



Food and Agriculture
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Regional overview of national school food and nutrition programmes in Africa

Regional overview

of national school food and nutrition programmes in Africa

**BRAZIL-FAO INTERNATIONAL COOPERATION
PROGRAMME PROJECT GCP/RAF/483/BRA**

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ACRONYMS AND ABBREVIATIONS

ABC	Brazilian Cooperation Agency (<i>Agência Brasileira de Cooperação</i>)	IFAD	International Fund for Agricultural Development
AU	African Union	M&E	Monitoring and evaluation
CAADP	Comprehensive African Agriculture Development Programme	NEPAD	New Partnership for Africa's Development
DFID	Department for International Development (United Kingdom)	NGO	Non-governmental Organization
EAC	East African Community	PAA	Purchase from Africans for Africa
ECCAS	Economic Community of Central African States	PNAE	National School Feeding Programme (<i>Programa Nacional de Alimentação Escolar</i>)
ECOWAS	Economic Community of West African States	RDA	Recommended daily allowance
FNDE	National Fund for Education Development (<i>Fundo Nacional de Desenvolvimento da Educação</i>)	SADC	Southern African Development Community
FNE	Food and nutrition education	SDGs	Sustainable Development Goals
FNS	Food and nutrition security	SFN	School food and nutrition
HDI	Human Development Index	SISAN	National Food and Nutrition Security System (<i>Sistema Nacional de Segurança Alimentar e Nutricional</i>)
HGSF	Home grown school feeding	SSC	South-South cooperation
		WFP	World Food Programme

After steadily declining for more than a decade, global hunger appears to be on the rise, affecting 11 percent of the global population. In addition to an increase in the proportion of the world's population that suffers from chronic hunger (prevalence of undernourishment), the number of undernourished people on the planet has also increased to 815 million, up from 777 million in 2015. The food security situation visibly worsened in parts of sub-Saharan Africa, southeastern and western Asia, while stunting still affects 155 million children worldwide under the age of five (FAO *et al.*, 2017).

School feeding programmes are recognized as a key part of food assistance and relief in emergency and development programmes. They are principally concerned with the transfer of food to schools in order to alleviate hunger, meet daily consumption needs and encourage attendance and retention. In this way, they also contribute to reducing levels of malnutrition and increasing family food security (African Union [AU], 2016). Schools offer a key platform from which to launch nutrition intervention at scale. Furthermore, healthy school meals can be complemented by food and nutrition education (FNE) to reinforce healthy eating habits (UNSCN, 2017) and can also improve the incomes and food security of local communities when locally produced foods from smallholders are sourced (FAO, 2017b).

The successful Brazilian experience of the National School Feeding Programme (PNAE) has been recognized by developing countries. PNAE was established more than six decades ago, and enables Brazil to offer technical support in the formulation and implementation of school feeding programmes (Drake *et al.*, 2016). The lessons learned from Brazil on school feeding are based on several key elements such as government funding; a legal and regulatory framework; intersectorality; decentralized management; universal coverage; systematization and continuity of supply; quality of food offered at schools, with defined nutritional

recommendations; social control; purchase of food from smallholder farmers and rural entrepreneurs; FNE through school gardens, and healthy and diversified menus, among others; and monitoring and evaluation (M&E) systems. PNAE is also exemplary in that it is supported by a "right to food" approach, enshrined in the Brazilian Constitution and in the Brazilian food and nutritional security policy (IPC-IG/WFP, 2013).

In this respect, Home-Grown School Feeding (HGSF) programmes have received increasing attention in recent years because of their links to local agricultural development. They have therefore been widely viewed as a means to address food insecurity while promoting rural development, having the potential to contribute to the achievement of the sustainable development goals (SDGs) for food security, nutrition, education, health and agriculture.

Despite the growing recognition and popularity of HGSF programmes, when observing the trends specific to the African continent and, more particularly, within the sub-Saharan African region, limited information was available about the current status of implementation of nationally run programmes. Therefore, the overall idea for this study was to develop a baseline that could illustrate better the commonalities and specific challenges shared by African governments while progressively transitioning towards greater ownership of school, food and nutrition programmes.

The Regional Overview of National School Food and Nutrition Programmes in Africa was developed as part of the GCP/RAF/483/BRA project: "Strengthening of School Feeding Programmes in Africa", which is the result of a partnership between the Government of Brazil and FAO's Regional Office for Africa, implemented through the principles of South-South cooperation (SSC).

The study is intended to provide a strategic regional overview while guiding programme

FOREWORD

practitioners, policy-makers, development partners and government officials in identifying the gaps, challenges and commonalities to assist African governments better in achieving their development goals.

It presents the FAO school food and nutrition (SFN) approach, which provides a comprehensive framework to assist countries in the design and

implementation of SFN policies and programmes. The approach links healthy school meals to FNE, while building capacities for sustainable procurement and value chain development, and enabling environments through multisectoral legal and policy frameworks to improve the livelihoods of local communities and create a strong nexus between agriculture, food systems and nutrition. ●

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EXECUTIVE SUMMARY

Using the Brazilian National School Feeding Programme (PNAE) as reference, this study highlights the need for greater multisectoral collaboration, while addressing specific issues such as coverage, targeting, nutrition standards and guidelines, local procurement, food and nutrition education (FNE), policy frameworks and institutional arrangements. All of these are essential for the best implementation strategy of school food and nutrition (SFN) programmes in Africa.

FAO's SFN approach links healthy school meals and school-based FNE, building capacity for sustainable procurement and value chain development, and enabling environments through multisectoral legal and policy frameworks to improve the livelihoods of local communities and create a strong nexus between agriculture, food systems and nutrition.

With these premises, a survey was developed to provide an overview of national SFN programmes in Africa. The gathered data will be able to provide guidance to programme practitioners, policy-makers, development partners and government representatives in achieving their development goals.

A descriptive research design was used to gather data from an initial targeted sample of 46 countries with FAO country offices in sub-Saharan Africa. The FAO offices in each country acted as focal points for facilitating completion of the survey questionnaire and consolidating the country information derived from senior officials at national level in the education, health and agriculture sectors, the school feeding unit (where this is separate from the education sector), and development partners. Forty-one (41) countries completed the questionnaire, thus achieving an 89 percent response rate.

The survey results demonstrate that 90 percent of the countries that completed the survey questionnaire provide school feeding, illustrating that school feeding is widely provided in sub-Saharan Africa. However, the actual school feeding coverage in

individual countries is low. About 50 percent of responding countries (21) have coverage of less than 40 percent (16 of them with less than 20 percent coverage), while only six countries have between 81 and 100 percent coverage.

Countries have prioritized school feeding objectives in line with what they view as important and often in response to the immediate health and nutrition challenges. The findings show that most countries (97 percent of sample) invariably choose objectives on improving educational outcomes (enrolment, attendance, attainment) and alleviating hunger first, since children come to school hungry, and then they aim to deal with nutrition. School meals programmes are primarily targeted at food insecure or poor regions in 91 percent of the survey countries.

In 63 percent of these countries, school meals are prepared using local foods. However, the survey suggests limitations in the nutritional quality of meals since there is a gap in the availability of standards to guide the planning of school meals. In 56.1 percent of the countries, respondents reported that there are no national dietary guidelines or food guides in the country; there were also no specific nutrition guidelines or standards for school meals in 22 countries (53.7 percent). Of the 25 countries responding to indications on the use of guidelines based on recommended daily allowances (RDA), nearly half the respondents (48 percent) indicated that there are no overall guidelines as to what proportion of nutrients should be provided by a school meal as a percentage of RDA.

Some countries have specified the food groups to include as a guide to school meals planning, with the most commonly mentioned groups being oils and fats (57 percent of respondents), and non-animal protein foods (beans/legumes) reported by 62 percent of respondents. Similarly, where nutrient-based standards are used, the specifications are mainly for energy, indicated by 54 percent of respondents, carbohydrate (56.8

percent), protein (59.5 percent) and fat (59.5 percent) with little mention of vitamins and minerals.

Food and nutrition education is reportedly offered in the primary school curriculum in the majority of countries (71 percent) but the intensity and quality of nutrition messages received by learners is not known. The subject content is primarily integrated in other subjects (mainly biology or science subjects in 37 percent of countries, and in social science (24 percent). Twenty-seven percent of responding countries provide food and nutrition as a stand-alone subject.

It is expected that the combination of nutrition education with school feeding is more likely to inculcate behavioural change towards healthier food choices and help generate student demand for healthier meals. However, the current survey shows that only a few countries (37 percent of the sample) incorporate nutrition education as part of school feeding programmes.

While countries are transitioning towards greater procurement of national/local foods, it is not evident that this strategy is directly benefiting smallholders. Results from the survey show that 46 percent of countries are implementing both centralized and decentralized procurement models (a mixed model) for school food, while 20 percent of countries indicated that they use the centralized food procurement model. In some contexts, a centralized model makes it difficult to procure directly from the smallholder farmers in the immediate school environment.

At the same time, respondents in 23 of 33 responding countries (70 percent) indicated that food is bought from local markets or businesses, usually through food supply contracts awarded to local businesses that may or may not purchase food from smallholder farmers. In 64 percent of responding countries, some food comes from smallholder farmers, who are the main source of fresh produce such as vegetables.

Available data further show that local farmers are not able to supply all school food requirements, with 22 percent of respondents (nine countries) indicating that farmers supply more than 50 percent of requirements but not the full required amount, while another 19.5 percent indicated that farmers could only supply less than 50 percent of the required food on the contract. The survey suggests this may partly result from farmers' lack of information, as 58 percent of responding countries indicated that farmers are not receiving any information about school food requirements.

Policies on school meals are not yet available in all countries – 51.2 percent of respondents reported that there is no school feeding policy in their country. However, school feeding is often embodied in other policy frameworks. For example, it is found within food and nutrition policies in 15 countries and in school health policies in 12 countries. However, very few countries (four) reported school feeding as being mentioned in agriculture policies. Close to 50 percent of respondents (48.8 percent) in 20 countries reported not having a policy or guideline document stipulating that food for school meals should be purchased locally from smallholder farmers.

The main recommendations emerging from the survey are the following.

Coverage, targeting and objectives

School food programmes should expand not only their coverage but also their objectives beyond educational and hunger alleviation outcomes. The programmes should be perceived as a multidisciplinary rural and economic development strategy with multiple win-win scenarios.

Establishing key targeting areas and vulnerable groups could help to ensure coverage and gradually extend it to more schoolchildren until universal attendance is achieved. The establishment of a good monitoring system helps to ensure coverage.

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Policy and legal environment

The development of comprehensive SFN policy and legislation is considered an essential tool to guide successful participation in and implementation of the programme by different stakeholders. Because of the complex multisectoral nature of SFN, the need to ensure coherence within all relevant sectors and policies such as social protection, agriculture, education, health, procurement and nutrition is essential. A legal and institutional assessment could be a first step towards providing specific recommendations on a country basis to develop a deeper analysis on how to improve the legal environment and create specific policies for SFN programmes. This assessment should involve existing legislation on local food procurement and legislation on nutrition education.

Funding and institutional arrangements

A strong multisectoral strategy is recommended in order to ensure that all relevant sectors of government become actively involved in the design, implementation and monitoring of the programme, while ensuring adequate financial allocations to all relevant sectors or stakeholders and institutions.

Further investigation is needed of the specific capacities to be addressed in individual countries and appropriate strategies determined to address any gaps. The creation of a stand-alone institution such as a foundation, agency or institute constituted by multidisciplinary and multisectoral representation could provide comprehensive and cohesive coordination.

Inclusive procurement and value chain

Home grown school feeding (HGSF) aspires to benefit not only school-age children but also smallholder farmers. In order to achieve this objective, it is necessary to apply a human rights-

-based approach, envisioning farmers not only as service providers but also as direct beneficiaries. This can be better achieved if SFN programmes become part of social protection and rural development strategies. Overall, the role of smallholder farmers within HGSF needs to shift from school meals service providers to direct beneficiaries.

Greater involvement from the Ministries of Agriculture in the planning, implementation and monitoring of HGSF is essential in order to promote a comprehensive rural development strategy. In this regard, the following points should be considered.

- (i) › Involvement of rural extension workers in the implementation of HGSF to guide the participation of smallholder farmers more effectively.
- (ii) › The need to develop national specific HGSF procurement strategies and guidelines, based on an adapted and supportive legal framework and specifically aimed at supporting smallholder farmers in particular, is strongly recommended.
- (iii) › Further collaboration between social protection and the agriculture sector in the support of vulnerable households and smallholder farmers should be promoted (primarily looking at the issue of targeting within cash transfer programmes + technical assistance + agricultural inputs).

Planning of school meals

While responsibility for school meals planning should be under a single entity, the need for an inclusive and multisectoral approach is considered essential in the transition towards a sustainable SFN model, since there is mutual sharing of pertinent information among the different stakeholders. For instance, agricultural capacities, traditional food habits and nutritional needs for school meals

need to be identified in order to respond to local requirements and tastes.

Food and nutrition standards and guidelines for school meals

The development of national nutrition standards and guidelines for school meals will support the achievement of nutrition outcomes within school food programmes. Furthermore, these standards will help HGSF to become nutrition sensitive. They are considered a cornerstone in the development of school meals planning with a multisectoral approach. There must be nutritional standards or food guides to ensure that planned meals meet the nutritional needs of schoolchildren. School food and meal guidelines must be context specific. They should give recommendations on what needs to be provided, as well as on restricted/non-permissible food and drink. At the same time, they should elaborate on the energy and nutrient requirements of an average school meal.

Food and nutrition education

Food and nutrition education should be further evaluated to determine the competencies and approaches needed to ensure behavioural change and the promotion of healthy eating habits.

Opportunities for integrating practical FNE during the implementation of HGSF programmes both within and outside the curriculum need to be explored.

All relevant stakeholders involved in HGSF (school-age children, parents, teachers, school cooks, and the school community in general) should be considered beneficiaries of FNE.

School gardens should be regarded and supported exclusively as a practical pedagogical tool for the promotion of FNE.

Community gardens could be considered as a local strategy to explore food production for complementary purposes within HGSF programmes.

Sustainable SFN programmes can be improved by targeting the following six main areas.

- Area 1** › Advocacy for increased political commitment and investment in SFN.
- Area 2** › Enabling policy and regulatory frameworks for SFN programmes are supported at country level.
- Area 3** › Local smallholders and their organizations are supported to enable them to supply safe and diverse nutritious food for school meals.
- Area 4** › Nutrition guidelines and/or standards are developed to promote adequate, safe, nutritious and diversified school meals, and a healthy food environment.
- Area 5** › FNE is integrated within school meals programmes and the whole school, in line with best practices initiatives.
- Area 6** › Strong accountability mechanisms for sustainable SFN are in place at country, regional and continental levels. ●



1. INTRODUCTION

1.1. Brazilian trilateral south-south cooperation in food security and nutrition

Over the last decade, Brazil has become a reference for the area of Food and Nutrition Security (FNS) both in regional and multilateral fora, such as the Community of Portuguese Language Speaking Countries (CPLP), the Committee on World Food Security (CFS) and the International Conference on Nutrition, as well as in South-South cooperation (SSC).

Brazilian protagonism draws on promotion of the right to food, as enshrined in the Constitution, as well as the framework of successful public policies to fight hunger of the National Food and Nutrition Security System (SISAN), known for its intersectoral approach and active participation of civil society.

With regard to school feeding, the Brazilian National School Feeding Programme (PNAE), established more than six decades ago, has been internationally recognized, especially by developing countries, as a reference for its sustainability, inclusion, intersectorality, quality and results. The lessons learned in Brazil about school feeding were based on several key elements, such as programme coverage; systematization and continuity of supply; quality of nutrition-sensitive and culturally adequate food offered to schools; comprehensive programme legal framework; nutritional recommendations; public overview; procurement of food from smallholder farmers; and mechanisms and tools for FNE, among others (IPC-IG/WFP, 2013).

As a result of this international recognition and the growing demand from developing countries for the successful Brazilian set of SFN policies, the Brazilian Government, through its Cooperation

Agency (ABC), established strategic partnerships with international organizations such as the Food and Agriculture Organization of the United Nations (FAO) and the World Food Programme (WFP), through its Centre of Excellence against Hunger, to support long-term development of partner countries by building technical, organizational and institutional capacities to design, implement and assess effective, inclusive and sustainable SFN policies and programmes.

The main lines of action of Brazilian trilateral SSC in this area are: (i) strengthening of national school feeding programmes; (ii) strengthening of family farming; (iii) promotion of an inclusive social protection system, with emphasis on cash transfer programmes; and (iv) promotion of nutrition and healthy eating habits, thus reflecting the main components of the Brazilian SISAN, as well as the interests and priorities of the partner countries. It is important to emphasize that the partners are deeply interconnected and maintain important interfaces with political dialogue and advocacy on this theme.

With regard to HGSP, the Brazilian Government carries out two important programmes in Africa: one in partnership with FAO and the second in partnership with the WFP Centre of Excellence against Hunger.

In recent years, the Purchase from Africans for Africa (PAA) project (supported by Brazil in partnership with the Department for International Development [DFID], WFP and FAO) also provided support to connect smallholder farmers to school meals in Malawi, Mozambique, Senegal, the Niger and Ethiopia.

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Under the international cooperation agreement, referred to as the Program of Brazil-FAO International Cooperation, between the Government of Brazil and FAO, the regional project on “Strengthening School Feeding Programs in Africa” was signed. International technical cooperation in school feeding in Brazil is represented by FNDE and ABC, and counts on the important role of FAO in developing the strategy. The main objective is the exchange of experiences, contributing to the strengthening of the institutions

of the cooperating countries and their school feeding policies, and promoting the supply of quality food to students in a sovereign and sustainable way. South-South cooperation (a term historically used by policy-makers and academics to describe the exchange of resources, technology, and knowledge among developing countries) plays a key role in this context, by promoting horizontal exchanges and good practices in the area of school feeding between developing countries (OECD, 2011).

1.2. Background

It is well known and documented that prevalent poverty has devastating effects on the physical status and health of children and other vulnerable groups. Malnutrition results from the interaction of poor-quality diets, an imbalance in energy intake and energy expenditure, lack of physical activity and increased sedentary behaviour, and insufficient or lack of health care and sanitation. In particular, poor-quality diets and lack of health care and sanitation are themselves partly the result of many underlying factors, including political instability, poor economic development, conflict and social inequality. There is a growing body of evidence confirming the association between child malnutrition and subsequent poor school performance, cognitive development, attention and attendance (FAO, IFAD and WFP, 2015).

In consideration of the Second International Conference on Nutrition (ICN2); Zero Hunger

Challenge; 2030 Agenda for Sustainable Development; and the sustainable development goals (SDGs), particularly SDG 2, the United Nations General Assembly, with Resolution 70/259,¹ reinforced the ICN2 call for action by endorsing the ICN2 outcomes and proclaiming the period 2016 to 2025 the United Nations Decade of Action on Nutrition.² This provides an opportunity for governments, academia, civil society and other stakeholders to work together over the next ten years towards eradication and prevention of all forms of malnutrition.

