policy formalized in a decision of the Council of Ministers and implemented by the Ministry of Education and Science
• Through a pilot project, whose implementation can be provided directly by the Ministry of Education and Science to support the provisions of article 52.2 of Law No. 7952, dated 21.6.1995 on “Pre-University Education System” (as amended)

Legal framework required to enable the project under a state policy framework:

• Amendment of the current law on education and the inclusion of provisions which provide for the introduction of food in schools (in Article 22 add section 22.5 as follows: "public basic education school, both cycles included, can be with food or without food"). Decision of the Council of Ministers pursuant to Education Law, which foresees the introduction of food into basic education schools / lower cycle and upper cycle; financial quotes of food, parental fees
• Decision of the Council of Ministers which approves the amount of additional payment to afford the fee for schools meals for children of families in need that receive economic assistance and for orphans who are not in institutions but attend compulsory education, up to completion of compulsory education
• Instructions of Ministers of line necessary to implement the above decisions of the Council of Ministers
• Sanitary regulations of the Ministry of Health for "Construction and functioning of school canteens in basic education”
• Standards of rules and criteria for the design of this facility/these facilities (canteen, kitchen, sanitation areas) of school infrastructure
• Decision of the City Council which provides partial reimbursement of meal fees for families that receive economic assistance

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8 Ministry of Education and Science has the right to experiment on improving the quality of education complying with international standards, in cooperation with specialized institutions of the country and abroad.

9 Under Article 10, section 4 of Law No. 9355 dated 10.03.2005 “On social assistance and social services” (as amended)
3.1. Current central and local policies in the social protection area

Some strategic documents to enable meal providing schools approach are as follows:

- **In the social protection area:**

  *Sector strategy of social protection:* aiming at ways of reducing poverty and establishing a quality system of social services for groups and individuals in need, especially for children.

  *Cross-sector strategy of social inclusion:* one of its strategic priorities is the alleviation of poverty among children and improvement of services to this category, such as increased access to education especially for Roma children and disabled children.

  *National strategy for children:* one of its objectives is to ensure access to education, reducing illiteracy of children who drop out of school through special programs.

  *Decade of Roma Inclusion: National Action Plan 2010-2015:* one of the main areas of this plan is education aiming at improving the educational situation of the Roma minority. In the framework of the objective of guaranteeing the rights of Roma children of equal access to all levels of the education system, REDs / EOs, and school directorates are working for inclusion of Roma and Egyptian children, through the implementation of supportive educational policies and training of teachers who work with students of these classes, following the guidelines of MoES.

  *Mid-term strategy of social services for the city of Tirana 2009-2011:* 'Zero school dropout’ project, intervention with investments for the meal providing school approach is part of this strategy. One of its specific objectives is "Implementation of alternative programs of education and entertainment for children of families living in Tirana urban areas and children with social problems, Roma and Egyptians. One of the main objectives for the Municipality of Tirana is improvement of the educational infrastructure of the city, which will be realized through the reconstruction of existing facilities, increase of their capacity, reconstruction and construction of new facilities.

3.2. Current central and local policies in the education area

*National Strategy of Pre-university Education:* one of the major measures of this strategy is school dropout reduction to zero through the implementation of the Action Plan announced in 2010, for the withdrawal of Roma children in schools: the implementation of the model of lunch providing schools for Roma children.

To apply the objective of ‘zero school dropouts’ in 9-year education, a working group set up by order of the Minister of Education and Science no. 346, dated 23.10.2009 operates in the MoES. This working group prepares the action plan for reducing school dropout to zero, where the priority is working with Roma children and Egyptian communities, vulnerable groups, children with disabilities, etc. Reduction of the number of dropout students will bring about reduction of the number of illiterate students. To meet this objective, all Regional Education Directorates and
Education Offices have been instructed by the Minister’s Instruction no. 23, dated 31.08.2009 "On the implementation of plans, programs and textbooks of pre-university education in the 2009-2010 academic year", to follow with liability and in continuity the school dropout indicators and accomplishment of projects supporting its reduction.
4.1. **Assessment of the situation from the standpoint of program expectations regarding cascade official procedures which realize the meal providing school approach**

Insurance by competent authorities (legislative, executive) of the amendment of legislation and its completion with sublegal acts which, in the framework of a central policy, ensure the implementation of the project “meal providing schools approach”, namely the approval of the amendments to the Law on "Pre-university Education"; the approval of the decision of the Council of Ministers, guidelines of the line Ministers, as well as regulations of respective institutions.

