

**Training Manual**

**For**

**School Feeding through:**

**Decentralized Community Procurement**

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# Introduction

The goal of the school feeding programme is to “Establishing the foundation for a Nationally-Owned Sustainable School Feeding Programme” (2020), is to develop the requisite capacities during the transition to a nationally-owned and managed sustainable HGSFP. A key goal is the implementation of the local procurement programme initiative to reinforce the link between school feeding and local agricultural production. The programme will link sclool feeding to small holders farmers therefore is supported by the Food and Agricultural Sector Development Project (FASDEP), being implemented by the Ministry of Agriculture and EU’s MDG 1C initiative, jointly being implemented by FAO and WFP. Through the FASDEP project, the Government has requested WFP to manage resources mobilized to assist 22,924 school children (11,115 boys and 11,657 girls and 152 women community cooks) in Lower River and West Coast regions that are currently funded by them and will be under full government responsibility by 2017. The school feeding programme targets a total of 125,055 pre and primary school students, in total. The commodities in the current food basket constitutes cereal (Rice), proteins (yellow split peas), fats and oils and other (Salt).

A project mid-term evaluation was commissioned by the WFP and Ministry of Education, simultaneously with that of the EU component. Both evaluations highlighted the numerous constraints in the implementation of the local procurement pilot initiative. Despite significant achievements in procuring from local farmers, a lot of constraints were encountered. According to the mid-term evaluation report, only 12% of the food commodities planned for local procurement for 2014 were procured, due to the steps involved in the local procurement process.

During the mid-term review meeting of December 2014, it was recommended that cash transfer modality be introduced as a pilot to ensure greater involvement of the communities in the process and bring the procurement process nearer to the schools. This was also a recommendation of the independent evaluation by EU, also concluded in December 2014.

The Government would like two systems of local cash transfers to be piloted in line with the recommendations of the 2014 SABER exercise and School Feeding masterplan (2014-2020):

1. **Decentralized Community Procurement**

2. **HGSF Caterer system**

* 1. **Objective of the Cash Based Transfer Pilot Scheme**

The main objective is to pilot decentralised modalities of school feeding programme in the Gambia using cash based transfers. The pilot cash based transfers initiative with the main objective of intends to:

1. ~~E~~xplore the most cost effective, affordable and accessible school feeding model.

2. Ensure a sustainable and manageable initiative driven by community ownership and partnership through active involvement of stakeholders at central, regional and community level, reinforcing government ownership, empower communities and increase community participation. We can remove all in yellow

3. Support smallholder farmers and contribute for development of local economy – by creating a reliable market and purchasing from local farms and lumos

4. Ensure timely procurement and delivery of rations to schools.

5. Ensure a nutritionally-balanced food intake that ~~food basket to~~ meet the required kilo calories per day~~,~~ by promoting a local food basket, including consumption and intake of vegetables and fruits.

## Justification for Cash Based Transfers

Firstly, the local procurement feasibility study (August 2014) concluded that the capacity exists to produce the required food commodities locally, suggesting that the problem lies in the rather cumbersome central level procurement procedures and requirements that are not fully tailored to local realities.

Secondly, regional and community level capacities are being developed for greater involvement in school feeding implementation and management in preparation for full handover to the government by 2020. The best practice and lessons learnt of the proposed cash transfers pilot will serve as the basis for comparison with the current implementation modality that will facilitate informed decisions by the government on an appropriate system in a situation of full handover of responsibility.

To boost local economy and food security.

## Strategy for Implementation of Pilot Initiative

A feasibility assessment was conducted in June 2015 to select the pilot schools in regions, and favourable conditions for success, risks and mitigation measures. A total of 4 schools were selected from each of the six (6) regions (see list of schools in Annex ….). This brings the total to 24 schools, out of which:

(a) 12 schools will implement cash transfer to schools from WFP, through the Ministry of Education,

(b) 12 schools will benefit from transfers through the HGSF caterer system.