“Within the 2030 Agenda, it is now the time to renew the call to action for zero hunger and malnutrition, and for the deep transformations required on agriculture and food systems to build an inclusive, safe, sustainable and resilient society” UN, 2016.

One of the programmes receiving increasing attention in recent years is school feeding. School

¹ http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/70/259

² The United Nations Decade of Action on Nutrition is implemented by FAO and the World Health Organization (WHO) in collaboration with WFP, the United Nations Children’s Fund (UNICEF) and the International Fund for Agricultural Development (IFAD), using coordination mechanisms such as the UN System Standing Committee on Nutrition (UNSCN) and multistakeholder platforms such as the Committee on World Food Security (CFS).

1. INTRODUCTION

feeding programmes are recognized as a key part of food assistance and relief in emergency and development programmes. School feeding programmes have been used for decades to alleviate hunger, increase enrolment rates, reduce absenteeism and improve educational outcomes. Beyond these benefits for children, when linked to local smallholder farmers and agriculture development, school feeding can also create business opportunities (and reduce risk aversion) for smallholder farmers and other vulnerable producers (including women, youth and members of traditional communities), boosting income-generating opportunities for local communities. It can ensure the diversification of food procurement, by increasing the use of traditional and underutilized foods. When school feeding programmes are planned and supported by an adequate institutional political and legal environment, and implemented with cross-sectoral coordination, they can produce benefits across multiple sectors (Drake *et al.*, 2016; UNSCN, 2017).

In this regard, programmes such as school feeding that link local food production, purchasing and delivery are referred to as home grown school feeding (HGSF). As an institutional market, schools can contribute to the sourcing of healthy food, development of short supply chains and improvement of the livelihoods of smallholder farmers. Furthermore, demand from schools for a diversified food basket can make agriculture nutrition sensitive (Gelli, Neeser and Drake, 2010; UNSCN, 2017).

The HGSF concept was ingrained in the Comprehensive African Agriculture Development Programme (CAADP) Framework for African Food Security under its “increased economic opportunities for the vulnerable” objective, which

also emphasizes protecting and promoting resilience of the livelihoods of the vulnerable through local initiatives empowering rural and poor farmers to access means of production and markets (AU-NEPAD, 2009). It has therefore been viewed as a means to address food insecurity while promoting rural development goals in Africa.

Ghana, Nigeria and Kenya are arguably the leading countries in the sub-Saharan region of Africa that run extensive HGSF programmes with substantial national resources in alignment with the CAADP Framework for African Food Security. And although many other African countries have shown interest in HGSF programmes, most countries have not yet adopted exit strategies from externally supported projects and for transitioning to nationally owned programmes (Gelli, Neeser and Drake, 2010).

In January 2016, at the 26th Session of the African Union (AU) Assembly in Ethiopia, AU member states adopted Agenda 2063, a 50-year Vision and Action Plan. This agenda embodies Africa’s aspirations for a better world, through transformative investments and inclusive growth. Education and skills development are key to achieving inclusive growth in African countries. In this context, school feeding has been hailed as an important tool in building the capabilities of countries to transition to sustainable development. AU member states recognized the value of HGSF programmes in enhancing retention and performance of children in schools, and in boosting income-generating opportunities for local communities, and declared a continental school feeding day to be commemorated yearly on 1 March (African Union, 2016).

Given the interrelated nature of prolonged malnutrition, low school attendance and completion

1. INTRODUCTION

rates, and the positive development of future human capital, school feeding programmes are emerging

as an ever-expanding policy option to address these issues on the African continent (African Union, 2016).

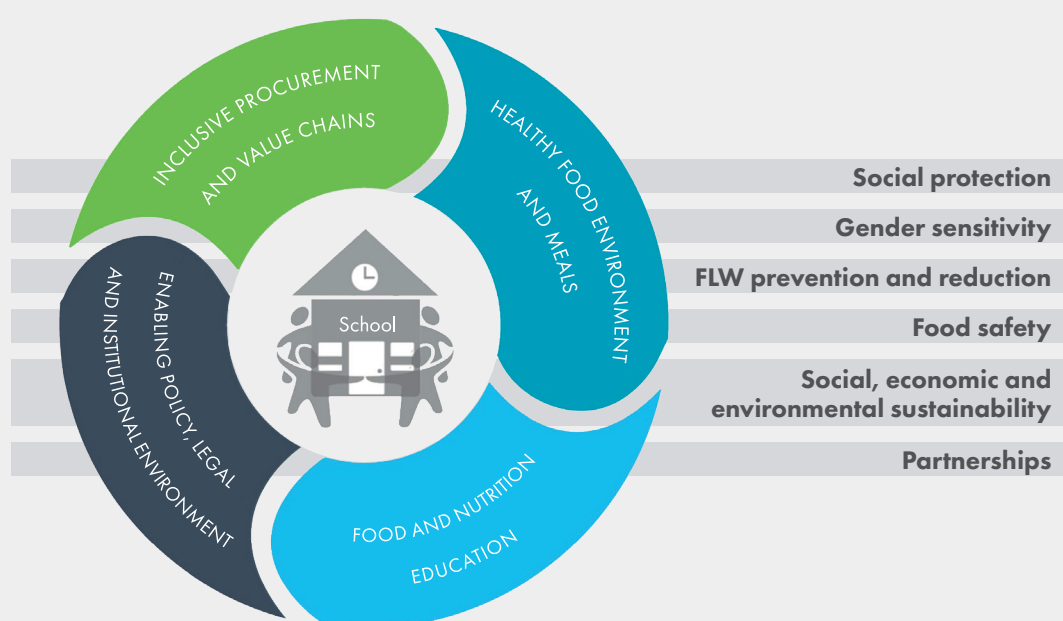
1.3. FAO's school, food and nutrition approach

FAO's role in addressing hunger and malnutrition globally consists of supporting member countries in their efforts to increase the effectiveness of food and agricultural systems to improve nutrition along the life cycle of their populations, with particular focus on children, pregnant women and vulnerable groups. FAO's Reviewed Strategic Framework continues to include nutrition as a cross-cutting issue in the delivery and achievement

of the SDGs. "FAO gives increased attention to nutrition by addressing the long-term economic, social and environmental bases of food security and nutrition, in particular those related directly to the concept of sustainable food systems and nutrition-sensitive value chains and agriculture" (FAO, 2017a).

Within this context, FAO has proposed the SFN approach (**Figure 1.1**), which links sustainable

FIGURE 1.1 FAO school food and nutrition approach



procurement and value chain development, and with enabling environments through multisectoral legal and policy frameworks, while prioritizing healthy menus and FNE. It explores the relationships between (i) inclusive procurement and value chains; (ii) FNE; (iii) supportive policy and regulatory frameworks; and (iv) a healthy food environment and meals. It can thus assist countries in the establishment and strengthening

of sustainable school feeding programmes, while contributing to the development of a sustainable food system. The approach ensures the promotion of nutritious and diversified school meals for school-age children as well as economic opportunities for smallholder farmers.

1.4. Main goals and specific objectives of the survey

Based on the above premises, an initial survey was proposed with the main goal of providing an overview on national SFN-related programmes in Africa with recommendations for their sustainable implementation.

The specific objectives of the survey were the following.

- 1 › Illustrate the proportion of the school-going population receiving school feeding provided by government and the targeting criteria.
- 2 › Identify whether nutrition objectives are expressed in school feeding programmes.
- 3 › Determine the type (content) of FNE, and to whom and where it is provided.

- 4 › Determine the extent to which school meals are guided by any predetermined nutrition standards or guidelines.
- 5 › Determine the extent to which school feeding programmes are linked to smallholder farmers' production and food market procurement processes.
- 6 › Determine the policy and legal context of school feeding programmes.
- 7 › Explain the extent to which countries are funding and managing their own school feeding programmes.

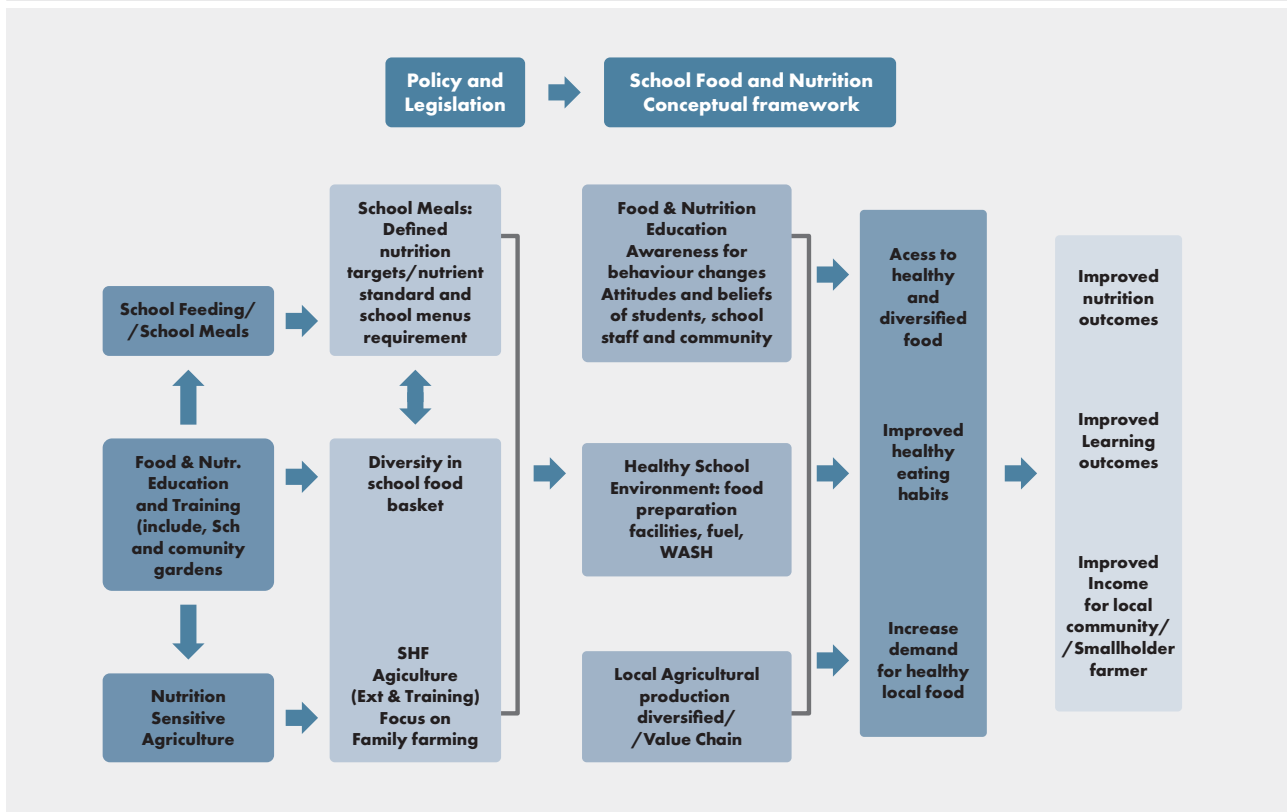
1.5. School food and nutrition theory of change/definition of relevant terminology

This section presents the main concepts and definitions necessary to understand the theory

of change for a regional overview of SFN programmes in Africa, given in **Figure 1.2**.

1. INTRODUCTION

FIGURE 1.2 School food and nutrition theory of change in the survey



Definitions and terminology

Home grown school feeding (HGSF) or home grown school meals

This school feeding model provides safe, diverse and nutritious food, sourced locally from smallholders, to children in schools. The core ideas of this definition are described below.

Sourced locally from smallholders means that HGSF programmes:

- ▶ maximize benefits for smallholder farmers, by linking schools to local production;

- ▶ strengthen the capacities of smallholder farmers and communities;
- ▶ promote a sense of ownership among communities and farmers involved.

Safe, healthy and diversified food means that HGSF programmes:

- ▶ promote quality and safety standards for fresh and local foods;
- ▶ support crop and dietary diversification and healthy eating habits;
- ▶ promote FNE, including behavioural change (Home Grown School Feeding Resource Framework – Synopsis – March 2017).

Local foods

These are produced and sourced from within the immediate school locality, school district or the same region or country. The main food items for a meal should all be sourced from within the country (i.e. not imported) and should be culturally acceptable/ /relevant. Other related concepts are given below.

Local procurement

This refers to food sourcing, procurement and receipt of products, aimed at achieving the timely, uninterrupted supply of quality food for the school feeding programme. The procurement should be linked and give priority to local smallholder production by ensuring that there are arrangements that support and facilitate purchasing of food from local smallholder producers. Examples of procurement-related activities for school feeding that favour/support smallholder farmers include:

- ▶ food procurement mechanisms (including developing pro-smallholder procurement models and contracting mechanisms, e.g. soft tenders, forward contracts and warehouse receipts systems) (FAO, 2017b);
- ▶ aggregation and quality control (IPC-IG/ /UNDP, 2015).

Food and nutrition education

FNE is any combination of educational strategies, accompanied by environmental support, designed to facilitate voluntary adoption of food choices and other food- and nutrition-related behaviour conducive to health and well-being. This practice should make use of approaches and educational resources and tools that favour problem-solving skills and facilitate dialogue. It should also consider

interaction and engagement that are part of human eating behaviour, food habits and healthy nutrition lifestyles and choices (Pérez-Rodrigo and Aranceta, 2003).

Smallholder farmers

These farmers are defined according to context, country or ecological zone. In this survey, the term smallholder farmers includes family farming. Family farming is a means of organizing agricultural, forestry, fisheries, pastoral and aquaculture production that is managed and operated by a family and predominantly reliant on family labour, both women and men. The family and the farm are linked, coevolve and combine economic, environmental, reproductive, social and cultural functions (FAO, 2014). Each country has its own definition. In Brazil, for example, the definition (Law 11.326/2006) is based on four criteria: (i) the rural property does not exceed four fiscal modules (ii) labour used in rural activities is predominantly family based; (iii) a minimum percentage of the family income is generated by the activities of the rural property or enterprise; and (iv) the establishment is directly managed by the family. In South Africa, on the other hand, smallholder farmers are defined as those owning small plots of land (1-10 ha) on which they grow subsistence crops and one or two cash crops, and rely almost exclusively on family labour (DAFF, 2012). Different countries may use different cut-off points in relation to the area under cultivation, as well as other criteria as explained above.

Nutrition standards/guidelines for school meals/ school feeding

These refer to a set of rules, principles or recommendations that encompasses nutrients and other dietary components (food groups) required

1. INTRODUCTION

to increase the ability of school meals to meet the nutritional needs of schoolchildren. They also include food safety recommendations for preparing meals at school. Provision of evidence-based guidance on nutrition standards for middle – and low-income countries that have recently established or are planning to establish school feeding programmes has the potential to enhance and improve the quality of school feeding programmes and promote lifelong healthy eating habits if combined with reference to effective nutrition education strategies.

Policy and legal framework

These legislative and executive instruments may include statutes, decrees, orders, policies or guidelines relating to a social programme, in this

case school feeding/HGSF/SFN. As a whole, these instruments declare the “rights”, set out the objectives and establish and regulate the institutions and processes needed to achieve these rights through government action (Singh, 2013). In the SFN survey, the aim was to determine whether there are policies and legal instruments on school meals, including FNE, and whether there is specific policy or legislation to facilitate local procurement from smallholder farmers. ●

2. METHODS

2.1. Survey design and scope

The survey was structured on a descriptive survey design, using both qualitative and quantitative approaches. It seeks to establish the status of SFN programmes and policies in sub-Saharan African

countries and consists of both secondary and primary data. It was limited to information about school feeding programmes in elementary schools.

2.2. Survey sites for the africa regional survey

The questionnaire ([Annex 1](#)) on the status of SFN programmes and policies was sent to the 46 countries in sub-Saharan Africa with FAO country

offices. This was for ease of administration of the survey tool.

2.3. Survey sample

The convenience sample consisted of 46 countries in sub-Saharan Africa³ that have FAO country offices, and targeted the national offices for the education, health and agriculture sectors, the school feeding unit (where this is separate from the

education sector), and development partners. The FAO offices acted as focal points for consolidating the country information. A response rate of 70 percent was expected from the questionnaire administered to the target countries.

2.4. Data collection methods

Data collection tools

A self-completed semi-structured questionnaire (available in both English and French) was used to collect primary data on SFN from senior officers at the national offices of the sector responsible for education, from the school feeding unit (where

this is separate from the education sector), and from the health and agriculture sector. The survey tool included an open-ended section to obtain information on the successes or challenges facing school feeding programmes in the country. Secondary data from recently concluded studies were used to complement the survey data. The survey sought to provide the context

³ Of the 47 member states of the FAO Regional Office for Africa, only South Sudan was not considered because of the high insecurity levels resulting from conflict.

2. METHODS

for school feeding on several key variables such as the policy environment on nutrition, school feeding governance as shown by financing and institutional mechanisms (government or other donor), and then briefly answer key questions for the main component of the study. These included the following:

- ▶ nature/type of school feeding;
- ▶ availability of nutrition standards for school meals;
- ▶ how school-based FNE and training are delivered;
- ▶ nature of linkages between school feeding and agriculture; and
- ▶ extent to which agriculture (supply side) is supported to provide desired foods for school meals programmes.

2.5. Analysis of data

Management of data

The questionnaires received were sorted by country to ensure that each country contacted had submitted a completed questionnaire. The qualitative question in the questionnaire was handled separately. The responses were captured in a separate MS Word file and then sorted and organized into themes based on the research question.

Data coding

All the quantitative and short open-ended qualitative variables were coded and transcribed

Data collection method

Data collection tool

The FAO offices in each country facilitated completion of the survey questionnaire. Each office was asked to identify a SFN focal point. The questionnaire was then e-mailed to identified FAO study focal points in 46 countries with instructions to contact three or four senior government staff in the different sectors. These included education and the unit involved in school feeding, agriculture and health, as well as development partners involved in school feeding. The FAO focal point was required to convene a meeting with the stakeholders in order to complete the country questionnaire collectively. Each country was expected to complete one questionnaire and send it back to the researcher. In some countries, it was not possible to hold the meetings in time and therefore more than one questionnaire was completed and submitted. Data was collected between September and December 2016.

into the Statistical Package for the Social Sciences (SPSS) Version 21 software for capturing data.

Data capturing

Data was captured for all quantitative constructs in the questionnaires using SPSS 21 because of its data entry, handling, flexibility and analytical capability. The qualitative question (question 10 in questionnaire) was captured in MS Word. Where countries had more than one questionnaire, the information was combined in a single questionnaire. The questionnaires submitted in French were translated into English prior to

capturing. Where responses were unclear, such as unengaged established responses, or inconsistent values out of the expected range, the respondents were contacted where possible for clarification. Questions with monetary values were harmonized in US\$ using the OANDA currency converter (<https://www.oanda.com/currency/converter>). The reference point was 31 November 2016.