**The central government/Council of Ministers** provides financial support needed to implement the project through provision of appropriate expenditures in the budget. It also delegates to local government the function of investment in school buildings for the relevant infrastructure for this project (dining facilities (canteen), cooking environment, (kitchen), other facilities (sanitation areas for washing hands and WCs).

**The Minister of Education and Science**, in order to improve the quality of education in compliance with international standards, approves experimentation in the status of a pilot project of *introducing school meals*, and also plans necessary professional staff, assistant staff to distribute canteen meals and sanitary staff, as well as respective procedures depending on the type of service selected for the piloting, *cooking service* through tendering untreated food products or *catering service* where the tendering process allows participation only to entities that provide a type of service (catering) and with the new procurement criteria since the procured amount is too large and procedures take about 4 months.

**The Ministry of Education and Science** adopts standards of norms and criteria for infrastructure design necessary for providing meals in school dining rooms (canteens), cooking areas (kitchen), support facilities (sanitation areas for washing hands and WCs).

**The Ministry of Health** in collaboration with the Institute of Public Health approves the menu for the 6-11 year old age group involved in the project and plans on health service staff and supervision of quality cooking. This ministry also approves sanitary regulations for "Construction and functioning of cooking facilities (kitchen), support facilities (sanitation toilets for washing hands and WCs).

**The Ministry of Labor, Social Affairs and Equal Opportunities**, based on social assistance policy, in cooperation with the school social worker, provides statistics and information by registering the target group of children at risk and dropouts, including the Roma community children in particular, in order to provide social support to these categories through providing free meals.

**UNICEF** provides funding of the pilot project (conceived as an integrated approach with proper guidelines) in the selected schools through donors that offer the necessary financial values to provide nutritious food as specified in the menu defined and approved for all children and respective schools.

**The Local government / Municipality**, exercising its functions specified by law, plans and designs on the basis of standards adopted by the Ministry of Education, dining facilities (canteen), cooking areas (kitchen), support facilities (sanitation areas for washing hands and WCs) in organic connection with
the existing school buildings or even in the case of building new schools. Local government also provides investment of these facilities through funds delegated from the central government or provided by their income and can also provide partial funding to meal fees for families receiving financial assistance.

The School provides social data base of each lower cycle student; it also cooperates with the Municipality / municipal units and selects on the basis of defined criteria the target group of children at risk and school dropouts for social support and benefit of free meals. Schools may also provide their own food delivery through their own staff employed in them.

The Agency / specialized structure, with necessary staff and equipment (managerial staff, economists, lawyers, suppliers, drivers) depending on the central or local government, provides the school with food supply in both the case of cooking service through tendering and distribution / supply with untreated food products or catering service through tendering of finished products.

4.2. Institutional weaknesses

Current situation of decentralization of school as an institution

There is lack of sub-legal acts to clearly define the division of competences between governments (central and local) in relation to this common function to decentralize this function and in relation to the institution that provides teaching, i.e. school, so that it can exercise decision-making functions. So, school even today operates as centralized in most of its functions.

Schools today do not have the power to manage public funds and human resources to manage necessary processes (procurement, management) for project implementation and delivery of food from the schools themselves.
CHAPTER V: RECOMMENDATIONS

5.1. School - cooked food

Advantages

1. Quality of Food
   1.1 The food is hot and freshly prepared
   1.2 Extra menu also cooked for students with special health needs
   1.3 Direct control of the quality of supply (the person responsible and the cook)
   1.4 Retention of samples of food for 24 hours
   1.5 Cooking food in small quantities preserves its nutritional values

2. Cost
   4.3. The cost per student is relatively low and affordable by parents
   4.4. The cost of service is not billed to the parent, but is covered by the state budget

3. Management procedures
   4.5. Supply for most items made in the early morning
   4.6. Supply has a backup plan and it never happens that students remain without food
   4.7. Kitchens infrastructure / (It is not available in schools. It has initial investment cost.)

Weaknesses

1. Quality of food
   Calculation of the amount of supply is based on the number of attending students (based on the number
   of students of the day before)

   Kitchen equipment is not professional in all nurseries and kindergartens.