At the end of the pilot initiative, in July 2016, a lessons learnt session will be conducted, based on which the initiative will be scaled at national level, thereby promoting the link between school feeding and local agricultural production.

## OBJECTIVES OF THE MANUAL

The manual is **being developed** to acquaint all stakeholders on their roles and responsibilities **in the** **management**, implementation of either the Catering System, or the Decentralized Community Procurement of food commodities for School Meals Programme. As well as administrative structures to support this process; mechanisms for the establishment and management of the cash transfer models; Monitoring, evaluation and reporting mechanism will be put in place.

It is meant to also reinforce, capacities in the following SABER areas for sustainable ownership driven by consensus, leadership and participation of all stakeholders:

* Design and implementation of home-grown school feeding programmes
* Community participation

## How to Use the manual

.

The manual comprises of 4 Chapters and should be used as follows:

* Training of regional stakeholders: Chapters 1 - 4
* Training of schools, communities on decentralised community procurement for community transfer beneficiaries: Chapters 1, 2, 3
* Training schools, caterers and communities for catering system beneficiaries: Chapters 1, 3, 4

# Community Decentralised Procurement

This is a Cash Transfer to schools wherein communities will be provided with funds for purchase and preparation of daily school meals for students.

Principles that guide the community decentralized procurement procedures for the HGSFP are;

1. Competitive processes
2. Timing and cost effectiveness
3. Transparency
4. Accountability
5. Inclusivity

Schools will procure food and manage the programme through a competitive process in a transparent, accountable, inclusive manner and obtain value for money. Schools are encouraged to procure food from smallholder farmers, local suppliers and lumos as such procurement is the best value and in the best interest of the programme. The prevailing market prices should be used to determine the cost of food commodities. This entails gathering and analyzing market price information offered by Ministry of Agriculture, small holder farmers and local traders to determine the most competitive prices.

The structure involved in the Community Decentralized Procurement at school level is the Food Management Committee which comprises the following:

• Chairperson -LWSE Chair

• Vice Chair - appointed by the LWSE

• Secretary - Head Teacher

• Assistant Secretary - Also responsible for keeping records at school

• Treasurer – Mother’s Club member

• Assistant Treasurer- Head Cook

• Student rep - Head boy and Head girl

* VDC Secretary
* Garden Master

**How to determine the amount of food required**

The required quantities are compiled, based on the student enrolment, the number of school feeding days when meals will be provided, and the daily ration per type of food. The amounts to be purchased will depend on the total demand minus the inventories in existence at the schools.

The FMC shall use the formula provided in annex I to calculate the quantity of food to procure for the term.

**Market price determination**

In order to determine the market prices, the FMC shall conduct a market price comparison of commodities in the food basket. The market price comparison is carried out to provide schools with market information.

The market price comparison information will be collected from several sources including local markets, Ministry of Agriculture etc. This information could be collected using effective and innovative methods such as observation, phone calls, referrals, local dailies etc as may apply to individual schools.

**Commodities to be purchased in the food basket and frequency of purchase**

|  |  |  |
| --- | --- | --- |
| **Commodity** | **Frequency of purchase** | **Where to purchase…** |
| Rice | Termly | To purchase from smallholder farmers |
| Millet/maize | Termly | To purchase from smallholder farmers |
| Cassava/Sweet potatoes | Weekly | To be purchased at lumo/village level |
| BEANS, DRIED | Termly | To purchase from smallholder farmers |
| Groundnuts | Termly | To purchase from smallholder farmers |
| Locust beans | Monthly | To be purchased at lumo/village level |
| FISH, DRIED, SALTED | Monthly | To be purchased at lumo/village level |
| OIL | Termly | To smallholder farmers |
| LEAVES, DARK GREEN, e.g. Bissab/ Cre Cre/Green/Sweet Potato leaves | Weekly | To be purchased at lumo/village level |

## ROLES AND RESPONSIBILITIES

**Responsibilities of the Regional Directorate**

The Ministry of Basic and Secondary Education will prepare schedules for disbursement of funds and release circulars to the Regional Education Directors, stipulating the amounts due to each school and the period covered by the funds provided. The School Feeding Focal Point within the Directorate will inform head teachers once the funds are credited in the bank accounts.