Data mining of variables not asked in the questionnaire but required for analysis was carried out, such as government and total funding for

school feeding in US\$, region, and geographic latitudes and longitudes.

Data analysis and reporting

Descriptive statistics and visual analytics were done in SPSS and MS Excel. The data were analysed based on the responses for each question.

Therefore the valid sample for some questions was below the expected sample of 41, which is the total number of responding countries.

2.6. Methodological limitations of the study

- ▶ The complexity of the SFN approach and the fact that it requires multiple stakeholders meant that one main respondent could not handle the survey tool. It was therefore necessary to consolidate information from respondents in different sectors or units either at country level (as per survey instructions in section above), or during data capturing.
- ▶ The survey sample was limited to the countries in sub-Saharan Africa with FAO offices to facilitate administration of the questionnaire.
- ▶ The main focus of the information drawn for the SFN survey was primary schools and the information provided is limited to these schools.
- ▶ It was assumed that those responding to the questionnaire, usually a senior person or persons in government, would present the country situation on school feeding to the best of their ability. However, it was not possible to have someone in all cases who could respond to all the questions.

- ▶ Size of samples was small since each country was expected to submit one questionnaire. This limited the type of analysis that could be applied.
- ▶ The survey only addressed school feeding as implemented in primary schools. ●



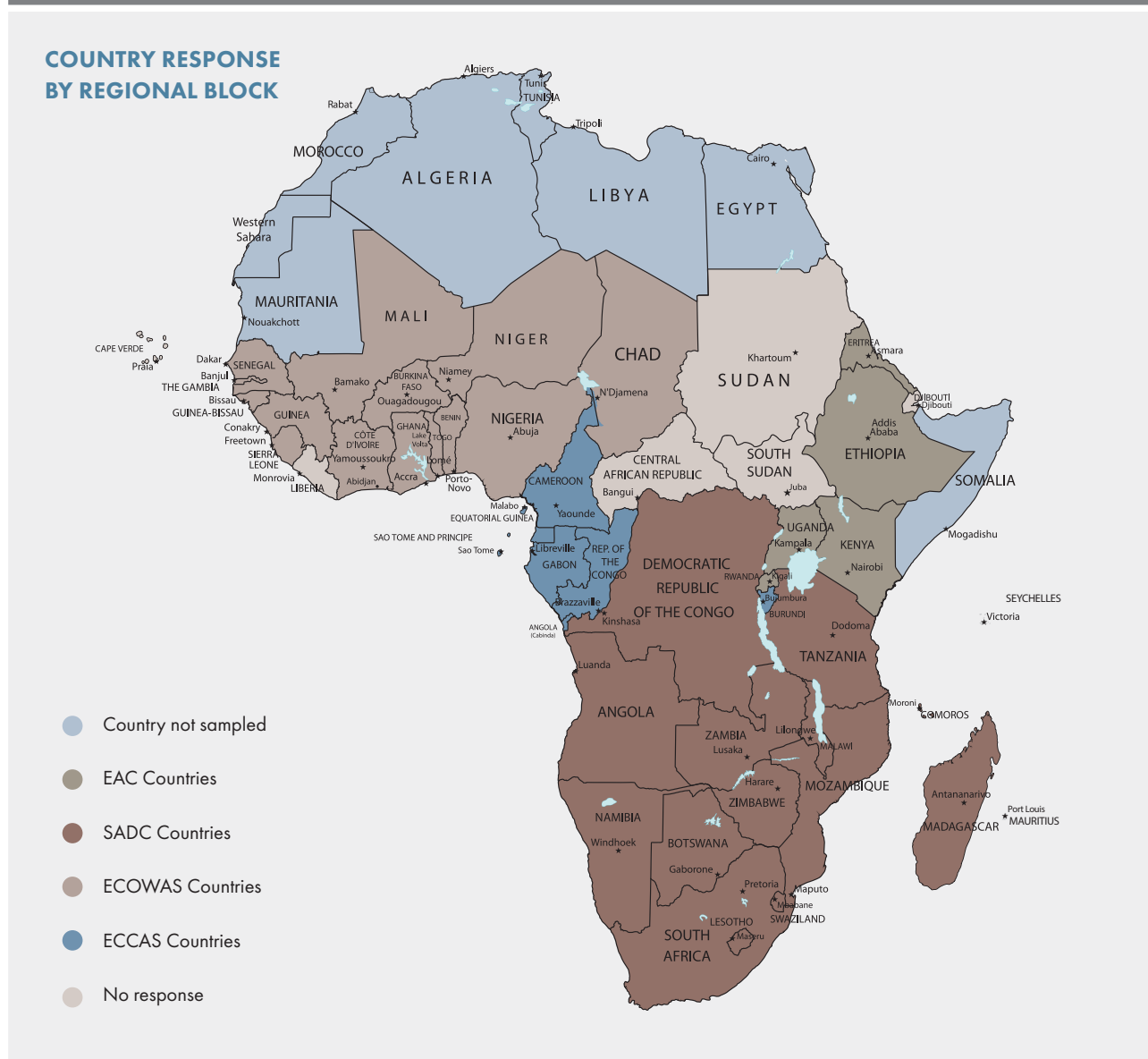
3. FINDINGS AND DISCUSSION OF AFRICA'S SCHOOL FOOD AND NUTRITION PROGRAMMES

3.1. Country responses and respondent information

The unit of analysis in the survey was each individual participating country. Of the 46 countries targeted, 41 countries completed the questionnaire, thus achieving an 89 percent response rate.

Figure 3.1. shows the participating countries by regional economic community, together with the five countries that did not respond.

FIGURE 3.1 Countries participating in the school food and nutrition survey



3. FINDINGS AND DISCUSSION

Information from each country was provided by one respondent (where the respondent was an individual directly involved with school feeding) or group of respondents, but with one person recorded on the questionnaire. These respondents were either government employees and/or the United Nations agencies, FAO and WFP. Staff from the Ministry of Education were the primary respondents in 12 (29 percent) countries, and were

involved among other stakeholders in 15 (36.6 percent) other countries. WFP responded to the questionnaire in eight countries (19.5 percent). It is remarkable that the responses sent from other sectors such as social protection, rural development and agriculture or health were low (2.4 percent), indicating the levels of interconnection of SFN programmes with the education sector.

3.2. SECTION 1. General description and objectives of school food and nutrition programmes

This section of the study sought to present a general view of SFN programmes in the 46 targeted countries across sub-Saharan Africa, while providing specific information regarding coverage and targeting, in order to determine the main objectives of programmes across the region.

In Africa, school feeding programmes have been in existence for more than half a century. The earliest school feeding programme began in 1956. Many of these programmes have historically been primarily driven (in both funding and implementation) by donors (Gelli, Neeser and Drake, 2010). However, interest in school feeding by African governments has recently been growing and particularly for the HGSF model. Ideally, in the context of this model, school meals should be viewed as part of a comprehensive social development strategy, benefiting schoolchildren, but also supporting the livelihoods of the households or communities near the school that supply the food. School feeding can therefore be seen as a social protection intervention directed towards the most vulnerable (Drake *et al.*, 2016).

According to Bundy *et al.* (2009), geographic targeting is a useful way of reaching the poor, especially where programmes are relatively small. It is also evident from the programmes in this survey, and in line with school feeding programmes in other low resource settings, that governments are directing the benefits of school feeding as a safety net programme to those most in need, given the limited budgets (Bundy *et al.*, 2009). Coverage of school feeding in poor countries is known to be low, yet this is where the need is greatest (WFP, 2013).

Description of school meals/ /feeding programmes in Africa

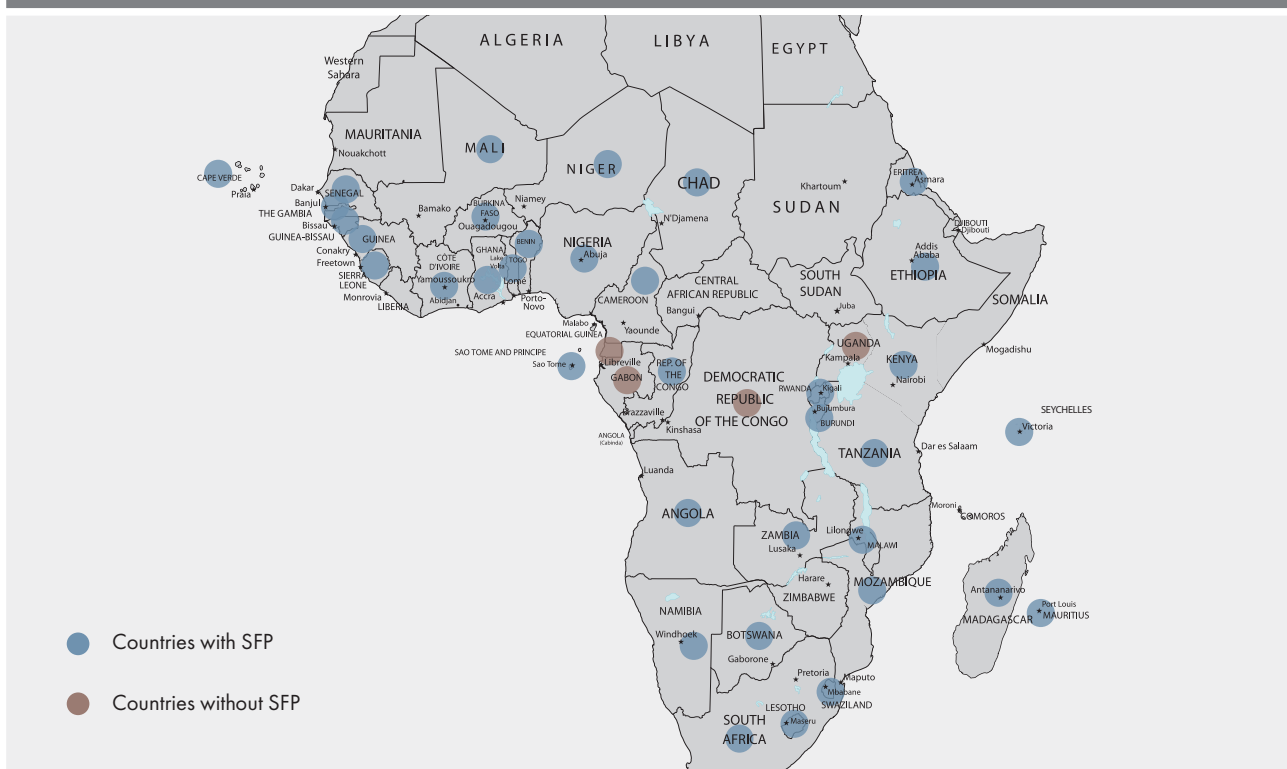
Responses in this Africa survey show that school feeding (regardless of scale, model and service provider) is provided in 90 percent of participating countries (37 of 41 countries), and mainly in public primary schools. Of these countries, eight (19.5 percent) had universal school feeding programmes. Four (Uganda, Democratic Republic of the Congo [DRC], Equatorial Guinea and Gabon) indicated that they did not have school

3. FINDINGS AND DISCUSSION

feeding.⁴ The study shows that in about 32 percent of countries (13 of 41 countries), HGSP

programmes began to emerge from 2000, five of them during or after 2010.

FIGURE 3.2 Countries with a school feeding programme (SFP)



Coverage

Coverage is defined here as the proportion of the total number of children attending school who are beneficiaries of the national school feeding programme.

Table 3.1 illustrates the coverage of school feeding analysed for available country data in each region in four Regional Economic Communities in Africa, namely the East African Community

(EAC); Economic Community of Central African States (ECCAS); Economic Community of West African States (ECOWAS); and the Southern African Development Community (SADC). In EAC and ECCAS, the school feeding average coverage is below 10 percent, both by number of children and by number of schools. It should be noted that responses in ECCAS were low (three of ten countries). On the other hand, ECOWAS and SADC have about a third of schools covered by school meals (approximately 31 percent in

⁴ Uganda and the Democratic Republic of the Congo may have small numbers covered by WFP but nevertheless have said they do not have school feeding.

3. FINDINGS AND DISCUSSION

ECOWAS and nearly 40 percent in SADC) but the coverage by number of children is much lower

at approximately 21 percent in ECOWAS and 28 percent in SADC.

TABLE 3.1 Coverage of school feeding by region

Region	Coverage by no. of children (%)	Coverage by no. of schools (%)
EAC	6.80	3.13
ECCAS	7.61	1.92
ECOWAS	20.58	31.05
SADC	28.45	39.83

At country level, however, **Table 3.2** shows six countries with more than 90 percent of coverage. Three of them (Botswana, Seychelles and Swaziland,) in the SADC region and three (Cape Verde, São Tomé and Príncipe and Sierra Leone) in ECOWAS. At the other extreme, 12 countries (33.3

percent) have less than 10 percent. Of these, three are in the EAC region (representing 75 percent of country responses in the region), one in ECCAS (33 percent), three in ECOWAS (23 percent of responses) and five in SADC (30.7 percent of responses).

TABLE 3.2 Coverage of school feeding (number of children), by country and region

Country	Region	Percentage coverage
Eritrea	EAC	0.89
Ethiopia	EAC	2.29
Kenya	EAC	15.43
Rwanda	EAC	6.90
Burundi	ECCAS	13.13
Cameroon	ECCAS	0.45
Republic of the Congo	ECCAS	30.60
Burkina Faso	ECOWAS	79.83
Cape Verde	ECOWAS	100.00
Chad	ECOWAS	9.58
Conakry, Guinea	ECOWAS	13.03



3. FINDINGS AND DISCUSSION

Country	Region	Percentage coverage
Côte d'Ivoire	ECOWAS	30.04
Gambia	ECOWAS	26.13
Ghana	ECOWAS	41.40
Guinea-Bissau	ECOWAS	54.96
Niger	ECOWAS	10.40
Nigeria	ECOWAS	7.49
São Tomé and Príncipe	ECOWAS	100.00
Senegal	ECOWAS	17.54
Sierra Leone	ECOWAS	95.11
Togo	ECOWAS	6.00
Angola	SADC	32.62
Botswana	SADC	100.00
Democratic Republic of the Congo	SADC	2.08
Lesotho	SADC	84.35
Madagascar	SADC	6.94
Malawi	SADC	50.19
Mauritius	SADC	0.00
Mozambique	SADC	4.30
Namibia	SADC	71.95
Seychelles	SADC	97.37
South Africa	SADC	72.85
Swaziland	SADC	100.00
Tanzania, United Republic of	SADC	0.30
Zambia	SADC	32.71
Zimbabwe	SADC	74.91

Coverage is based on data provided in 2016.

Proportionally, the regions with the lowest coverage in average and by country are EAC and ECCAS, whereas ECOWAS and SADC have the highest. Comparing the results shown in **Table 3.2** with the Human Development Index (HDI), it is relevant

that the relation between high and medium HDI and high coverage is directly proportional, as for example in Seychelles (0.782), Botswana (0.698), São Tomé and Príncipe (0.574) and Swaziland (0.541), all above the sub-Saharan Africa average

3. FINDINGS AND DISCUSSION

HDI (0.523). At the other extreme, Eritrea (0.420), Ethiopia (0.448) and Togo (0.487) all have a very low coverage and HDI. Special attention should be given to Sierra Leone with 100 percent coverage, yet a very low HDI (0.420), similar to Eritrea.

Targeting criteria

Considering that the majority of sub-Saharan African countries do not implement universal SFN programmes, with the exception of Botswana, Namibia, São Tomé and Príncipe, Seychelles, Swaziland and Cape Verde, understanding the rationale behind the targeting criteria is an extremely important issue.

Of the 32 countries without universal coverage, the majority (28 respondents) selected “food insecure and/or poor areas” as the main targeting criteria. Given that the questionnaire allowed multiple responses, it is worth highlighting that 23 countries also selected “areas with high levels of malnutrition”. In addition, 12 countries selected “arid and semi-arid areas”, while three countries

(Malawi, Angola and Lesotho) considered “areas with high dropout rates” as targeting criteria.

Certain areas were prioritized over others areas for various reasons, including the need to maintain school attendance in some areas. Disaster-affected areas and areas with poor access to social services were also given priority.

Most countries (30 of 41 countries, representing 73 percent of the sample) did not have specific criteria for qualifying children for school meals. This implies that there is no individual targeting and all children in selected schools receive a meal. In addition, the majority of African governments are currently unable to feed all children in schools, as shown by the coverage data ([Table 3.2](#)). Programmes are therefore targeted at more vulnerable areas.

School feeding objectives

School feeding objectives were divided into four main categories with different indicators, as shown in [Table 3.3](#).

TABLE 3.3 Distribution of objectives by category

Education	Improve educational attainment and performance
	Improve school enrolment and performance
	School attendance for boys
	School attendance for girls
Nutrition	Reduce child undernutrition
	Reduce overweight and obesity
	Teach healthy eating habits
	Provide nutritionally balanced school meals
Social Protection	Alleviate hunger
	Food and income transfer as part of social protection
Agriculture	Support local agriculture and empower communities

3. FINDINGS AND DISCUSSION

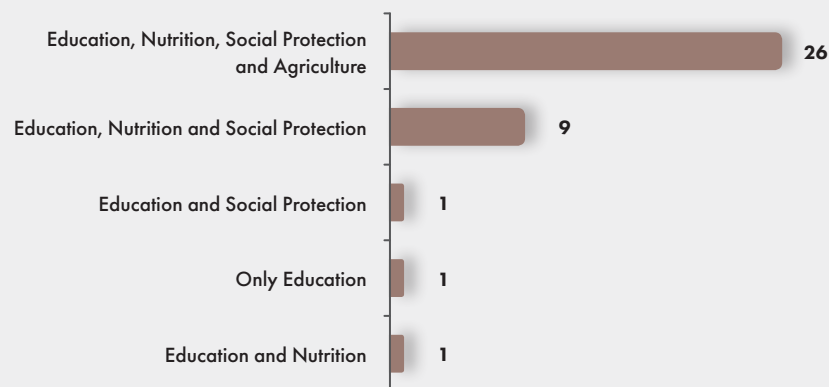
Only three of the 41 countries (Benin, Equatorial Guinea and Uganda) gave no responses. In almost all countries (37 of 38), the objective of improving educational attainment and performance prevailed. Nigeria alone did not give this response, although it did consider improving school enrolment and attendance an objective, together with another 35 countries. With regard to nutrition, 30 countries (73 percent) had the reduction of child undernutrition as an objective and 29 (70.73 percent) the provision of nutritionally balanced school meals. In contrast, only 11 countries (26.83 percent) considered the objective of reducing overweight and obesity. Alleviating hunger prevailed as the main objective

for 35 countries and agriculture development for 26 countries.

Figure 3.3 presents aggregated data by main categories of objectives. Of the 26 countries that considered all the main categories, six (Burundi, Conakry/Guinea, Gabon, the Gambia, the Niger and the United Republic of Tanzania) gave the same weight to each category. Eritrea is the only country where education objectives alone are considered. Cape Verde considered education and nutrition as objectives, although more weight was given to nutrition. Mauritius had education and social protection as its objectives.