2. Cost

   2.1 Kitchen equipment missing, their purchase costs

   2.2 Lack of professional equipment leads to increased cost of electricity or gas

   2.3 Payment of assistant cooking staff and sanitation staff costs

3. Management procedures

   3.1 The supply for some items is bought one or two days before and the food is not fresh enough

   3.2 Storage and transportation do not ensure the preservation of food quality

   3.3 Losses are expected in the supply distribution process
4. Infrastructure of school- cooked food

4.1 Lack of cooking facilities and canteens

4.2 High cost of their construction or reconstruction

5.2. Food catering

Advantages

1. Quality of food

1.1. Good quality food, cooked by experienced chefs.
1.2. Calculation of the exact amount of supply based on the number of children attending the current day
1.3. Control and technical safety of food products is strictly monitored periodically by the Ministry of Agriculture and Food.
1.4. Kitchen equipment and utensils are a professional set of the latest technology to provide: healthy treatment, storage and processing of all food products.

2. Cost

2.1 Affordable Cost for quality / service offered
2.2 Cost of service charged to the parent within the price
2.3 Payment of food for children who drop out of school and children in need will be covered by the Municipality budget (or social service fund from the state budget).

3. Administrative procedures

3.1 Transport of food will be performed with devices that preserve food quality and hygiene.
3.2 The contract entered into with the catering firm will clearly define the duties and responsibilities of the firm.

Disadvantages

1. Quality of food

1.1 Food served minimum 2-3 hours after cooking and not fresh

2. Cost

2.1 Payment of the cost of food is greater than the one that can be afforded by the pilot project in schools, since kitchens and canteens lack
3. Administrative procedures

3.1. Food may be delayed because of mode of transport and traffic

In order to enable the project in the pilot phase and in continuity to adapt 9-year schools to provide food service in them, the relevant institutions are recommended to perform the following tasks:

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<tr>
<th>Tasks</th>
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<tbody>
<tr>
<td>* Study the feasibility of schools for the possibility of creating new facilities or adapting the existing ones to create the necessary infrastructure for this project (canteens, kitchens, sanitation areas), definition of priority list</td>
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<tr>
<td>* Plan funds for the purchase of professional kitchen equipment in case of application of the school –cooked food service</td>
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<tr>
<td>* Plan funds for new construction or adaptation of existing planimetry</td>
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<tr>
<td>* Study the menu for the 6-11 year old and 11-16 year old age group according to grams and calories</td>
</tr>
<tr>
<td>* Research on the cost of food service in schools, parents fee, financial support from local government (following the example of full subsidizing or reduced fees for children of families in need) and financial costs of personnel from the state budget</td>
</tr>
<tr>
<td>* Study the socio-economic situation of families of school children, building the database with their problems and identification of the target group who will benefit from financial facilities that will be provided by central and local government as social support with special funds</td>
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<tr>
<td>* Establish a coordination network between social workers and school psychologists and all the actors of local government, either central or private actors who provide social services for marginalized groups in these municipal units or treatment and to find alternatives to solving the problem</td>
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<tr>
<td>* Initiate a social policy by local government regarding conditions of being eligible for support for families in need</td>
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<tr>
<td>* Establish after school centers, introduce free or partly free meals in summer schools with the contribution of parents and state</td>
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<tr>
<td>* Build the capacity of stakeholders within the school related to the integrated and inter-institutional services for dropout children and those at risk of dropping out: directors, board, teachers, local government, school psychologists for methods to be used for bringing these students to school and making the latter more friendly for children and community involvement in reducing the dropout phenomenon</td>
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<tr>
<td>* Conduct community awareness campaigns to increase community involvement in the educational process, as part of the development of the community itself</td>
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5.3. General recommendations

1. At the central level - cooperation with the MoES and MoLSAE0 is a key aspect to face ‘zero drop-out’ challenges and develop national and local policies.
2. Municipalities should include in the approach scheme of the ‘Meal providing schools for reducing school dropout through involvement of local business’ - the issue of ‘voucher for free food’ for the most marginalized children from families most in need.
3. Initially, the cost of vouchers should be partly planned by the subject/company and partly by municipalities and partly from donors (applying local policies favorable to local business entities) based on the approach of complementary contributions among the parties (CG-LG-local-business donors), planning increasing contributions of the central and local government.

4. Implementation of the approach should be initially applied as a pilot in order to build experiences.

5. Municipalities need to plan a special budget to cover vouchers expenditures for most marginalized children / families most in need (pilot projects).