## School Level – Head Teacher

The head teacher on notification that funds have been credited into the account shall convene Food Management Committee meeting to:

* 1. Notify them of the funds allocated to the school.
  2. Discuss the food requirements of the school based on the enrolment, feeding period and recommended food rations.
  3. Ensure principles and guideline of procurement are followed.
  4. Launch the procurement process based on prescribed steps for community level procurement[[1]](#footnote-1)
  5. Receipts to be provided on any procurement made at all levels, in case receipts are not available, a register to be made for them to sign or thump print.
  6. Purchases within the community to be encouraged at all levels

## Responsibilities of the Food Management Committee

1. To ensure the school opens an account
2. Ensure that the procurement process [[2]](#footnote-2)is followed and guidelines are adhered to[[3]](#footnote-3)
3. Identify potential sources of supply of commodities
4. Identify cooks (if necessary) and certify them
5. Ensure cooking utensils are available
6. Ensure a good source of water supply and assist the school with hand washing facilities
7. Proper sanitation facilities are available in schools
8. Cooks have current and valid health certificates
9. Food is stored safely in accordance with the Food Safety and Quality Authority Guidelines
10. Rations are in accordance with the agreed quantities for each commodity
11. Seasonal fruits and vegetables are utilized in the school food bowl
12. Ensure community contribution[[4]](#footnote-4), as agreed are provided on a timely basis

## Overall Process of the community decentralized procurement

### Operation of a School Meals Bank Account[[5]](#footnote-5)

The following shall apply:

1. Every school targeted for cash based transfers will open a special School Meals account.
2. Schools will be expected to provide the bank account details to the Regional Education Directorates (Name of Account, Account Number, Name of Bank and Name of Branch) to facilitate transfer of funds.
3. Signatories of the bank will be:
   1. Regional Education Director
   2. The head teacher
   3. Chairperson of the Food Management Committee (FMC)
4. All cheques drawn must be signed by ALL of the three stated signatories.
5. Payment to food suppliers for bulk supplies must be made by cheque.
6. The conditions of operating the School Meals Programme account will be similar to those of School Improvement Grant and in line with the Ministry of Basic and Secondary Education guidelines.

2.4.2. Documentation of the Management of Home Grown School Meals Funds

(Responsibility of the School Head – to be strictly monitored by the FMC)

Two files should be created at the school for record keeping;

* + 1. HGSF Operation File
       1. Attendance sheet
       2. Monthly return form
       3. Stack cards
       4. Ration Book
       5. Meeting minute
    2. HGSF Procurement file

Documents to be in the HGSF Procurement file;

* + - 1. Quotation – The quotations from interested suppliers must be filed as evidence of adherence to the procurement process (minimum of three (3) quotations)
      2. Minute – The minutes of the FMC Committee meetings on procurement (how much to buy and from whom) and other meetings should be captured in a specific hard cover minute book, detailing decisions made regarding utilization of HGSF funds.
      3. Purchase Agreement
      4. Delivery note / Waybill
      5. Invoice
      6. Payment Voucher
      7. Receipt

The following regulations shall apply to documentation:

1. All documentation regarding the cash transfer must be filed in the HGSF file.
2. The types of records to be kept and recording templates should be in accordance with the WFP /GPPA and the Ministry’s guidelines
3. The FMC records of purchase and daily rationing, daily expenditures, in kind contribution, stack cards, will serve as evidence of food utilization at school level.
4. Expenditures to be reconciled every week
5. The Ministry of Basic and Secondary Education/WFP will send auditors to audit school books before the end of each academic year.
6. To schedule an FMC handover meeting for outgoing heads to handover to the incoming head at a scheduled FMC meeting before leaving school, and ensure that everything is handed over

**Choosing the procurement modality**

There are two methods namely competitive tendering and direct negotiation.