FIGURE 3.3 Most common school feeding objectives

N.º of countries by main categories of objectives



Health and nutrition issues regarding school-age children

The school feeding objectives highlighted in the section above respond to the immediate health and nutrition challenges experienced in school communities in most African countries. They are illustrated in **Figure 3.4**. Respondents (97 percent)

in 37 countries pointed out that children come to school hungry, a factor that impacts on educational outcomes. Child undernutrition, mentioned by 84 percent of respondents (in 32 countries), and low availability of healthy food options as well as poor hygiene and sanitation (both indicated in 31 countries or 82 percent of respondents) were other

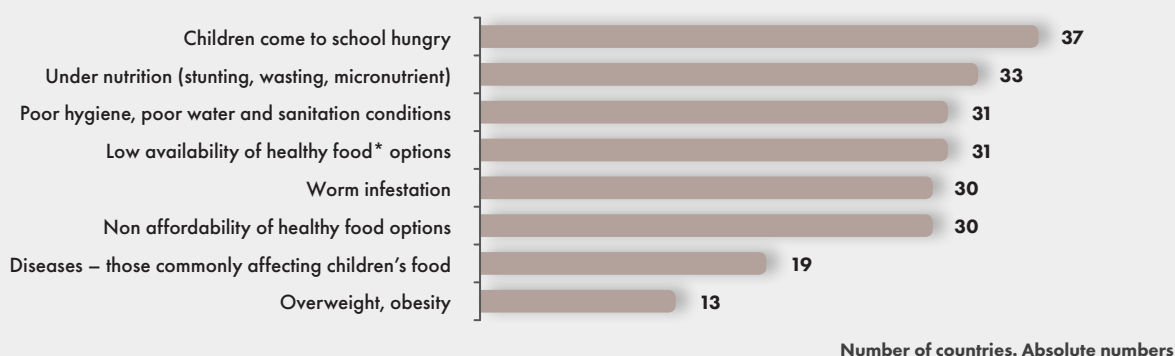
3. FINDINGS AND DISCUSSION

common health and nutrition issues (**Figure 3.4**). Overweight and obesity were indicated as an issue in 13 countries (34 percent of respondents) compared to the high number of countries (33) that have indicated undernutrition as a problem (**Figure 3.4**). **Table 3.4** also demonstrates that food security is still a huge problem followed by the food environment and nutrition challenges respectively.

The response to the issue of hunger and malnutrition is to ensure that the most vulnerable children have school meals (as shown by the targeting criteria) but there seems to be less effort made towards ensuring that these meals are healthy and diversified or meet specific nutritional needs.

FIGURE 3.4 Health and nutrition issues regarding schoolchildren

Health and nutrition issues among schoolchildren, from most to less common – number of countries by issue



* Healthy food = WHO, 2015 definition of healthy diet definition: <http://www.who.int/mediacentre/factsheets/fs394/en/>

TABLE 3.4 Health and nutrition issues regarding schoolchildren

Category	Issue	No. of countries (average by aggregated indicator)
Nutrition	Undernutrition	23
	Overweight	
Food environment	Poor hygiene, poor water and sanitation conditions	27
	Worm infestation	
	Diseases commonly affecting children's food consumption	
Food security	Children come to school hungry	33
	Low availability of healthy food options	
	Low affordability of healthy food options	

3. FINDINGS AND DISCUSSION

3.3. SECTION 2: Description of school food and nutrition programmes

Enabling policy, legal and institutional environment



The design and implementation of an SFN programme requires a multisectoral policy and strategic approach supported by a comprehensive legal, regulatory and institutional enabling environment. Thus, the environment to set standards and effectively regulate the quality and safety of school meals becomes supportive of the intended impact across different policy, legal and programme spheres.

Establishing clear institutional mandates and responsibilities in the design and implementation of SFN programmes, as well as interministerial coordination and collaboration, will provide recognition of the state's obligations while ensuring the stability and sustainability of programmes.

A policy and legal environment not only improves accountability but can also provide guidance on issues such as expected standards for school meals, and procurement methods, particularly with regard to promoting smallholder farmers and local agriculture.

"Without the development and/or adaptation of different laws which not only allow but also facilitate the integration of smallholders into institutional markets, it is very likely that an Institutional Procurement Programme (IPP) would not succeed in its objectives of supporting smallholder production and access to markets and, in particular, of acting as a driver of development" (Kelly *et al*, 2016).

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Policy and legal environment

Figure 3.5 illustrates that more than half the respondent countries (56.1 percent) reported no school feeding policy in their country. Countries that do have school feeding policies are shown in **Table 3.5**. In this context, only 19 countries responded as to whether school feeding is expressed in other development policies. Data show that of the available responses given in **Table 3.6**, school feeding is expressed in food and nutrition policies in 15 countries and included

as a component of school health policies in 12 countries. School feeding was reportedly mentioned in social protection policies in 11 countries. Only four countries indicated that school feeding is mentioned in agriculture policies. **Figure 3.6** illustrates the distribution of policies in which school feeding is mentioned by country and type of policy. Although the findings are only indicative, the lack of mention of school feeding within more than one development policy could make it more difficult to enforce the desired multisectoral linkages.

FIGURE 3.5 Countries with and without a school feeding policy

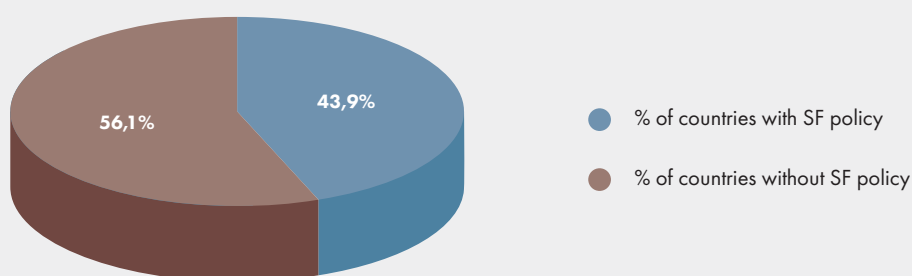


TABLE 3.5 Countries with a school feeding policy

Countries with school feeding policy ⁵	
Benin	Mali
Cape Verde	Mauritius
Conakry, Guinea	Mozambique
Côte d'Ivoire	Niger
Gambia	Republic of the Congo
Ghana	São Tomé and Príncipe
Kenya	Senegal
Lesotho	South Africa
Madagascar	Togo

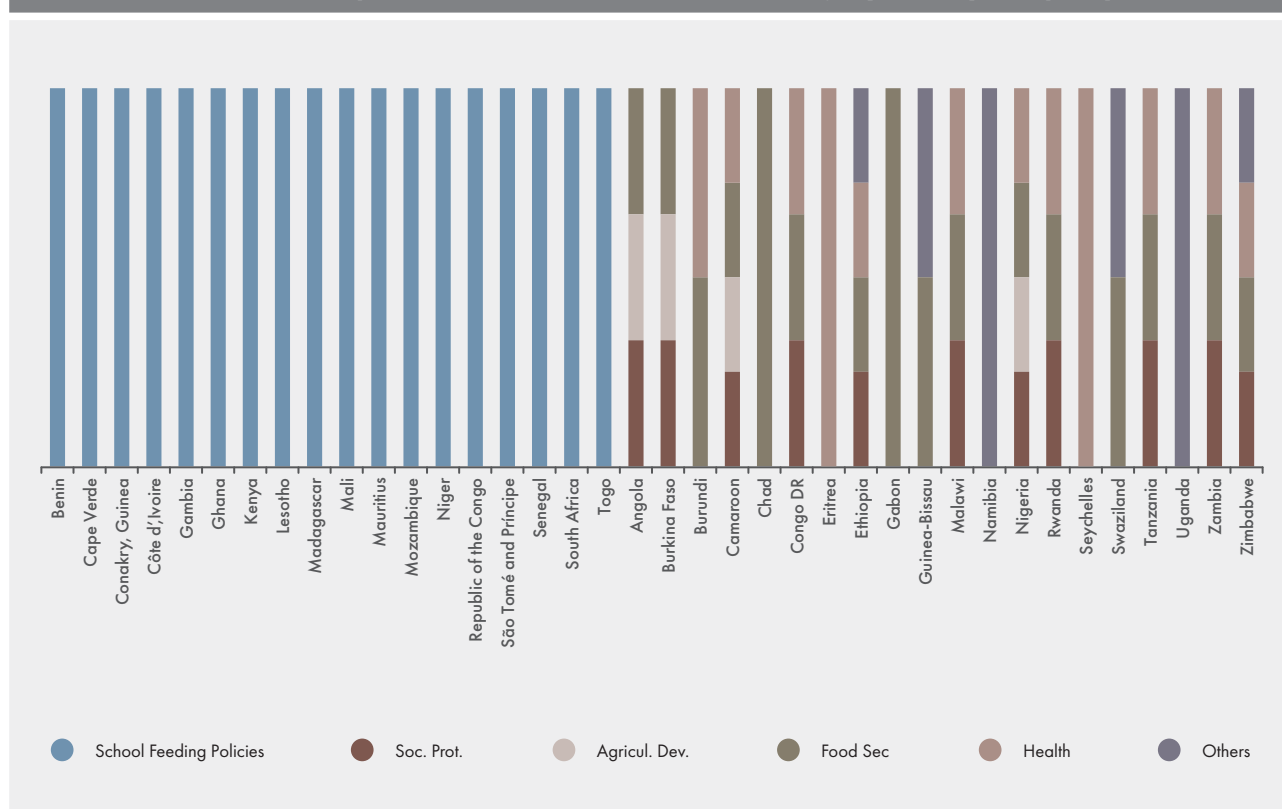
⁵ Sierra Leone is said to be developing a school feeding policy.

3. FINDINGS AND DISCUSSION

TABLE 3.6 School feeding mentioned under other policies in countries with no policy

Only in food security and nutrition policies	4	Chad, Gabon (now developing), Ghana, Swaziland
Only in school health policies	2	Eritrea, Seychelles
Social protection, agricultural development and food security	2	Angola, Burkina Faso
Social protection, agriculture development, food security and nutrition and health	2	Cameroon, Nigeria
Social protection, food security and nutrition and school health	7	Democratic Rep. Congo, Ethiopia, Malawi, Rwanda, Tanzania (United Rep.), Zambia, Zimbabwe
Food security and school health	1	Burundi
Others	2	Namibia, Uganda (no specifications)
Missing	3	Sierra Leone (school feeding policy being developed), Equatorial Guinea (no responses), Botswana (not mentioned in any policy)

FIGURE 3.6 Distribution of policies with mention of school feeding, by country and policy



3. FINDINGS AND DISCUSSION

Policy and legislation on local food purchases for school meals

Close to 50 percent of respondents (48.8 percent), representing 20 countries, reported not having a policy, legislation or guidelines document stipulating that food for school meals should be purchased locally from smallholder farmers. Only in 41.5 percent of countries did respondents report that such legislation or guidelines exists (see [Table 3.7](#)). Of the 17 country respondents with some policy or guiding document, 58.8 percent

(representing ten countries) have no legislation or specific guidelines imposing a target on how much food should be purchased from smallholder farmers. Respondents from only four countries (Lesotho, Madagascar, Namibia and Rwanda) indicated a target to purchase 30 percent or more of total food supply from local smallholder farmers, while respondents from another two countries (Botswana and Conakry, Guinea) indicated that the target is less than 30 percent of total food supply.

TABLE 3.7 Specific guidelines on local purchases

Policy/legislation on food purchases from smallholder farmers		Frequency	Percent
Policy/legislation on food purchase from smallholder farmers	Yes	17	41.5
	No	20	48.8
	No response	4	9.8
	Total	41	100.0
Guidelines on how much to purchase from smallholder farmers		Frequency (n=17)	Percent
Specific guidelines on local purchases provided	No specific guidelines provided	10	58.8
	Less than 30 percent	2	11.8
	30 percent or more	4	23.5
	No response	1	5.9
	Total	17	100.0

Policy on food and nutrition education

[Table 3.8](#) is a crosstab that displays the two variables, countries with a policy on food and nutrition and countries that offer FNE in schools. The table shows that of 22 countries with a policy on FNE, 21 offer FNE whereas one country (São Tomé and Príncipe) has a policy but no FNE implementation. At the same time, of the

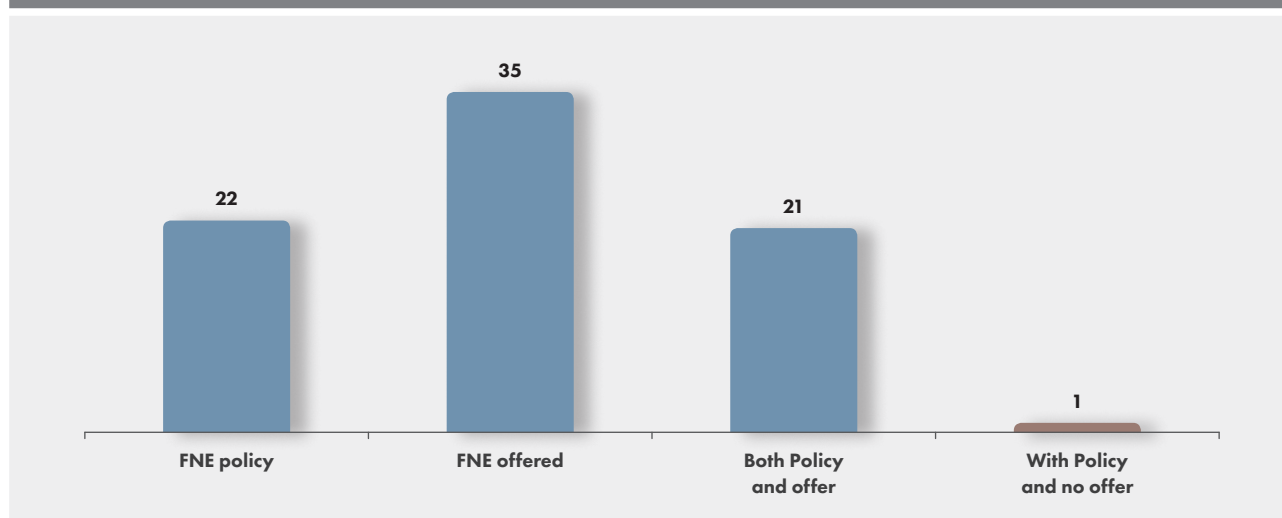
35 countries that indicated offering FNE in schools, 14 countries did not have a policy. The survey illustrates the significant relationship between policy and implementation and the important role of policy in driving implementation. This relationship is further illustrated in [Figure 3.7](#).

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TABLE 3.8 Countries with food and nutrition policy/education in schools

	Policy or guidelines on FNE	Yes	No	Total no. of countries
FNE in schools	Yes	21	14	35
	No	1	7	5

FIGURE 3.7 Countries with food and nutrition education policies/integration in schools



Funding and institutional arrangements

In this survey, the ability of governments to fund some or all school feeding is seen as a measure of commitment and is a step towards establishing a sustainable programme. Although financial data on their own do not provide a clear picture in terms of the quality of implementation of SFN programmes, this aspect can be considered a measure of commitment in terms of transitioning towards greater national ownership.

Funding – financial capacity

Country respondents were asked whether school feeding was funded fully (100 percent) by a

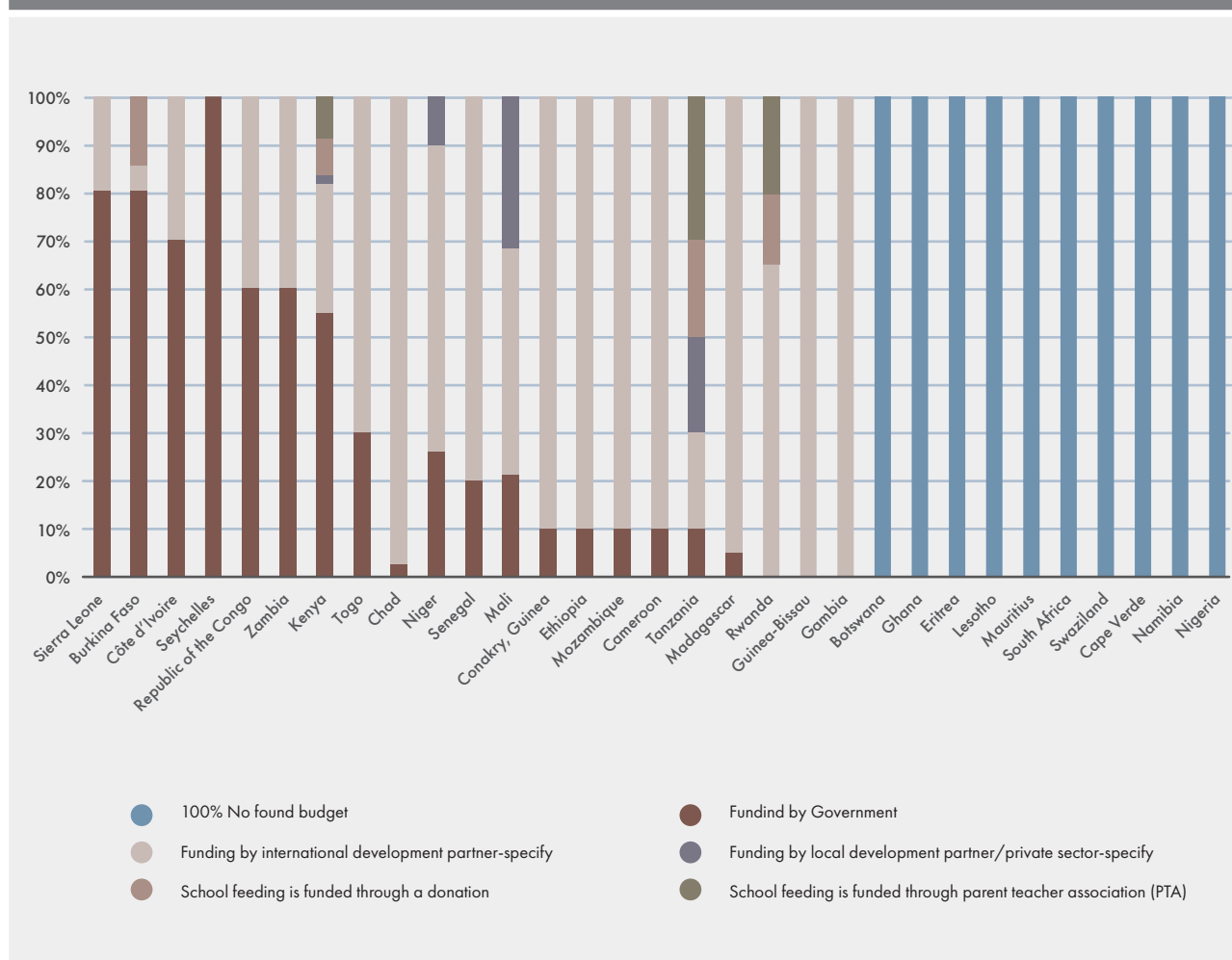
national budget. Of the 38 countries responding, only 24 percent (nine countries) affirmed that this was so, while 76 percent reported otherwise. Most governments have school feeding funded from other sources. **Figure 3.8** illustrates the proportion of funding for school feeding coming from government rather than other sources. Sierra Leone and Burkina Faso have 80 percent of their budget funded by government. At the other end of the scale, in Madagascar and the United Republic of Tanzania, the proportion of government funding is very small (10 percent or less). Furthermore, there are countries such as the Gambia and Guinea-Bissau where programmes are all funded by external partners. **Figure 3.8**

3. FINDINGS AND DISCUSSION

highlights ten countries where the available school feeding programme, regardless of coverage, is fully funded (100 percent) through the national

budget. This includes countries such as Botswana, Lesotho, Namibia and Swaziland, with universal programmes.