6. Work must be coordinated closely with Social Services for identification of families most in need and their selection based on several criteria that must be set by a special committee (ad hoc), which should carefully consider aspects of positive and negative discrimination.

7. The project should be monitored and evaluated annually by a working group (IKAP, RED, Municipality, school principals, Sanitary Center staff) before the renewal of the business contract.

8. The Public Health Center (Sanitary Center) should check the hygienic aspects of the food sold in schools every two weeks.

9. At the local level - the cooperation of all stakeholders is a key aspect to ensure progress towards the ‘zero drop-out’ objective. The Anti-Dropout Cross-Sectorial Coordination Board - headed by the Prefect - should strengthen overall action to prevent and reduce dropout especially for the ‘invisible children’ in the system. So far, this board is functional in Korça Prefecture.
APPENDIX 2: TOWARD A CHILD FRIENDLY/INCLUSIVE SCHOOL

Guideline on the food catering “School providing meal” approach - to prevent and reduce the school dropout through involvement of local business

Prepared in support of the MoES “Zero dropout” Programme

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This experience comes from a cooperation plan (not yet implemented) between Korça Municipality, RED Korça and UNICEF (Basic Education Programme) and has to do with supporting 'School canteens' in order to attract children out of school as well as reduce school dropout by promoting healthy nutrition and applying bonuses to children of the families most in need.

_The following procedure is based on the Law no. 9863, dated 28.01.08, 'On Food', for the selection of business units as implementing partners._

Necessary steps for the application of the approach:

1. Presentation of the concept idea to the City Council. Its positive decision becomes a project proposal by the Department of Policy Development, Strategic Planning and Donor Coordination (Municipality)
2. The project is discussed with RED and a cooperation agreement is signed, which regulates the establishment, operation and monitoring of the project from both parties.
3. Municipality announces the competition, where businesses are invited to submit their offers based on a form (compiled by the Directorate of Policy Development) in which the businesses detail all requirements, investments and individual business plan. Based on Article 44/a, of Law no. 8652, dated 31.07.2000 "On organization and functioning of local government", the DCM No.1712 dated. 24.12.2008 "For renting of state assets“ (as amended), instruction no. 316, dated 08.04.2009 "On the implementation of the DCM no 1712 "For renting of state assets", a set date is appointed for submission of proposals from local businesses.
4. Schools are grouped into two groups (with 3-4 schools each).
5. The Assessment Commission (AC) is established to review the bids of the competitors. The assessment commission composed of representatives of the REDs and Municipality evaluates the bids and determines the winning businesses, which then enter into a contract / agreement that sets forth the manner of establishment and operation of healthy food business within each school. This contract also provides the structure and way of project monitoring (quality control of food, etc.), and it is also renewed every year based on a preliminary assessment by AC. The contract with this business is monitored by the relevant structures of the Municipality aiming at fairest implementation of healthy nutrition objectives.
6. The municipality offers for rent through competition, an environment of 25-40 m² in the schools (according to the specific case). The 'floor' price is 150 lekë/ m² / month. These facilities are leased with a renewable one-year term.

7. The competitor who ranks first in the classification has the right to select the first group of schools wherein s/he will receive the rental premises. The competitor who ranks second in the classification rents facilities in the other group of schools.

8. Food products are traded in these premises for children of 9-year schools.

9. Assessment score:
   - Level of investment (in ALL) 15 points
   - Employment rate 15 points
   - Rental fee 30 points
   - Hygiene and food safety 40 points

10. Responsibilities of competitors for hygiene and food safety:
    - to provide cooling and refrigerating facilities for any period of the year
    - to use easily cleanable inner materials of trading devices
    - to ensure environmental protection from pollution

11. Only fresh food products are traded in these premises such as:
    - fruits
    - vegetables
    - cereals
    - fruit juices
    - water
    - milk, and
    - its by-products
    The products must be certified for their quality by the relevant institutions.

12. Documents should be submitted to the Protocol Office of the Municipality until a certain date. Competition is also held on a certain date.