* + **Competitive process / Tender:** This is the general policy and preferred method with a minimum of three quotations.
  + **By Direct negotiation**: This is only used in special circumstances and requires a special authorization by the FMC, on a case-by-case basis.
* **What are the circumstances that prompt the implementation of direct negotiation?**

Generally, it is used:

* + When less than three suppliers are available to participate;
  + When the urgency of the requirements is such that the delay in soliciting competitive bidding is unacceptable.
  + When there are donor restrictions or conditions.

### **Competitive Tendering for bulk purchases**

**Step 2: Tender advertisement**

Schools must confirm that funds have been credited into the school feeding account before they request for any quotations. The FMC shall request for quotations through public advertisements for the commodities to be procured through recognized local channels such as school notice board, Regional education directorates, nearby lumos, nearby mosque, community radio or any other announcement using appropriate media to reach the intended audience.

The FMC planning meeting should indicate channels and specific places where advertisements will be posted. The FMC will fill the **Tender Notice Form (TNF)** found in **Annex 4** which is the template for advertising tenders. The notice will give the Tenderers at least **14** calendar days to submit their tenders. The school is required to file a copy of the TNF in HGSF Procurement file for record keeping and audit trail.

* + 1. **Mandatory qualifications for a Tenderer/potential supplier**

To qualify as a supplier of food to schools, farmer organizations and traders must meet the following criteria:

**Tenderers must;**

1. Either be a farmer organization (FO) or a trader
2. Have a bank account
3. Be legally registered
4. Commodities offered are of interest to the HGSFP

**In addition, a trader must**

1. Have at least one year experience selling food commodities
2. Must have permanent store owned or rented in the county where school is based.
   * 1. **Tender Documents**

The FMC shall prepare **Tender Documents** **(TDs)** found in **Annex 5,** and issue these to interested Tenderers free of charge (tenderers may be required to photocopy) and without discrimination during school working hours.

* + 1. **Tender submission**

Tenders shall be deposited in the tender box within the date and time stipulated in the tender document.

* + 1. **Tender opening – Part One**

The FMC shall convene a meeting to open all tenders in public. The FMC shall be required to have received a minimum of three (3) competing quotations from different potential suppliers. The more tenders a school receives, the better as this will encourage fair competition.

All respective Tenderers shall be invited during the opening of tenders. Tenders will be opened in public immediately after submission deadline. **Tenders submitted after closure will not be considered**. Where less than three (3) tenders are received, these should not be opened. Instead the FMC shall extend the closing date by seven (7) days and request for more bids until a minimum of three tenders have been received for opening.

The following will take place before and during tender opening process:

1. The FMC chair shall call the meeting to order,
2. All FMC members shall sign on the sealed envelope of each submitted bid.
3. The FMC chair shall then check and show all present that the tender documents have not been tampered with.
4. The chair shall ask those members of FMC that have vested interest to leave the meeting.
5. The chair will then proceed to open the envelope and show the submitted documents one by one to FMC members for verification to the public.
6. The S FMC secretary/ head teacher shall check to confirm if the Tenderer has provided all attachments as required in annex 5 Section I (instructions to Tenderers). In doing this the secretary will use the checklist provided in the mandatory evaluation form, all the time showing the participants one attachment at a time and giving them to the other FMC members to verify. Community members and Tenderers shall not have access to any of these documents.
7. The chair will also read out the total cost quoted by each bidder but this does not necessarily mean the lowest bidder is the winner as the FMC will scrutinize the documentation submitted prior to making a decision to award.
8. Once this is done, members of the public shall leave so that the FMC can continue with the evaluation.
   * 1. **Tender Evaluation and Award – Part Two**

The FMC will evaluate and compare the tenders in the following manner:

1. The FMC will scrutinize individual bids to determine compliance with requirements, for example are documents properly signed, accompanied with the requested documentary evidence and those that conform to the terms and conditions of the Invitation for Tenders.
2. Only tenders that meet all mandatory criteria will move to the next level of price evaluation.
3. The Tenderer who offers the least cumulative (total) price for food commodities requested and satisfies the mandatory evaluation criteria will be awarded the Supplier agreement to supply and will be informed in writing.
4. In case of a tie the FMC shall use its discretion including voting as an option.
5. The results of the evaluation will be documented and displayed on the school notice board on the same day.
6. The FMC secretary/head teacher shall minute all deliberations and decisions arrived at during the opening of tender evaluation and awarding including the names and details of all those present in the minute book. These must be filed as evidence and for purposes of audit trail.
   * 1. **What to do in the event of a default by supplier or high price quotation by bidders beyond school budget**
7. In the event of a default by the supplier, the FMC will request the supplier to communicate to the school in writing.
8. The FMC will inform the regional education office through the Head Teacher for authorization to undertake either of the two steps below.
9. The FMC will then request the next lowest bidder to supply food as long as the prices quoted are within the prevailing market prices and the available school budget.
10. In the event that all bids submitted are above the school budget, the FMC could retender and request potential tenderers to submit their bids in 7 days and use the same evaluation and awarding process above.

1. The FMC secretary shall minute all deliberations and decisions arrived at during the opening of tender evaluation and awarding including the names and details of all those present in the minute book. These must be filed as evidence and for purposes of audit trail
   * 1. **Appeals for Review of Procurement Decision**
2. In the event any tenderer may feel aggrieved the tenderer has a maximum of 5 days to lodge complaint in writing to FMC and will get a reply in writing.
3. If dissatisfied, can report complain to the regional education office.
4. At the end of this process the complaint will have been resolved.

* The Food Management Committee evaluates the quotations and advises the Chairperson, who then makes the decision and is accountable for it.
* The advice is given after considering all the relevant aspects, in particular the price, quality and best method of arranging transport.
* All of these should be noted in the minutes of the meeting

### **Competitive Tendering for small purchases**

* Village Development Committee Secretary (VDC) of the FMC Committee will be responsible for collection of quotations (minimum of three (3) quotations)
* FMC
  + Evaluate quotations
  + Award Contract (chairman of FMC endorses the invoice)
  + Delivery Note – Secretary Assistant and Supplier certify and sign the delivery note.
  + Monitor vendor performance and food quality
  + Payment – All payments to be made via Cheque

- Use Impress for purchase of condiments

- Monthly withdrawal of Impress for purchase of condiments

- Retirement of Impress

* + Prepare payment voucher for suppliers to sign upon receipt of cheque.
  + Supplier to provide receipt
    1. **Receipt, inspection, acceptance of food and Payment**

The following procedures shall be followed:

1. The suppliers will deliver the food commodities to the school unloaded and stack in stores.
2. Delivery time must be during working hours (Monday to Friday between 8.00 am to 4.00 pm). No food should be delivered at night.
3. The FMC shall verify the quantity and quality of the food delivered against the conditions set out in the supplier agreement signed by the Supplier and the procuring entity.
4. Delivered food commodities shall be inspected in the presence of the Supplier or his/her agent.
5. The FMC shall sign delivery notes provided by the supplier. The school will receive two copies of the delivery note (one for the HGSF Procurement file and the other for the storekeepers records), while the Supplier will retain the original for invoicing.
6. The supplier shall then issue the school with a signed, numbered invoice in duplicate.
7. The FMC must scrutinize and sign the invoice. The content of the invoice must tally with contents in the purchase agreement and delivery notes.
8. Where all the documents are confirmed to be correct, the head teacher shall then prepare (a) a **payment voucher (PV) found in annex 6** in duplicate and (b) a cheque for the supplier. The cheque will only be drawn payable to the Supplier as stated in the supplier agreement.
9. The school should only pay suppliers after verifying that food has not deteriorated after delivery.
10. The duplicate copy of payment voucher together with the cheque will be handed over to the supplier while the original will be filed.
11. The head teacher must ensure the cheque counterfoil is properly filed and signed.
12. Upon receipt of the cheque, the supplier shall issue an official receipt to the school bearing the business name of the supplier. The receipt must be filed for records and audit trail
13. NB: All the documents will be filled in the HGSMP file at school level