FIGURE 3.8 Sources of funding for school feeding by country (n=30)



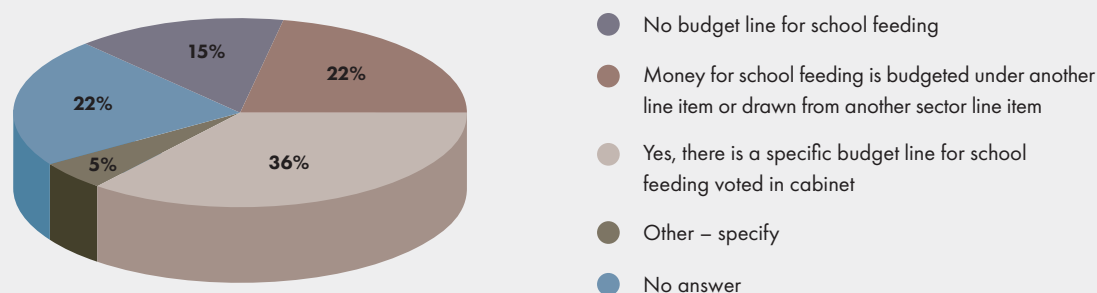
Budget line and regularity of government funding

In 36 percent of countries in the sample, respondents reported a specific budget line for school feeding in the national budget, whereas respondents in 22 percent of countries reported

that school feeding funds are made available through other line items in the budget (see [Figure 3.9](#)). Fifteen percent of respondents indicated no budget line for school feeding.

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FIGURE 3.9 Budget line for school feeding (n=41)



Even though governments may budget for school feeding, this does not guarantee that funds are disbursed in a reliable or stable manner. **Table 3.9** shows that only 31.7 percent of respondents (13 countries) reported that school feeding funds are budgeted and disbursed on time, and 26.8 percent (11 countries) reported that funds are

irregular and do not arrive on time. In addition, there are situations (12.2 percent of countries) where government funding is not assured or not available at all. Considering the proportion of responses of 31 countries where the indicator on regularity of funding was applied, 52 percent of countries (16) are uncertain about the arrival of school feeding funds.

TABLE 3.9 Stability of government funding

	Regularity of government funding	Frequency	Percent
Regularity of government funding	Government funding is irregular, does not arrive on time	11	26.8
	Government funding is not assured; may or may not be available	5	12.2
	Government funds are budgeted and disbursed on time	13	31.7
	No government funds available	2	4.9
	No response	10	24.4
	Total	41	100.0

Irregular financial flows are likely to result in breaks in the supply of food to schools. It appears that children do not receive food on a regular basis or they receive less than the desired quantity and quality.

Amount of funding provided by governments for school feeding

The extent of government expenditure varies from country to country. **Table 3.10** shows the proportion

of funding provided by governments for school feeding as reported by respondents in 22 countries. In the reporting sample, amounts vary from as low as US\$ 190 669 per year in Seychelles to as high as US\$283 744 000 in South Africa. However, it is clear that funding for school feeding is fairly small relative to the need in many countries, and school meals reach only a small number of children.

Figure 3.10 shows the relation between government

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expenditure and the coverage of school feeding
(number of children reached by school meals as a

percentage of number of school-age children).

TABLE 3.10 Yearly funding by governments in 2016⁶ and coverage of school feeding

Country	Government Funding In USD	Coverage by number of children (%)
South Africa	283.744.000,00	72.85
Ghana	100.000.000,00	41.40
Angola	50.400.000,00	32.62
Burkina Faso	40.403.600,00	79.83
Senegal	19.393.700,00	17.54
Botswana	16.292.000,00	100.00
Lesotho	13.697.800,00	84.35
Namibia	12.039.700,00	71.95
Sierra Leone	9.000.000,00	95.11
Republic of the Congo	8.888.790,00	30.60
Kenya	8.191.430,00	15.43
Côte d'Ivoire	6.563.570,00	30.04
Conakry, Guinea	5.204.666,00	13.03
Cape Verde	4.296.516,95	100.00
Swaziland	4.253.540,00	100.00
Mali	3.711.920,00	NA
Zambia	3.500.000,00	32.71
Rwanda	1.888.260,00	6.90
Madagascar	1.645.454,00	6.94
Niger	1.616.140,00	10.40
Togo	1.616.140,00	6.00
Eritrea	789.352,00	0.89
Ethiopia	600.000,00	2.29
Zimbabwe	545.000,00	74.91
Seychelles	190.669,00	97.37

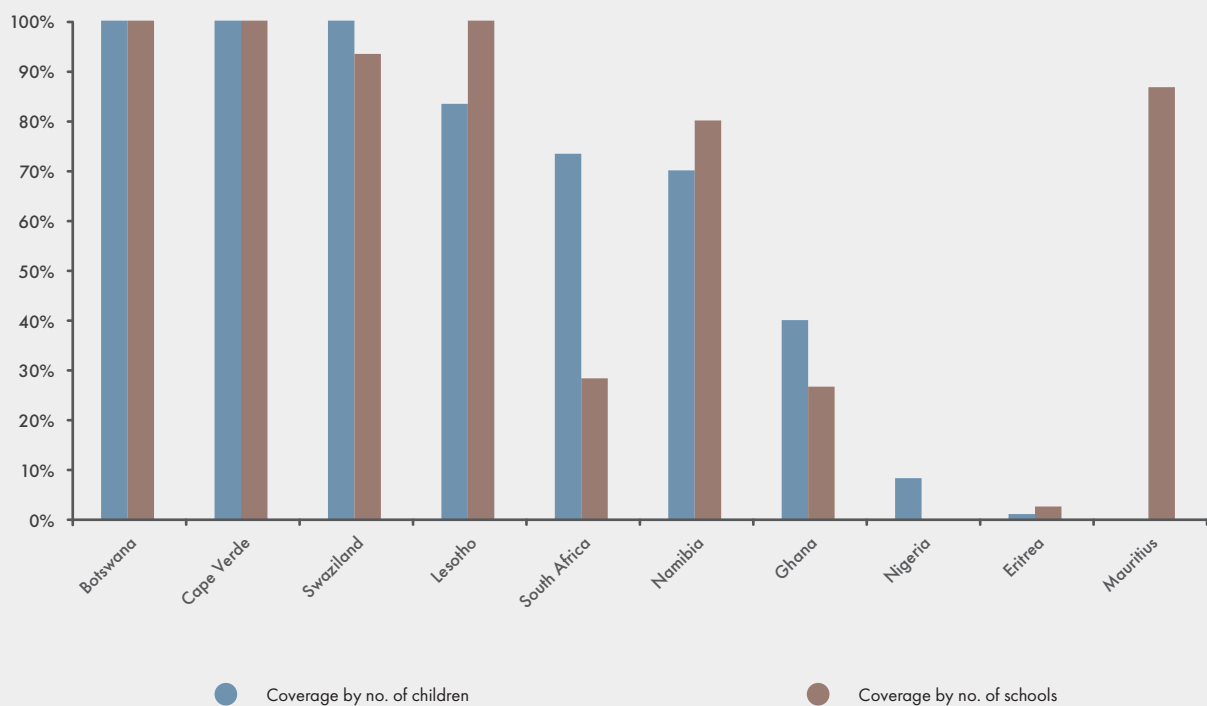
⁶ The amounts are those budgeted or spent by governments as reported by respondents.

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From 25 country respondents, only ten have more than 70 percent coverage. Looking at country specifications, countries with smaller populations such as Botswana, Lesotho, Seychelles and Swaziland have more than 80 percent coverage, although the amount spent may appear small

compared with other countries in the table (Seychelles is the most notable). Conversely, Ghana is the country with the next highest expenditure after South Africa, spending about US\$100 million on school meals but still with a coverage of less than 50 percent.⁷

FIGURE 3.10 Countries with 100 percent national funding



Institutional arrangements

Sectors involved in management of school feeding programmes

Table 3.11 shows the sector responsible for school feeding programmes. There were 33 responses

from the 41 sample countries. Of these 68 percent of the sample, indicated that the Ministry of Education is responsible for school feeding. It is also involved together with other sectors in three other countries, which confirms the significant role that the education sector plays in school feeding.

⁷ Costs and quality of meals have not been considered here.

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TABLE 3.11 Institutions/sectors responsible for school feeding

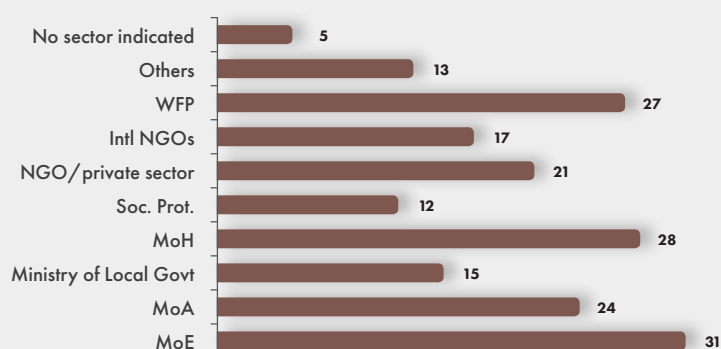
Ministry/Sector responsible for school feeding	Frequency	Percentage
Ministry of Education	28	68.3
Ministry of Education; Ministry of Agriculture and Animal Resources	1	2.4
Ministry of Education and Sports; Ministry of Health; Ministry of Agriculture, Animal Industries and Fisheries (MAAIF); Ministry of Finance, Economic Planning and Development	1	2.4
Tanzania Food and Nutrition Centre and Ministry of Education and Vocational Training	1	2.4
Ministry of Gender, Child and Social Protection (MoGCSP)	1	2.4
Ministry of Local Government and Rural Development	1	2.4
No response	8	19.5
Total	41	100.0

Botswana and Ghana are quite different in that school feeding is managed by the Ministry of Local Government and Rural Development and the Ministry of Gender, Child and Social Protection, respectively.

In 70.7 percent of countries, a dedicated unit within the sector manages school feeding. Although

the Ministry of Education is the dominant sector involved in school feeding, in most countries there are other sectors or organizations involved to varying degrees. **Figure 3.11** shows the number of countries where respondents mentioned the individual sectors or organizations.

FIGURE 3.11 Involvement of sectors/organizations in school feeding



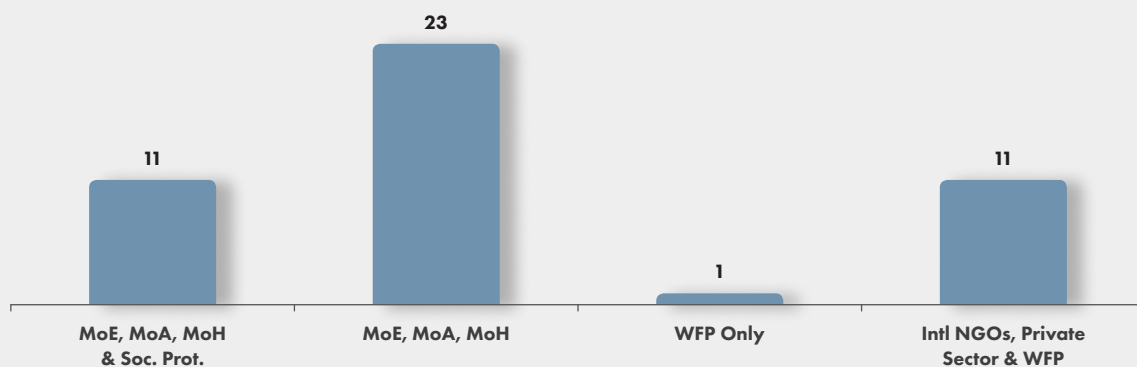
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Figure 3.11 shows that the most commonly reported organization and sectors apart from the Ministry of Education (mentioned by 31 country respondents) were WFP (27 respondents) and the Ministry of Health (28 respondents), followed by the Ministry of Agriculture (24 respondents). However, as mentioned earlier, the involvement of the Ministry of Agriculture is still weak and could be attributed to lack of coordination.

Figure 3.12 gives the distribution of countries where more than one sector is involved. Joint involvement

of the Ministry of Education, Ministry of Agriculture and Ministry of Health in SFN was indicated by 23 countries. Social protection is also involved in 11 countries, besides the previous three ministries. Only one country, the Gambia, mentioned that WFP is the only organization involved in school feeding, together with another unspecified sector. The private sector, international NGOs and WFP are involved in 11 countries. As earlier mentioned, the establishment of a unit at central level to implement school feeding or provide oversight is an important part of institutionalizing school feeding within governments.

FIGURE 3.12 Distribution of countries by sectors involved



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Inclusive procurement and value chains



Linking school demand for safe, diverse and nutritious food to local and smallholder production, and prioritizing available supply from smallholders at local or national levels has the potential to stimulate the local economy, fostering community involvement and leading to community economic development. This link, operationalized through sustainable and inclusive procurement arrangements, can therefore effectively augment the impact of regular school meals programmes with economic benefits for local communities, particularly smallholder farmers and small-scale rural enterprises managed by youth and women. It also enables school meals programmes to incorporate social protection assistance, insurance and employment guarantees, while simultaneously having a positive impact on the food system. The design and implementation of the value chain for schools, including producers, processors, wholesalers, retailers and consumers

for smallholder farmer/enterprise friendly procurement mechanisms, are important. HGSP encourages the use of locally produced food with a nutritional profile that meets local schoolchildren's nutritional demands. Furthermore, it is vital to support smallholder farmers and small-scale rural enterprises in acquiring production (post-harvest/post-production activities such as threshing, storage, drying, canning, etc.); and the managerial, organization and marketing skills to meet the standards set by local governments, while simultaneously promoting nutrition-sensitive value chain development for institutional procurement.

Countries aspire to linking school feeding to local agriculture through purchasing from smallholder farmers. There are a number of actors in the link between smallholders and schools and many ways of linking local smallholders to schools. Diverse models can be implemented, depending on:

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- ▶ procurement procedures and contracts;
- ▶ procurement or operating models;
- ▶ range of actors involved;
- ▶ size of programme;
- ▶ quantity and types of commodities;
- ▶ objectives of programme;
- ▶ context.

Institutional buyers may use different procurement procedures and contractual modalities to procure food from smallholder producers (FAO, 2017b). While no specific model is recommended, any HGSF procurement modality should fulfil the following two objectives.

- 1 › Ensure a stable and affordable supply of diverse, safe and quality food to schools – hence a contract should protect the institutional buyer.
- 2 › Facilitate the access of smallholder farmers to this supply. The contract should therefore consider the characteristics of local producers and the supply chain.

Identification of appropriate procurement or operating models for a national school feeding programme is not easy. Generally, there are two main options, centralized (where food is procured centrally at national or subnational levels), and decentralized models (where food is purchased locally at municipality or school level), but several variations are possible. Different models can coexist in one country, to respond to different objectives or to procure different commodities. It is important to consider that each model has

trade-offs to make in terms of benefits for farmers, schools and children; quality of food; and cost efficiency. In addition, a decision must be made as to whether the programme should be linked to existing agricultural development initiatives or whether an independent initiative should be designed (FAO, 2017b).

The decentralized component facilitates food purchases from the immediate school environment. Procurement of food for schools from local farming communities can support these households economically as well as creating sustainable local markets for nutritious foods.

Home grown school meals and local procurement

Procurement model

Table 3.12 shows the kind of procurement model that countries are implementing. From 41 sample countries, only 29 responded. Results from the survey show that 65.5 percent of respondent countries (46.3 percent of the sample) are implementing both centralized and decentralized procurement models (a mixed model) for school food, while 27.6 percent of respondents (19.5 percent of the sample) indicated that they use the centralized food procurement model. The centralized food procurement model makes it difficult to procure directly from the smallholder farmers in the immediate school environment. Only two countries (Mauritius and the United Republic of Tanzania) implemented a fully decentralized procurement model. A decentralized system generally provides more opportunities for local small farmers and enterprises to supply food to institutions such as schools.

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TABLE 3.12 Dominant food procurement models for school food commodities

Description of Procurement Model	Frequency	Percentage
Centralised food procurement model	8	19.5
Decentralised food procurement model	2	4.9
Both centralised and decentralised food procurement models	19	46.3
No answer	12	29.3
Total	41	100.0

Source of foods used in school meals

The information on procurement models is further supported by the information presented in [Table 3.13](#) that shows the multiple sources of food for school meals. The number of responses suggests that some countries are using a combination

of methods for sourcing food. Twenty-three respondents (70 percent) indicated that food is bought from local markets or businesses, meaning that food supply contracts are awarded to local businesses that may or may not purchase food from smallholder farmers.

TABLE 3.13 Source of foods used in school meals

Source of food (multiple response)	Number of Responses/ countries per source	Percent of respondents N=33
Food is bought from local/immediate market/businesses	23	70
Food is grown and purchased from other regions in the country	15	45
Food is purchased directly from local small-scale farmers/ /farmer organisations/community groups	21	64
Food is imported from outside the country	25	76
Missing=8		

In addition, 15 countries (45 percent of respondents) indicated that food is purchased from other regions in the country (usually through food supply contracts). Seventy-six percent of respondents (25 countries) indicated that their

country uses imported food for some or all school food supply. With regard to local purchases, the survey shows that food is sourced directly from immediate smallholder farmers in 21 countries (64 percent of responding countries).

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Type of foods sourced locally for school meals

The foods mentioned by respondents that are sourced from the market, from smallholder farmers or from other regions (not imported) are beans, maize meal/maize, rice, sorghum and millet, and other starchy staples such as cassava. Furthermore, smallholder farmers were specifically mentioned as the main source of the fresh vegetables/fresh produce where countries sourced 100 percent of requirements.

Some food is still imported for schools (mentioned by 25 countries in the study). However, as governments continue to take responsibility for school feeding, this component is changing rapidly since governments prefer to procure food locally.

Ability of local farmers to meet school food demand

One of the concerns raised with procuring locally, particularly from smallholder farmers, is farmers' ability to meet demand (in terms of required amounts). The available data from the survey, given in **Table 3.14**, show that 22 percent of respondents reported that farmers are able to supply more than 50 percent of requirements but not the full required amount. Another 19.5 percent supply less than 50 percent of the required food on the contract.