13. The documents to be submitted by the competitors must contain:
    - Request of the subject for renting the facility
    - Detailed business plan of operating the facility, which should clearly describe: (i) the employment plan; (ii) the investment plan and indicators to be achieved; (iii) the refrigerators; (iv) the cleaning plan of the rental premises; (v) the food to be traded, as well as, (vi) prove their quality.
    - Offer of the monthly rental fee
    - Certificate of registration of the subject to NRC, or registration in court decision
    - Tax ID Number or Tax Division certificate for payment of taxes and social security
    - Certificate by relevant institutions that the subject is not subject to criminal prosecution and that there is no litigation related to its operations
    - Sanitary permit
    - Health card
APPENDIX 2: FOOD STANDARDS

Child nutrition and life style

1. Family (raises)
2. School (educates)
3. Doctor (promotes)

SAMPLE MENU FOR 6-8 YEAR OLD CHILDREN

Average energy needs for the children of this age are about 1565-2275 Kcal / day.

Day division of calories can be done in 4 to 5 parts as follows:

Breakfast - 15% of calories needed
Lunch - 40% of calories needed
Dinner - 35% of calories needed
Between meals (snacks) - 10% of calories needed

Breakfast
1. Milk 50 ml (or natural/fruit yogurt 250g)
2. Bread 40g (or toasted bread, 40g/dry biscuits 40g/cereals 40g)
3. Sugar 10g (or marmalade 30g/honey 10g)

(Or massive bread 40g/crackers 25g/25g toasted bread)

Before lunch (snack)
1. Fresh fruits 200gr (or massive bread 40g/crackers 25g/ toasted bread 25g)

Lunch
First dish
1. Rice or pasta in vegetable stew 40g (or rice/pasta 80-90g/potatoes 200g)
2. Olive oil 7g (or minced cheese 10g/tomato sauce 50g)

Second dish
1. Meat 80g (or fresh fish 120g/ egg 1-2 /ham 60g/ soft cheese 60g/hard cheese 50g)
2. Fresh vegetables 100-150g (or vegetables to be boiled 150-200g)
3. Salad olive oil 8g
4. Massive bread 60g (or brown bread 70g)

Afternoon snack
1. Yogurt 125g (or milk 50ml)
2. Toasted bread 20g (or dry biscuits 20g)

Dinner
1. Vegetable soup 40g
2. Massive bread 50g (or potatoes 150g, corn bread 30g)
3. Meat 60g (or fresh fish 100g/1 egg/ham 30g/ cottage cheese 70g/soft cheese 50g/hard cheese 30g)
4. Fresh vegetables 100-150g (boiled potatoes 150-200g)
5. Fresh seasonal fruits 200g
6. Olive oil 10-15g
SAMPLE MENU FOR 9-13 YEAR OLD CHILDREN

Breakfast - 15% of calories needed

Lunch - 40% of calories needed

Dinner - 35% of calories needed

Between meals (snacks) - 10% of calories needed

Average energy needs for the children of this age are approximately 1985-2380 Kcal / day. Division of day calories can be done in 4 to 5 parts as follows:

**Breakfast**

1. Milk 250 ml (or natural/fruit yogurt 250g)
2. Bread 70g (or toasted bread 50g/dry biscuits 50g/cereals 50g)
3. Honey 20g (or marmalade 30g/honey 10g)

**Before lunch snack**

1. Fresh fruit 250gr (or massive bread 50g/crackers 30g/toasted bread 30g)

**Lunch**

**First dish**

1. Rice or pasta in vegetable stew 40g (or rice/pasta 90g/potatoes 250g)
2. Olive oil 7g (or minced cheese 10g/tomato sauce 50g)

**Second dish**

1. Meat 100g (fresh fish 120g/2 eggs/ham 70g/soft cheese 70g/hard cheese 60g)
2. Fresh vegetables 100-150g (or boiled vegetables 150-200g)
3. Salad olive oil 8g
4. Massive bread 70g (or brown bread 80g)

**Afternoon snack**

1. Yogurt 125g (or milk 150ml)
2. Massive bread 25g (or dry biscuits 20g)
or

1. Massive bread 50g (toasted bread 30g)
2. Marmalade 25g (or chocolate cream 25g/cottage cheese 20g/ham 15g)

Dinner

1. Vegetable pasta soup 40g
2. Massive bread 70g (or potatoes 200g)
3. Meat 80g (or fresh fish 120g/2 eggs/boiled ham 60g/cottage cheese 100g/soft cheese 50g/hard cheese 30g)
4. Fresh vegetables 100-150g (or boiled vegetables 200g)
5. Fresh seasonal fruits 200g
6. Olive oil 15g

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