# 

4. School Nutrition and Hygiene Education **(2 hrs.)**

**Community stakeholders in general and FMC members in particular should ensure that**:

***Objective:***

* How to improve the nutritional status of school children and contribute to better learning capacities
* Adapt the concept of a balanced diet in planning and preparing school meals
* Promote the right food preparation methods, hygiene and food safety
* Share information on the menu and the value of items in the food basket.

At the end of the session, participants will be able to:

* Determine a balanced diet and how to apply the concept
* Determine the appropriate rations per commodity per child
* Explain food hygiene and safety and its importance
* State the ways in which food and water can be contaminated and how to reduce risk of contamination
* State the processes of buying/selection, handling and preparation of raw and already cooked food
* Describe how to manage and dispose waste
* Describe how food can be cooked at safe temperature

## . Food classification & a healthy diet

**(1 hour)**

**Methodology -**

Brainstorming, Experience sharing, presentation, discussions and group work**.**

**Types of food available in our communities.**

*(requires an artistic impression of the foods avaiable in rural Gambia)*

**Food pyramid: A guide to diet planning**

Use the food pyramid as a guide to good food combinations. Try to eat from all of the food groups at every meal but eat more from the bottom 3 groups of the food pyramid and only a small amount from the top group. Also be sure to get plenty of exercise and drink at least 8 glasses of safe water every day.

*(Requires an artistic impression of the food pyramid)*

## PLANNING SCHOOL MEALS

**Topics**

1. What are the nutritional needs of a school age child?
2. What are the nutritional values of the current food basket?

**NUTRITIONAL NEEDS OF PRE AND SCHOOL-AGE CHILDREN**

It is importantthat children are served **a nutritious and diversified diet** which should provide adequate amounts of energy, **protein,** vitamins and minerals. It should also provide fiber and should be limited in added **sugar and salt content.** The exact make-up of a diversified diet will vary depending on individual needs (e.g. age, gender, lifestyle, degree of physical activity), **cultural context**, **locally available foods** and **dietary customs**. But basic principles of what constitute a **diversified diet** are the presence of the following food groups:

* Staples / Cereals: are rich in Carbohydrates which provides energy to the body. Staples include Rice, coos, corn, sorghum, findi etc. Root tubers e.g cassava, yam and potatoes are also good sources of carbohydrates.
* Fruit and vegetables: provide many vitamins ( Vitamin A, B, C,D, E,K) and minerals (Calcium, iron, iodine, zinc, potassium etc) to help the body’s immune system. Locally available fruits and vegetables are bananas, oranges, lime, mangoes, Dittah, garden eggs, tomatoes, carrots, cabbage etc.
* Milk and Milk Products: provide the body with protein and other essential minerals and vitamins (Calcium, phosphorus, vitamin D)
* Legumes/pulses: are sources of carbohydrates, fiber, proteins and minerals. They include peas, beans, lentils, and nuts.
* Seafood, Poultry and Poultry Products, Meat and Meat Products: are good sources of proteins which help in muscle building. Examples fish, crabs, oysters, shrimps, chicken and meat.
* Fatty and sugary foods. ***Should be consumed in low quantities because they are a concentrated sources of energy***. Fats are also essential sources of fat soluble vitamins (Vitamin A,D,E,K). Examples vegetable oil ( palm oil, groundnut oil, sesame oil etc) margarine, butter,

.

**What happens if school-age children are not fed well?**

* School children who are hungry or have poor diets usually grow more slowly than well-nourished children.
* Poorly fed children have little energy to play study or do physical work.
* They are likely to have a short attention spans and do not do as well in school as other children.
* Their education achievements may be poor and they may drop out of school early.
* Poor nutrition during childhood not only decreases individual potential; in the long term it can also adversely affect the development of communities and nations.