TABLE 3.14 Ability of farmers to supply food to schools

	Description	Frequency	Percentage
Ability of farmers to supply food to schools	Farmers are able to supply the total amount of school food required regularly as per contract	5	12.2
	Farmers are only able to supply some (more than 50 percent) but not all food required on the contract	9	22.0
	Farmers are only able to supply a small part (less than 50 percent) of food required on the contract	8	19.5
	Don't know/not applicable	4	9.8
	No response	15	36.6
	Total	41	100.0

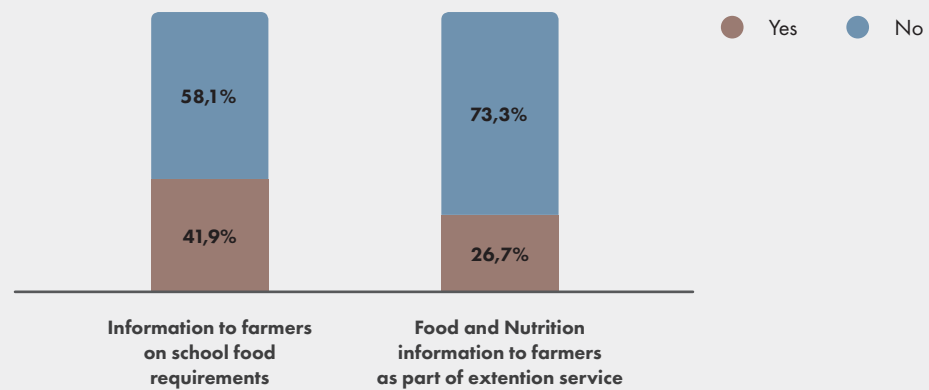
Information to farmers

Figure 3.13 illustrates that 58.1 percent of respondents in 31 countries indicated that farmers do not receive information about school food

requirements. Moreover, no food and nutrition information is provided to farmers as part of the extension service in 73.3 percent of countries.

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FIGURE 3.13 Information for farmers



Note: n=31, missing=10

The responses obtained show that farmers have limited access to information about food requirements for school meals. Lack of information

could be one of the reasons for the inability of farmers to respond adequately to school food requirements.

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Healthy food environment and meals



Nutrition guidelines and standards have the potential, when implemented within a coherent and multicomponent approach, to improve the nutritional quality and adequacy of school meals and potentially to support the creation and maintenance of a healthy school food environment, and strengthen linkages with local and smallholder food production.

Nutrition guidelines and standards should be based on programme objectives in line with procurement modalities, available resources and infrastructure. Capacity development at different levels and an explicit linkage with FNE are crucial for optimal implementation and M&E of nutrition guidelines and standards.

The development of nutrition guidelines and standards has been recommended internationally as a first step to ensure that school meals and other available foods are in line with the target children's

needs and priorities. These guidelines encompass a set of rules, principles and recommendations based on sound nutrition science and the context of each school system; and on the nutritional quality and quantity, preparation and safety of foods offered in schools. The development process requires expertise in food consumption, food composition, nutrient requirements, menu/recipe development and cost calculations, among others. FAO focuses on promoting a multistakeholder approach to development, while considering programme issues, priorities, objectives and available resources; and implementing standards and guidelines, through capacity development from national to school level.

School meals

The literature suggests that school feeding can improve school participation by alleviating short-

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-term hunger and can increase children's ability to concentrate and learn (Bundy *et al.*, 2009).

In most countries represented in the survey (78 percent), school meals are normally offered five days a week. There were variations only in a few instances, with meals ranging from two days a week in one country to six days a week in two other countries.

Nearly 50 percent of country respondents (49 percent) indicated that lunch is provided in school feeding programmes (Table 3.15). Lunch

is particularly necessary since half the countries represented in the survey have all day primary schools (51.2 percent) as seen as Table 3.15. Although lunch is important for these day schools, it does mean that children sit in class hungry for long hours when this is the only meal expected, which can impact negatively on the objective of improving educational attainment. Table 3.15 shows that very few respondents (17 percent) reported having both breakfast and lunch or a snack and lunch (12 percent) as school feeding in their countries.

TABLE 3.15 Length of school day and timing of school meals

Description	School Day	Frequency	Percentage
Length of primary school day: half day or all day	Half day	19	46.3
	All day	21	51.2
	Total	40	97.6
	Missing	1	2.4
Total		41	100.0
	Meal type/time	Frequency	Percentage
Time(s) that school meals are generally offered across the country	Lunch (midday)	20	48.8
	Mid-morning snack	1	2.4
	Breakfast (morning)	1	2.4
	Mid-morning lunch	2	4.9
	Both breakfast and lunch	7	17.1
	Snack and lunch	5	12.2
	Missing	5	12.2
Total		41	100.0

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Planning of school meals

Table 3.16 reflects multiple responses to the question as to the entity involved in planning school meals. Meals are planned by the Ministry of Education's school feeding staff, the school feeding programme committee and WFP (in 41, 35 and 43 percent of country respondents, respectively).

However, the Ministry of Education's involvement in planning meals is much greater since it is shown to work with the Ministry of Health in 16 other countries (43 percent of respondents) and is generally included in school feeding programme committees (the Ministry of Education was indicated in the survey where countries specified composition of committees).

TABLE 3.16 Responsibility for planning school meals

People/organisation responsible for planning school meals (multiple responses)	Number of Responses per country
Ministry of Education school feeding programme staff	15
School feeding programme committee	16
WFP/other development partner designed menu	15
Staff of Ministry of Education school feeding programme/ /Ministry of Health and Nutrition	12
Other, specify	2

More than one organization was involved in school meal planning in most countries (18). **Table 3.17** shows the distribution of responsibility in the

remaining countries by sector, when only one or two sectors are responsible for planning. Four countries did not respond.

TABLE 3.17 Organizations responsible for planning school meals

Organizations	Number	Countries
Only Ministry of Education school feeding programme staff	5	Cape Verde, Eritrea, Ethiopia, São Tomé and Príncipe, South Africa
Ministry of Education school feeding programme staff with Ministry of Health nutritionist	5	Angola, Botswana, Mauritius, Namibia, Seychelles
Only school feeding programme committee	3	Congo (Dem. Rep.), Nigeria, Sierra Leone
Only WFP/other development partners	5	Chad, Guinea-Bissau, Congo, Rwanda, Senegal
Ministry of Education with WFP	1	Zambia

Note: There is no nutritionist on the school feeding staff in 22 countries (54 percent of survey sample). Only 29 percent of respondents reported having a nutritionist on the staff. This lack of capacity may explain the absence of nutrition standards for school feeding and the inability to provide FNE as part of school meals programmes.

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Use of local foods for school meals

Recent policy innovations on school meals that are sourced locally to support the local economy are encouraging the delivery of nutritious meals to

schoolchildren. Respondents maintained that school meals are prepared using local foods,⁸ with 63 percent of country respondents either agreeing or strongly agreeing, as shown in **Table 3.18**.

TABLE 3.18 Opinions as to whether school meals reflect local food/diet

Statement	Response	Frequency	Percentage
School menu is prepared using local food (reflects local diet/food habits)	Strongly disagree	4	9.8
	Disagree	6	14.6
	Neutral	3	7.3
	Agree	12	29.3
	Strongly agree	14	34.1
	Missing	2	4.9
	Total	41	100.0

Nutrition standards and guidelines

Recent approaches to school meals programmes are focusing on delivering healthy and nutritious meals to children as well as addressing the immediate need to alleviate hunger. For school meals programmes to achieve nutritional goals, they should be planned in line with current national dietary guidelines (where they exist) and formulated with emphasis on diversity in food groups to include vegetables, fruit, pulses and animal products such as milk, which meet a significant portion of the nutritional requirements of school-age children (Global Panel, 2015).

Several African countries are currently developing national dietary guidelines. These are meant to

“establish a basis for public food and nutrition, health and agricultural policies and nutrition education programmes to foster healthy eating habits and lifestyles” and are used to encourage the public to consume a more diverse and nutrient-dense diet and, at the same time, help address the nutritional concerns of the general population in a particular country (FAO, 2017a). The importance of having school meals in line with current national dietary guidelines has already been mentioned. However, these guidelines do not currently exist in most African countries. The survey overall suggests that there is a lack in the availability of standards to guide the planning of school meals.

Table 3.19 shows that in more than half the countries (56.1 percent), respondents reported that

⁸ It was not possible to explore the notion of local foods. Countries seem to rely on the standard WFP rations guide that stipulates a food basket of cereals, pulses or legumes, oil and salt, and where possible to purchase the available food from within the country.

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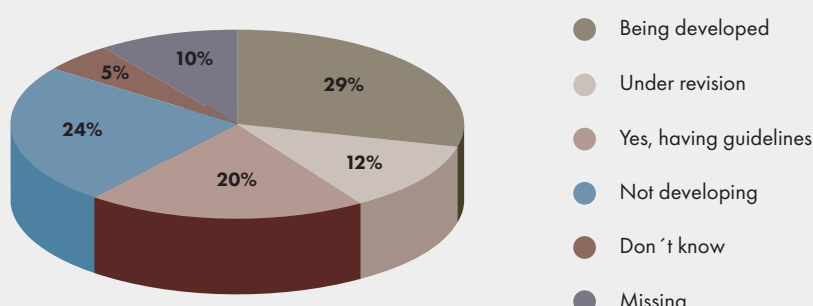
there are no national dietary guidelines or food guides in the country, while 41.5 percent reported that national dietary guidelines or some form of food guide/guideline exist. This means that there are a number of countries with no benchmark or reference guide for planning school meals. The data presented in **Table 3.19** show that

there are no nutrition guidelines or standards for school meals in 23 countries (56.1 percent) but 29.3 percent of these are now developing such guidelines. Five of the countries with guidelines (Lesotho, Madagascar, Malawi, Mauritius, São Tomé and Príncipe) said that these are currently being revised.

TABLE 3.19 Available country nutrition guidelines/standards

Question	Response	Frequency	Percentage
Does the country have national dietary guidelines/food guides?	Yes	17	41.5
	No	23	56.1
	Total	40	97.6
	Missing	1	2.4
	Total	41	100.0
Question	Response	Frequency	Percentage
Are there nutrition guidelines/standards to ensure the nutrition quality of school meals?	No, currently developing	12	29.3
	No, not currently developing	10	24.4
	Yes, have current guidelines	8	19.5
	Yes, currently under revised	5	12.2
	Do not know/missing	6	14.7
	Total	41	100.0

FIGURE 3.14 Nutrition guidelines for school meals, by percentage of 41 countries, and current situation



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Guidelines based on recommended daily allowance

Because of the large number of countries where there are no national dietary guidelines or food guides even for school feeding programmes, as shown in [Figure 3.14](#), there were fewer respondents to questions on food-based and nutrient-based standards and guidelines.

Table 3.20 shows the distribution of responses on the use of guidelines based on the RDA as

a percentage of the total sample. Twenty-eight percent of respondents (12 of the 25 respondents), said there was no overall guideline as to the proportion of nutrients to be provided by school meals as a percentage of RDA. Five countries used 30 percent of RDAs as a guide, four countries used 30-45 percent of RDA and two countries (Cape Verde and Ethiopia) used less than 30 percent. Botswana was the only country where the proportion of nutrients represents more than 60 percent of RDA, while it was 60 percent in Madagascar.

TABLE 3.20 Proportion of nutrients as a percentage of recommended daily allowance

Proportion of nutrients (percentage of RDA)	No. of responses	Percentage (n=41)
Less than 30 percent of RDA	2	4.9
30 percent of RDA	5	12.2
30-45 percent of RDA	4	9.8
60 percent of RDA	1	2.4
More than 60 percent	1	2.4
No guideline on RDA provided	12	29.3
Missing/no response	16	39.0
Total	41	100.00

Note: percentages are based on 25 country responses.

Food-based standards/guidelines

The responses on food-based standards in [Table 3.21](#) show the number of countries that utilize a specific food group in the planning of school meals. The most commonly mentioned food groups

were oils and fats (51.2 percent of respondents), non-animal protein food such as beans and legumes (56.1 percent of respondents), vegetables (31.7 percent) and dairy products such as milk (29.3 percent). These food groups form the basis of the menus designed.

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TABLE 3.21 Food-based standards or guidelines for school meals

Food group	No. of responses/ /countries	Percentage of respondents (n=41)
Fruits	10	24.4
Vegetables	13	31.7
Red meats (beef, pork)	5	12.2
White meat (chicken, turkey)	4	9.7
Fish	11	26.8
Dairy products	12	29.3
Non-animal protein food (beans, legumes)	23	56.1
Oils and fats	21	51.2
No guideline	12	29.3
No response	4	9.7

Some countries also said they have nutrient-based standards (giving nutrient requirements) for food provided in school meals. Based on the 37 countries answering the multiple response question (percentage of cases), the nutrients most commonly mentioned were energy (54 percent), carbohydrates (56.8 percent), protein (59.5 percent) and fats (59.5 percent). Micronutrients were mentioned by only a few countries (seven and eight country respondents for vitamins and minerals, respectively).

Guidelines on consumption or restriction of specific foods

Although 36 countries responded to the question on guidelines on consumption or restriction of

specific foods, responses regarding individual foods (see [Table 3.22](#)) were varied. Many respondents said that their country provides general recommendations to guide the planning of school meals, such as “using safe drinking water” and/or providing restrictions on the use of salt (both mentioned by 17 countries). Eight countries mentioned other foods (for example “milk and fruit juices”) where general guidance or restrictions were provided, while the issue of “soft drinks” and “foods fried in fat or oil” was indicated by five countries in each case. These guidelines are given in school health-related guidebooks and/or school feeding guidelines where available.

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TABLE 3.22 Guidelines on consumption or restriction of specific foods

	Foods	No. of countries
Guidelines on consumption or restriction of specific foods	Restriction on Salt	17
	Restriction on processed foods	2
	Restrictions on food fried in fat or oil	5
	Restrictions on soft drinks (e.g. sugar-sweetened or artificially sweetened soft drinks)	5
	Restrictions on beverages such as milk, fruit juices	8
	Safe drinking-water	17
	No guidelines	10
	Restrictions on alcoholic drinks Healthy local products	2

Note: missing = five countries.

3. FINDINGS AND DISCUSSION

Food and nutrition education



Food and nutrition education and other behaviour change strategies in the school setting aim to facilitate the voluntary adoption of long-lasting, healthy food-related outlooks, practices and habits that promote resilience and are conducive to better health and well-being. To be effective, FNE should comprise a combination of evidence-based and behaviour-focused educational strategies according to the context; involve the active participation of all relevant agents of change (schoolchildren, parents, school staff, local smallholder farmers and rural enterprises, community leaders, etc.); and be reinforced by an enabling school environment. These strategies should also be developmentally and culturally appropriate, with an adequate duration and intensity, a practical focus and results orientation. FNE focuses on the following.

- ▶ Fostering the active participation of children and their families in the food system. Right of children

and households to make informed choices and have the capacity to maintain a good diet.

- ▶ Action-based approach where the criterion for success is a measurable change/improvement in practices.
- ▶ Quality integration within the curriculum, with adequate time, amounts and frequency.
- ▶ ACTIVE involvement of parents, school staff and the community.

Food and nutrition education in primary school curricula

The survey aimed to determine the extent to which FNE is offered in schools. Seventy-one percent of respondents in the sample reported that nutrition education is offered in primary school curricula (**Table 3.23**).

3. FINDINGS AND DISCUSSION

TABLE 3.23 Countries with food and nutrition education in primary schools

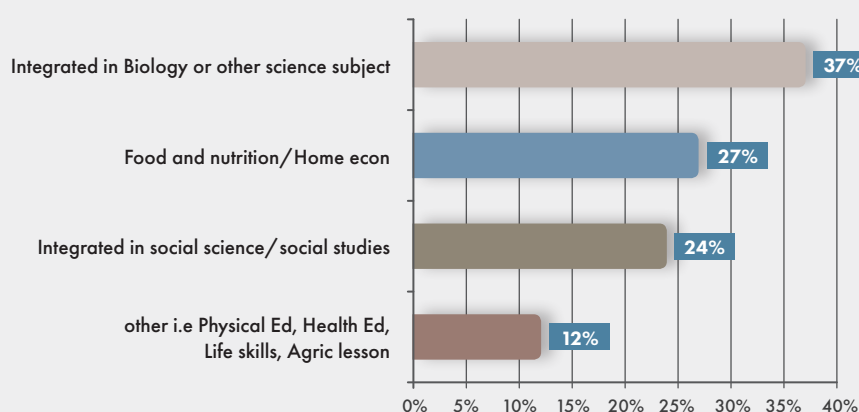
Question	Response	Frequency	Percentage
Is FNE offered as part of primary school curricula?	Yes	29	70.7
	No	7	17.1
	No response	5	12.2
Total		41	100.0

Of the 29 countries with FNE as part of primary school curricula, 48 percent (14) are in the SADC region and eight (28 percent) in ECOWAS. At the other extreme, only two countries (7 percent) are in the ECCAS region and the remaining five countries (17 percent) in EAC. Thus, the region with the highest representation of countries offering FNE in primary school curricula is SADC – all countries from this region in the survey sample offered the subject.

Figure 3.15 shows that FNE is primarily integrated in other curriculum subjects. Only 14 countries offer it

as a stand-alone subject, as food and nutrition and/or home economics.⁹ The figure shows that food and nutrition content is mainly integrated in biology or science subjects in 19 countries (37 percent of respondents), and in social science (24 percent of respondents). Other subjects integrating food and nutrition are health and physical education, agriculture, life skills and environmental science. However, these subjects were mentioned by only six countries (12 percent of respondents).

FIGURE 3.15 Curriculum subjects integrating food and nutrition education



⁹ Food and nutrition are combined here with home economics since it is not uncommon to find home economics and/or food and nutrition offered in a school. Food and nutrition content is a major part of home economics.

3. FINDINGS AND DISCUSSION

Only 28 countries overall responded to the question on the school level or grade offering nutrition content. Available information shows that it is integrated in science/biology or social science from Grade 1 to Grade 6.¹⁰ However, more countries indicated inclusion of nutrition in Grades 3, 4 and 5, compared with the numbers for Grades 1 and 2.

In Grade 1, the subject is likely to be taught only once a week but more frequently (twice or three times a week) in the upper grades and mainly integrated in science and social science subjects. The inclusion of FNE in the curriculum is a matter for the Ministry of Education and is dealt with by the units dealing with curriculum development for primary school education.

This may imply that nutrition content is more significant in the middle grades in primary school.

Home economics/food and nutrition also feature more prominently in the higher grades (4, 5 and 6) than in the lower grades.

Tools/materials used in food and nutrition education

When asked about the different tools or materials used to convey food and nutrition information, posters were mentioned (see **Table 3.24**) by 93 percent of respondents (in 27 countries); school gardens in 25 countries (86 percent of respondents); and school meals as a tool for learning in 14 countries (48 percent of respondents). Electronic tools (television, videos and computers) and materials such as textbooks and teacher guides were less frequently mentioned.

TABLE 3.24 Tools used in providing food and nutrition education/information

Tools/Materials Used	No. of responses per material/tool used
Posters	27
School gardens	25
School meals	14
Video, Television or computer-based information	3
Curriculum materials (textbooks and teachers guides)	2
Flyer, pamphlets	1

Note: missing countries: 11.

School gardens

Country respondents in 32 countries (78 percent) acknowledged that there are school gardens but there was limited information as to actual numbers of

primary schools with school gardens. A total of 41 percent of country respondents saw school gardens as being extremely important or important to some extent, as shown in **Figure 3.16** (13 percent and

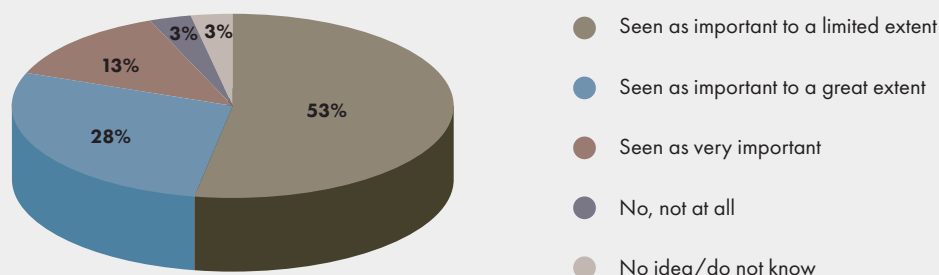
¹⁰ Schoolchildren in these grades are in the 7 000 days of life period. <https://www.unscn.org/uploads/web/news/document/School-Paper-EN-WEB.pdf>

3. FINDINGS AND DISCUSSION

28 percent, respectively). More than half these countries (53 percent) felt that school gardens are important only to a limited extent. Nevertheless, the

Ministries of Education do not provide any direction on school gardens.

FIGURE 3.16 Extent to which school gardens are viewed as important



People engaged in school food and nutrition education activities

At school level, FNE is mainly presented as part of the curriculum and is therefore a teacher activity as shown in **Table 3.25**. The subject is taught by science/biology teachers, as mentioned

in 20 countries (74 percent of respondents); social science teachers (nine countries); and food and nutrition/home economics teachers (nine countries). In addition, the school feeding coordinator was mentioned in eight countries as a person engaged in FNE activities.

TABLE 3.25 People engaged in school food and nutrition education activities

Person supporting FNE	No. of Responses
Food and nutrition/home economics teacher	9
Biology/other science teacher	20
Social science teacher	9
School feeding coordinator	8
Other, specify	13
Missing/no response: 14	

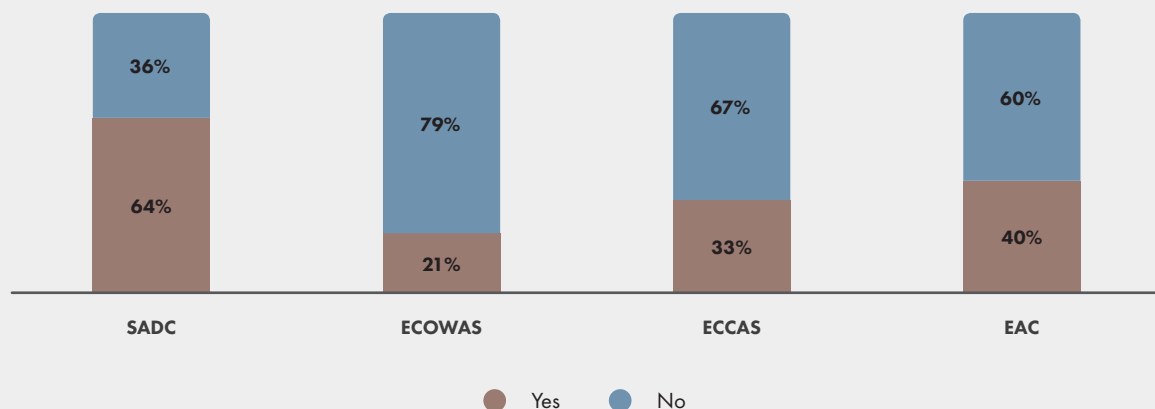
3. FINDINGS AND DISCUSSION

Food and nutrition education as part of school feeding programmes

In the current survey, a few countries (15 countries or 37 percent of total sample) indicated that they offer FNE as part of the school feeding programme, while 51 percent said they did not. Many of these countries (60 percent) are in the SADC region. However, there are differences in the number of countries involved in the individual

regions as shown in [Figure 3.17](#). Of the 14 countries in SADC, nine country respondents (64 percent) affirmed that they provide FNE, while in ECOWAS, with a similar number of countries in the survey, respondents in only three countries (21 percent) said they provide FNE. ECCAS and EAC had a small sample (three and five countries, respectively); the proportion of countries providing FNE are 33 and 40 percent, respectively.

FIGURE 3.17 Food and nutrition education as part of school feeding programmes: regional perspective



Note: missing = five; n=36.

FNE is not generally offered as part of school feeding programmes except in SADC. The school meal is not often used as a learning tool, with less than half the countries (48 percent) adopting school meals as an educational tool (as previously shown in [Table 3.24](#)).

Food and nutrition training for school food service providers

In line with school feeding standard practice, the survey findings show that some training is being

given to the main service providers in more than half the countries in the survey sample (see [Table 3.26](#)). These are the cooks, mentioned in 27 of 35 (87 percent) responding countries; staff in charge of food storage (23 countries or 74 percent); and the teacher in charge of school feeding, mentioned in 25 (81 percent) of responding countries. Few countries mentioned parents or parent associations and farmers/farmer organizations as recipients of FNE (17 and 13 countries, respectively).

3. FINDINGS AND DISCUSSION

The main areas of training for cooks are in food preparation, food hygiene and food safety. Staff in charge of food storage receive training in food safety, food hygiene, food storage, stock taking

and inventory management. The teachers in charge of school feeding are trained in food safety and the nutritional value of foods.

TABLE 3.26 Food and nutrition education for service providers

Food and nutrition education for service providers (multiple response)	No. of responses/ / countries per service provider
Cooks	27
Food suppliers	10
Staff in charge of food storage	23
Teacher in charge of school feeding	25
Small-scale farmers /farmer organisations	13
Parents/parent association	17

Note: missing = six.

Management of food and nutrition education programmes

Although FNE in the curriculum is under the education sector, the units that oversee and manage school feeding are not necessarily the same as those that manage FNE delivery. In 44 percent of countries, respondents indicated that school FNE is managed under the same unit while the units managing school feeding programmes and those managing SFN education

in the curriculum are not the same in 39 percent of countries, although they may reside in the same ministry or sector, usually the Ministry of Education.

Nutrition education is primarily delivered as part of the curriculum in several subjects as mentioned above, but there are some instances where other units such as those involved in school health (e.g. in Ghana) also have responsibility for nutrition education, although not usually as part of school feeding.

3. FINDINGS AND DISCUSSION

3.4. SECTION 3. Weaknesses and challenges of existing school feeding programmes

Several school feeding challenges were mentioned by respondents in the open-ended question. These challenges have been consolidated and are given below.

- ▶ Low coverage of school feeding programmes in most countries.
- ▶ School feeding programmes continue to rely heavily on external funding in most countries.
- ▶ Insufficient financial, human and technical resource capacities.
- ▶ General lack of nutrition guidelines for school meals.
- ▶ Nutrition-related guidelines (national dietary guidelines and specific food guidelines for school meals) are lacking in most countries.

- ▶ Low or weak institutional arrangements to support school feeding.
- ▶ Insufficient school FNE training.
- ▶ Poor or inadequate quantity and quality of meals.
- ▶ Poor facilities (kitchens and storage facilities) for school feeding.
- ▶ Lack of M&E.

A general observation from the above is the frequent mention of lack of capacity, whether it be insufficient human and technical resource capacities, low or weak institutional arrangements or insufficient FNE training. ●

4. CONCLUSIONS & RECOMMENDATIONS

4.1. Conclusions and recommendations on general aspects of school meals/feeding programmes in africa

Conclusions on coverage, targeting and objectives

The survey indicates that coverage of school feeding programmes remains low, targeting mainly food insecure and/or poor regions, with the main objectives of education and alleviation of hunger. Less attention is dedicated to ensuring that the nutritional needs of school-age children and the economic/agricultural development needs of farming households are met.

Recommendations on coverage, targeting and objectives

School feeding programmes should expand not only their coverage but also their objectives

beyond educational and hunger alleviation outcomes. A programmes should be perceived as a multidisciplinary rural and economic development strategy with multiple win-win scenarios.

Establishing key targeting areas and vulnerable groups could help to ensure coverage and gradually improve it to extend to more groups of schoolchildren until universal attendance is achieved. Setting up a good monitoring system helps to ensure coverage.

4.2. Conclusions and recommendations on enabling policy, legal and institutional environment

Policy and legal environment – conclusions

The survey indicates that most countries do not have a specific school feeding policy/legislation. In many cases, school feeding programmes are expressed within other policy/strategy documents such as in FNS and/or in school health policies. Furthermore, school feeding is not clearly identified in agriculture policies on the whole.

Beyond qualified nutrition staff, there was also a general observation that there are not enough human resource capacities for school feeding.

The survey results further show that there are few countries with specific legislation on local procurement.

Policy and legal environment – recommendations

Development of a comprehensive SFN policy and legislation is considered an essential tool to guide successful participation in and implementation of the programme by different stakeholders. Because of the complex multisectoral nature of SFN, the need to ensure coherence within all relevant sectors and policies such as social protection, agriculture,

4. CONCLUSIONS & RECOMMENDATIONS

education, health and nutrition is essential. A legal and institutional assessment could be the first step in providing specific recommendations on a country basis in order to develop a deeper analysis on how to improve the legal environment and create specific policies for SFN programmes. This assessment should involve existing legislation on local food procurement and legislation on nutrition education.

Funding and institutional arrangements – conclusions

The survey indicates that most governments do not fully fund their school feeding programmes and while most countries reported having either a specific budget line or financial support under a different line, the regularity of financial flows remains a problem. Although the amounts of funding in many cases seem significant when compared with coverage, they remain low in most countries (only two countries have 100 percent coverage and 100 percent national funding).

The survey suggests that governments have established specific units or departments to oversee

school feeding, mostly linked to the Ministry of Education, but it is not clear how well these function. Other sectors state having a specific unit dedicated to SFN within other entities, namely the Ministry of Health and Ministry of Agriculture.

Funding and institutional arrangements – recommendations

A strong multisectoral strategy is recommended in order to ensure that all relevant sectors of government become actively involved in the design, implementation and monitoring of the programme, while ensuring adequate financial allocations to all relevant sectors or stakeholders and institutions.

It is necessary to investigate the specific capacities that need to be addressed in individual countries together with appropriate strategies for their resolution. The creation of a stand-alone institution such as a foundation, agency or institute with multidisciplinary and multisectoral representation could provide cohesion for comprehensive and cohesive coordination.

4.3. Conclusions and recommendations on inclusive procurement and the value chain

Local procurement– conclusions

The survey indicates that most countries are currently using a hybrid model of procurement in which they decentralize the purchase of certain local foods, while maintaining a centralized approach for others (mainly cereals and oil).

Even though countries are transitioning towards greater procurement of national/local foods, it

is not clear that this strategy is directly benefiting smallholder farmers.

Most countries signalled concern about the ability of smallholder farmers to meet the demand for school food. The survey indicates that smallholder farmers receive no information on school food requirements.

Although many countries have expressed the desire to procure school foods locally, no reference

4. CONCLUSIONS & RECOMMENDATIONS

has always been made to the role of smallholder farmers as potential beneficiaries of Institutional Procurement Programmes (IPPs).

The data suggest little involvement from Ministries of Agriculture at the design and implementation stage of school feeding programmes.

Local procurement – recommendations

Home grown school feeding aspires to benefit not only school-age children but also smallholder farmers. In order to achieve this objective, it is necessary to apply a human rights-based approach, envisioning smallholder farmers not only as service providers but also as direct beneficiaries. This objective can be better achieved if SFN programmes become part of social protection and rural development strategies.

Greater involvement from the Ministry of Agriculture in the planning, implementation and

monitoring of HGSP is essential in order to promote a comprehensive rural development strategy.

- ▶ The involvement of rural extension workers in the implementation of HGSP would promote the participation of smallholder farmers more effectively.
- ▶ Development of national specific HGSP procurement strategies and guidelines, based on an adapted and supportive legal framework specifically aimed at supporting smallholder farmers, is strongly recommended.
- ▶ Further collaboration between social protection and the agriculture sector in supporting vulnerable households and smallholder farmers should be promoted, primarily looking at the issue of targeting within cash transfer programmes + technical assistance + agricultural inputs.

4.4. Conclusions and recommendations on meals and a healthy food environment

Planning school meals and use of local foods – conclusions

Most countries provide only lunch as a school meal. However, this can impact negatively on the objective of improving educational performance, since more than half the countries have primary school all day. The survey shows that most of the countries in the region plan school meals primarily within the educational sector with specific school feeding unit staff. Nevertheless, WFP and the Ministry of Health also have a planning role in 16

countries. It is important to highlight here that most countries do not have nutrition staff assigned to school feeding programmes.

Although most respondents agreed that school meals should be prepared with local food, the survey results showed that there is still a gap in local procurement to fulfil this objective (see Chapter 3).

4. CONCLUSIONS & RECOMMENDATIONS

Planning school meals and use of local foods – recommendations

While the responsibility of school meals planning should lie with a single entity, an inclusive and multisectoral approach is considered essential in the transition towards a sustainable SFN model since there is mutual sharing of pertinent information among the different stakeholders. For example, it is necessary to identify agricultural capacities, traditional food habits and nutritional needs for school meals to be responsive to local needs and tastes.

Nutrition standards and guidelines for school meals – conclusions

The survey indicates that most countries within the region do not have national food-based nutrition standards or guidelines to support the planning of school meals (although respondents in 17 countries stated that they have national dietary guidelines). This lack of global guidelines also implies that in most countries there are no specific nutrition

guidelines for school meals or overall guidelines on the proportion of nutrients to be provided as a percentage of RDA. The results showed that some countries use 30 percent of RDA as a benchmark.

Nutrition standards and guidelines for school meals – recommendations

The development of national nutrition standards and guidelines for school meals will support the achievement of better nutrition outcomes within school feeding programmes and help HGSF to become more nutrition sensitive. Nutrition standards are considered a cornerstone for the development of school meals planning under a multisectoral approach, ensuring that planned meals meet the nutritional needs of schoolchildren. School food and meals guidelines should be context specific and provide recommendations on the food and drink to be provided, restricted or eliminated and, at the same time, elaborate on the energy and nutrient requirements of an average school meal.

4.5. Conclusions and recommendations on food and nutrition education

Food and nutrition education – conclusions

The survey shows that in many countries FNE is offered as part of a science or social science subject and not as a stand-alone subject, with relevant content being covered in Grades 1 to 6. In addition, the survey suggests little integration between FNE and school feeding-related activities and/or programmes. FNE is offered once or twice a week in the lower grades (1 and 2), while it is

more frequent in the higher grades. The person in charge of FNE is usually the science or biology teacher, although the school feeding coordinator may have this role in some countries.

The main tools used for FNE in schools are visual objects such as posters. FNE manuals are used rarely in primary schools. School gardens are also used as a tool (86 percent of respondents) and are acknowledged across countries, but it was not possible to establish the extent to which they exist

4. CONCLUSIONS & RECOMMENDATIONS

in schools and are used for pedagogic purposes (only a few countries responded). School gardens do not receive direct guidance from the Ministries of Education.

FNE is offered as part of school feeding programmes in some countries even though more than half the respondents stated that they did not provide this type of education.

FNE is offered to school food providers such as cooks (87 percent) or people in charge of food storage but in only a few countries is it offered to farmers and/or parent associations. FNE is managed by the school feeding unit and oriented towards food safety and hygiene.

Food and nutrition education – recommendations

FNE should be further evaluated to determine the competencies and approaches that will ensure

behavioural change and the promotion of healthy eating habits.

Opportunities must be explored for integrating practical FNE in implementation of HGSP programmes both within and outside the curriculum.

All relevant stakeholders involved in HGSP (school-age children, parents, teachers, school cooks and the school community in general) should be considered beneficiaries of FNE.

School gardens should be appreciated and supported exclusively as a practical pedagogical tool for the promotion of FNE.

Community gardens could be considered as a local strategy to explore food production for complementary purposes within HGSP programmes.

4.6. Overall conclusions

This overview found that current school feeding programmes implemented by governments in 41 countries still face a myriad of challenges including low coverage; no dietary guidelines; no policy or legislation supporting local purchase from smallholders; poor sectoral coordination with weak M&E; and weak policy frameworks.

Findings suggested that of the 41 countries surveyed only four had no national school feeding programmes. However, most current school feeding programmes are designed mainly to increase school attendance and retention by addressing hunger and, to a lesser extent, to

improve nutrition, support local agriculture and empower communities. FNE was not prioritized in curricula or connected with school meals programmes. The analysis found that school meals programmes in Africa are often implemented as safety net measures in areas with low enrolment and high dropout rates, regions with high levels of malnutrition, and arid and semi-arid regions as well as those prone to conflict. Findings also suggest that there is strong government interest in procuring foods for school meals from local smallholder farmers but there are no pro-smallholder farmer policies and legal strategies to support this interest. Furthermore, standard public procurement

4. CONCLUSIONS & RECOMMENDATIONS

rules and practices are often incompatible with smallholder business models and rural realities. This exclusion represents a key barrier for local smallholder producers to access these markets.

With regard to nutrition-sensitive linkages, planning of most school meals lacks overall guidelines on food safety and nutritional standards, including the proportion of nutrients to be provided as a percentage of RDA. Despite the conducive institutional framework for improving school meals and FNE in school settings, the potential of SFN initiatives is not fully harnessed for creating healthy eating patterns in pupils. The diversity of the school diet is in most cases extremely low, with little attention paid to health, sanitation and hygiene education.

Other gaps identified include lack of sustainability because of high dependency on donor funding; low coverage of school meals; little political will and insufficient government ownership; insufficient financial, human and technical resource capacities; lack of nutrition guidelines or standards for school meals; inadequate quantity and quality of school meals; poor infrastructure; and inappropriate M&E mechanisms.

A sustainable SFN programme can be improved by targeting the following six main areas.

- Area 1** › Increased political commitment and investment in SFN are advocated.
- Area 2** › Enabling policy and regulatory frameworks for SFN programmes are supported at country level.
- Area 3** › Local smallholders and their organizations are supported so that they can supply safe and diversified nutritious food for school meals.
- Area 4** › Nutrition guidelines and/or standards are developed to promote adequate, safe, nutritious and diversified school meals, and a healthy food environment where possible.
- Area 5** › FNE is integrated within school meals programme and the whole school and in line with best practices initiatives.
- Area 6** › Strong accountability mechanisms for sustainable SFN are in place at country, regional and continental levels. ●

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6. ANNEX 1



Food and Agriculture Organization
of the United Nations

REGIONAL STUDY ON THE STATE OF THE ART OF NATIONAL SCHOOL FOOD & NUTRITION PROGRAMMES IN AFRICA: SURVEY QUESTIONNAIRE

Introduction

Within the context of the Brazil – FAO International Cooperation Program, the United Nations Food and Agriculture Organization (FAO) has developed the following survey on the status of national school food and nutrition programmes in Africa to provide a better understanding of on-going national efforts related to SFN among Sub-Saharan African countries, while identifying key areas for potential collaboration and technical support. Specifically, the study will;

- i) Provide a regional perspective on the status of SFN programmes and policies in Africa
- ii) Identify the main result areas, needs, challenges and opportunities in the delivery of school food and nutrition programmes in Africa, with particular emphasis on the nutritional and agricultural components of existing school feeding programmes
- iii) Identify priority areas of technical assistance for FAO and the Brazilian Government's intervention on SFN in Africa.

You have been identified as a key person in your country to provide information for this study. Thank you for your willingness to complete this questionnaire. Please be assured that the study will not identify you by name and any personal views or information will be kept confidential and your answers reported anonymously.

The questions asked in this questionnaire relate to school feeding/Home grown school feeding (HGSF)/school food and nutrition programmes (SFN) undertaken in primary schools. For uniformity of data collected across countries, information provided should refer to primary school **AND NOT** secondary school food and nutrition programmes.

THE QUESTIONNAIRE MAY BE COMPLETED BY A SENIOR NATIONAL LEVEL STAFF RESPONSIBLE FOR SCHOOL FEEDING, HOME GROWN SCHOOL FEEDING OR SCHOOL FOOD AND NUTRITION PROGRAMMES. HOWEVER TO ADEQUATELY COMPLETE THE QUESTIONNAIRE, INFORMATION SHOULD BE DERIVED FROM VARIOUS SECTORS, TO INCLUDE EDUCATION, HEALTH AND AGRICULTURE.

A FAO FOCAL PERSON IN THE COUNTRY OFFICE WILL SUPPORT THE DATA COLLECTION EXERCISE AND ENSURE THAT THE QUESTIONNAIRE IS COMPLETED.

GENERAL INFORMATION

1. PERSONAL INFORMATION

NAME OF RESPONDENT:

NAME OF ORGANISATION/EMPLOYER:

POSITION/TITLE IN ORGANISATION

CITY/TOWN

COUNTRY

6. ANNEX 1

2. GENERAL SCHOOL FEEDING PROGRAMME INFORMATION

2.1 Is there a school feeding programme in the country? 1. Yes ☐ 2. NO ☐

2.2 If yes, which of the following best describes where the school feeding programme operates? (Check all that apply)

1.Public primary schools	<input type="checkbox"/>
2.Private primary schools	<input type="checkbox"/>
3.Do not know	<input type="checkbox"/>
4.Other (please specify)	<input type="checkbox"/>

2.3 Indicate if the primary schools in the country are half day or full day

1. Half day ☐ 2. Full day ☐

2.4 Which year did the school feeding programme start? _____

PROVIDE CURRENT DATA (2015/16) ON THE FOLLOWING TO THE EXTENT POSSIBLE

	DESCRIPTION	MALE	FEMALE
2.5	Population of school going children 6-12 years in country	<input type="text"/>	<input type="text"/>
2.6	Total number of children in the country enrolled in primary school	<input type="text"/>	<input type="text"/>
2.7	Number of primary school children benefiting/receiving school meals	<input type="text"/>	<input type="text"/>
	DESCRIPTION	TOTAL NUMBER	
2.8	Total number of primary schools in the country (public and private)	<input type="text"/>	<input type="text"/>
2.9	Number of primary schools covered by school feeding	<input type="text"/>	<input type="text"/>
2.10	Number of academic school days for primary schools	<input type="text"/>	<input type="text"/>
2.11	No of school days/months a year that meals are served to prim. school children	<input type="text"/>	<input type="text"/>
2.12	No of School days/months a year that meals are served to prim. School children with government funding	<input type="text"/>	<input type="text"/>

2.12 Does the country have universal primary school feeding (feeding for all school children)?

1. YES ☐ 2. NO ☐

2.13 If answer is NO, Are there regions or districts in the country prioritised for school feeding?

1. YES ☐ 2. NO ☐

2.14 If yes, what are the criteria/reasons for prioritising these areas?

1.Food insecure or poor regions	<input type="checkbox"/>
2.Areas with high levels of malnutrition	<input type="checkbox"/>
3.Arid and semi-arid areas	<input type="checkbox"/>
4.Conflict prone areas/zones	<input type="checkbox"/>
5.Other (specify)	<input type="checkbox"/>

2.15 Is there a specific criteria at school level for qualifying /selecting children to receive meals ?

1. Yes ☐ 2. NO ☐

2.16 What are the food/nutrition and health issues regarding school-aged children in your country? (Check all that apply)

1.Child under nutrition (stunting, wasting, micronutrient deficiencies)	
2.Child over nutrition (overweight, obesity)	
3.Children come to school hungry	
4. Low availability of healthy food* options	
5.Non affordability of healthy food options	
6.Poor hygiene, poor water and sanitation conditions	
7.Worm infestation	
8. Diseases- those commonly affecting children's food intake and school attendance i.e malaria, eye disease. Please specify	
9. Other-please specify	

**Healthy Food Options refer to foods other than cereals and other starchy foods that may dominate a diet on a day to day basis. It is expected that other nutrient rich foods such as local fruits and vegetables, meats, milk and dairy products, legumes, pulses and nuts should also be consumed. The key to healthy eating is to consume a variety of foods (from at least 4 different food groups).*

2.17 What are the objectives of the school feeding programme? (Check all that apply)

1. Alleviate hunger	
2. Reduce child under nutrition (wasting, micronutrient deficiencies)	
3. Reduce child overnutrition (overweight, obesity)	
4. Teach children healthy eating habits	
5. Improve educational attainment and performance	
6. Improve school enrolment and attendance	
7. Support local agriculture and empower community	
8. To support food and income transfer as part of social protection	
9. Improve school attendance for boys	
10. Improve school attendance for girls	
11. Provide nutritionally balanced school meals incorporating foods from different food groups (i.e cereals/starches, beans and/or other legumes, meats, dairy products fruits and vegetables)	
12. Other (please specify)	

6. ANNEX 1

3. SCHOOL MEALS

- 3.1 What is the nature of school meal generally offered across the country? Is it a breakfast, lunch or snack?

1. A breakfast (morning)	
2. Lunch (mid-day)	
3. Mid –morning snack	
4. Mid-morning lunch	
5. Both breakfast and lunch	
6. A snack and lunch	

- 3.2 How many times in a week are meals served to school children?

No of times/week

- 3.3 In your opinion, do you agree that the school menu is prepared using local food (reflects the local diet/food habits)? Tick the box that most reflects your informed opinion on the menu .

1. Strongly disagree	
2. Disagree	
3. Neutral	
4. Agree	
5. Strongly agree	

- 3.4 Who is responsible for planning the school meals?

1. Ministry of education school feeding programme (SFP) staff	
2. Ministry of education SFP staff with ministry of health Nutrition staff	
3. Nutritionist /dietician in ministry of health	
4. WFP/Other Development Partner designed menu	
5. School feeding programme committee*	
6. Other, specify: -	

* Specify committee stakeholders

- 3.5 What is the estimated (budgeted) cost of the school meal per child per year?

Currency _____ Amount _____

4. NUTRITION GUIDELINES/STANDARDS FOR SCHOOL FEEDING/SCHOOL MEALS

- 4.1 Does the country have National Dietary Guidelines? 1. YES ☐ 2. ☐

- 4.2 Does the National Government provide nutrition guidelines/standards to ensure the nutrition quality of school meals?

1.No, currently developing	
2. No, not currently developing	
3. Yes, have current guidelines	
4. Yes, currently under revision	
5. Do not know	

- 4.3 Are there **food-based standards/guidelines** in place (for food and beverages) provided to guide school meals, for example where they stipulate the quantities and/or number of servings of each of following foods?

Food group	Yes	NO
1.Fruits		
2.Vegetables		
3.Red meats (Ex: beef, pork)		
4.White meat (Ex: chicken, turkey)		
5.Fish		
6.Dairy products		
7.Non-animal protein food (Ex. beans, legumes)		
8.Oils and fats		

- 4.4 Are there guidelines on consumption or restriction of specific foods given to schools?

Food Item	Yes	NO
1.Salt		
2. Restriction on processed foods		
3. Restrictions on food fried in fat or oil		
4. Soft drinks (ex.sugar sweetened or artificially sweetened soft drinks incl soda)		
5. Beverages such as milk, fruit juice,		
6. Safe drinking water		
7. Other- Specify		

- 4.5 Are there any guidelines or standards on nutrient requirements (nutrient based standards) for food and beverages provided in school meals?

Nutrient	Yes	No
1.Energy		
2.Carbohydrate		
3.Protein		
4.Fat		
5.Vitamins- (specify)		
6. Minerals -(specify)		

- 4.6 Is there an overall guideline on the proportion of nutrients as a percentage (%) of the Recommended Daily Allowance (RDA) that the school meal should provide?

1. Less than 30% of RDA		5. 60-75%	
2. 30% of RDA		6. 80% of RDA	
3.30-45% of RDA		7. More than 80%	
4.60%of RDA		9. No guideline on RDA provided.	

6. ANNEX 1

- 4.7 Have there been guidelines/government restrictions on the sale of certain foods and beverages in schools (canteens) or immediate school environment?

1. YES ☐ 2. NO ☐

- 4.8 If yes, which food items and/or beverages are regulated or restricted? Indicate food or beverage items restricted in table as appropriate

Food items	Beverages

- 4.9 Does the school feeding programme use fortified foods or beverages as part of school meal?

1. YES ☐ 2. NO ☐

- 4.10 If YES, list the fortified food and which micronutrient(s) is added/made available.

Food fortified	Micronutrient (s) improved in food
1.	4.
2.	5.
3.	6.

5. SCHOOL FOOD AND NUTRITION EDUCATION AND TRAINING

- 5.1 Does your country have food and nutrition education offered as part of primary school education curricula?

1. YES ☐ 2. NO ☐

If answer is No, go to question 5.4

- 5.2 **If yes**, where is food and nutrition education provided?

1. Stand-alone food and nutrition subject	
2. Integrated in social science/social studies	
3. Integrated in Biology or other science subject	
4. Part of Home economics/Consumer Sc. subject	
5. Other (Please specify):	

- 5.3 At what level/grade is food and nutrition education offered in the country? Indicate below the subject, the levels/grades in which it is offered and times per week. Tick all that applies

Subject	Food & Nutrition subject	Biology/science subject	Social studies/social science subject	Part of Home Ec subject	Other-specify
Example: Grade 0	3Xweek	1X term (3month term)			
Grade 1					
Grade 2					

Subject	Food & Nutrition subject	Biology/ science subject	Social studies/social science subject	Part of Home Ec subject	Other-specify
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					

- 5.4 Do you have school food and nutrition education provided as part of school feeding programme i.e during the meal time, or specific nutrition education material developed to support school feeding?

1. YES ☐ 2. NO ☐

- 5.5 Do you have school gardens? 1. YES ☐ 2. NO ☐

- 5.6 **If yes**, are the school gardens viewed as an important part of nutrition education and training? **Indicate the extent to which nutrition education and training is seen as important**

1. No, not at all	
2. Seen as important to a limited extent	
3. No idea/do not know	
4. Seen as important to a great extent	
5. Seen as very important	

- 5.7 What is the purpose of school gardens? *(Check all that apply)*

1. To generate income	
2. To use the produce for school meal/ Supplement school meal	
3. Used for practical lesson in agriculture	
4. Used for both agriculture and food and nutrition education and training	
5. Other (Please specify) :	

- 5.8 What is the estimated number of primary schools in the country that have a school garden?

1. Number of schools 2. Do not Know

- 5.9 What methods are used for school food and nutrition education in schools? *(check all that apply)*

1. Lecture method	
2. Classroom discussion	
3. Practical demonstrations	
4. Interactive question and answer	
5. Do not know	
6. Other (Please specify) :	

6. ANNEX 1

5.10 What tools are used for school food and nutrition education? *(check all that apply)*

1. Posters	
2. School gardens	
3. School meal	
4. Video, TV or Computer based information	
5. Other (Please specify):	

5.11 Who is supporting the food and nutrition education activities in schools

1. Food and nutrition/home economics teacher	
2. Biology or other science teacher	
3. Social science teacher	
4. School feeding coordinator	
5. Other, specify	

5.12 Is food and nutrition education (to include nutrition value of food, food safety, food quality, food preparation) provided to cooks and other service providers involved in the school feeding programme? Check all that applies

Food and nutrition education provided to following service providers	Yes	NO	Specify main area of education provided, i.e food safety, nutrition value of food, etc
1.Cooks			
2.Food suppliers			
3. Staff in-charge of food storage depots			
4.Teacher in charge of school feeding			
5. Small Scale Farmers /farmer organisations			
6. Parents/parent association			

6. LINKING SCHOOL FOOD AND NUTRITION WITH AGRICULTURE AND LOCAL PROCUREMENT

6.1 Which is the dominant school feeding programme **procurement** model in the country.

1. Country operates a centralised school feeding model where food procurement/purchase is done by government at national level	
2. Country operates a decentralised school feeding model where procurement or food purchase is done by schools	
3. Country operates both centralised and decentralised school feeding models	

- 6.2 Where are the main food items in the school feeding programme sourced from? Indicate in the table below, the source of food and percentage of total food requirement from that source?

Source of food	Type of food (s) purchased from source	Aprox Percentage (%) of food from this source out of total requirement
1.Food is bought from local market/businesses		
2.Food is grown and purchased from other regions in the country		
3.Food is purchased directly from local small scale farmers/farmer organisations/community groups		
4.Food is imported from outside the country		
5. Other-specify.		

- 6.3 For the food commodities that are purchased directly from local farmers, would you say the farmers are regularly able to supply the food amounts they commit to supply for the school term?

1.Farmers are able to supply the total amount of school food required as per contract regularly	
2.Farmers are only able to supply some (more than 50%) but not all of the food required on the contract	
3.Farmers are only able to supply a small part (less than 50%) of food required on the contract	
4.Other	

- 6.4 Are farmers informed ahead of time on the school food requirements?

1. YES ☐ 2. NO ☐

- 6.5 Do the farmers receive specific food and nutrition information as part of extension service?

1. YES ☐ 2. NO ☐

7. POLICY AND LEGAL ENVIRONMENT

- 7.1 Does the country have a specific school feeding policy ?

1. YES ☐ 2. NO ☐

- 7.2 If answer is NO, Is school feeding expressed in any other policy/strategy documents?

1.School feeding mentioned in social protection policy	
2.School feeding mentioned as market intervention in agriculture –small holder agric development	
3.School feeding expressed in food and nutrition security policy	
4.School Feeding mentioned as a component of School health /or school health and nutrition policy	
5.Other-specify	

6. ANNEX 1

- 7.3 Is there any national policy, legislation or guideline document (in Education, agriculture, nutrition) that stipulates the purchasing of local food for school meals from small holder/family farmers? 1. YES ☐ 2. NO ☐

- 7.4 If Yes, how much of the total school food supply should come from local small holder farmers?

1. No specific guideline provided	
2. Less than 30%	
3. 30% or more	
4. Other-specify:	

- 7.5 Is there any policy or guideline document on promoting food and nutrition education in schools? 1. YES ☐ 2. NO ☐

8. FINANCIAL CAPACITY

- 8.1 Is school feeding funded 100% through a national budget? 1. YES ☐ 2. NO ☐

- 8.2 If NO, What proportion (%) of the school feeding budget is funded by government, and what proportion is funded by other agencies? Indicate all that applies and the respective proportion (%) of funding.

Government or Agency funding	%
1.Funding by Government	
2.Funding by International development partner-specify	
3. Funding by local development partner/private sector-specify	
4.School feeding is funded through a donation	
5. School feeding funded through parent teacher association (PTA)	

- 8.3 For the proportion of funding provided by government, What is the total budget on average spent on school feeding per year?

Currency _____ Amount _____

- 8.4 For the funding provided by government, Is there a specific budget line for school feeding?

1.No budget line for school feeding	
2.Money for school feeding is budgeted under another line item or drawn from another sector line item	
3.Yes, there is a specific budget line for school feeding voted in cabinet	
4.Other –specify	

- 8.5 What is the total annual expenditure on school feeding from all sources?

Currency _____ Amount _____

- 8.6 How regular (amount and timing) is the flow of funds provided by government for school feeding?

1. Government funding is irregular, does not come on time	
2. Government funding is not assured. May or may not be available	
3. Government funds are budgeted and disbursed on time	
4. No Government funds available	

9. INSTITUTIONAL ARRANGEMENTS AND COORDINATION

- 9.1 Is there a specific Ministry/Sector or Institution in charge of managing and implementing school feeding? 1. YES ☐ 2. NO ☐

- 9.2 If YES, name the Sector/Ministry or Institution responsible for school feeding.

- 9.3 Is there a dedicated national level unit or department in the specified sector (9.2) which is responsible for school feeding?

1.No, there is no dedicated unit at national level to manage and implement school feeding	
2.Yes, there is a dedicated national level unit to manage and implement school feeding	
3.No need for unit. School feeding is managed by external partner	

- 9.4 Is school feeding and school nutrition education programmes managed under the same unit within the ministry or institution? 1. YES ☐ 2. NO ☐

- 9.5 If answer to 9.4 is NO, which unit and sector/ institution has a responsibility for school **food and nutrition education**? _____

- 9.6 Is there a nutritionist on the staff that manage school feeding in the country?

1. YES ☐ 2. NO ☐

- 9.7 Are there other sectors or organisations that are directly or indirectly involved with school feeding and what is their role?

Institutions/sectors involved with school feeding	Role-Specify
1.Ministry of Education	
2. Ministry of Local Government	
3. Ministry of Agriculture	
4. Ministry of Health	
5. Social Protection	
6. NGO/Private sector - Provide name	
7.International NGOs-provide name (s)	

6. ANNEX 1

8.UN-World Food Programme (WFP)	
9..Other (Please specify):	

9.8 Is there a mechanism to coordinate the different school feeding role players?

1. No, there is no coordination mechanism in place	
2. Yes, there is a coordination unit or staff in place	
3. There is a multisectoral steering committee for school feeding	
4. There is an informal coordination system for school feeding	
5. Other-specify	

10. Please provide your overall comment (or additional comments) on the existing school feeding and or food and nutrition education programme delivery in the country (Successes, weaknesses, Challenges)

Thank you for taking the time to provide information about your country's national school feeding/HGSF/school food and nutrition programme.

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