### Menu and rations

Recommended Menu

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Day 1 | Day 2 | Day 3 | Day 5 | Day 4 |
| **Food Groups** | **Benechin** | **Plasas** | **Mbahal** | **Cassava & Beans or Beans and bread** | **Domoda** |
| **Cereals and tubers** | Rice | Rice | Rice | Cassava | Millet/Maize |
| **Pulses** | Beans | Groundnuts | Groundnuts & locust bean | Beans | Groundnut paste |
| **Animal Protein** | Dried Fish |  | Fish/meat |  | Fish/meat |
| **Vegetable oil** | Oil | Palm oil |  | Oil/palm oil |  |
| **Vegetables** | Bissap (sorel) | Dark green vegs |  |  | Bissap (sorel) |
| Carrot/garden eggs | Bitter tomatoes | Okra/Bitter tomatoes |  |  |
| Onions | Spring onions |  | Onions | Onion |
| Fresh Tomatoes |  |  |  | Fresh Tomatoes |
| **Minerals** | Iodize salt |  |  |  |  |

**Daily rations per child based on the above menu**

|  |  |  |  |
| --- | --- | --- | --- |
| **Commodity** | **ration per child per day (grams)** | **kcal** | **freq/week** |
| RICE | 100 | 360 | 3 |
| Millet/Maize | 100 | 378 | 1 |
| Cassava/Sweet potatoes | 50 | 43 | 1 |
| BEANS | 30 | 102 | 1 |
| Ground nuts/Locust beans | 30 | 170 | 3 |
| FISH,(DRIED, SALTED, SMOKED) | 10 | 27 | 3 |
| OIL, | 12 | 106 | 2 |
| ONION | 10 | 4 | 4 |
| LEAVES, DARK GREEN, e.g. Spinach, Bissab, Krain-crainn, Green, Sweet potato leaves | 50 | 12 | 3 |
| \*CARROTS, RAW/sweet potatoes | 30 | 12 | 1 |
| \*TOMATOES (REDRIPE) | 10 | 2 | 2 |

\*To be provided by the community/school garden

**Measuring of rations**

Cups and Sizes

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **commodity** | **ration per child per day (grams)** | **Measuring Cup per child** | **ration per child per day (KG)** | **Measuring Cup per 50 children** | **ration per child per day (Kg)** | **Measuring Cup per 100 children** |
| RICE | 100 | 2/5 of local measuring cup (250g tin) for rice, sugar etc./scale | 5 | 5 cups of the second size to the biggest tomato tin (1kg tin)/scale | 10 | 10 cups of the second size to the biggest tomato tin (1kg tin) |
| Millet/maize | 100 | 2/5 of local measuring cup (250g tin) for rice, sugar etc. | 5 | 5 cups of the second size to the biggest tomato tin (1kg tin) | 10 | 10 cups of the second size to the biggest tomato tin (1kg tin) |
| Cassava/Sweet potatoes | 50 | scale | 2.5 | scale | 5 | scale |
| BEANS, DRIED | 30 | cup | 1.5 | 1 cups of the second size to the biggest tomato tin (1kg tin) and 2 cups of local measuring cup (250g tin) for rice, sugar etc. | 3 | 3 cups of the second size to the biggest tomato tin (1kg tin) |
| Ground nuts/Locust beans | 30 | cup | 1.5 | 1 cups of the second size to the biggest tomato tin (1kg tin) and 2 cups of local measuring cup (250g tin) for rice, sugar etc. | 3 | 3 cups of the second size to the biggest tomato tin (1kg tin) |
| FISH, DRIED, SALTED | 10 | scale | 0.5 | scale | 1 | scale |
| OIL, | 12 | cup | 0.6 | cup | 1.2 | cup |
| ONION | 10 | scale | 0.5 | scale | 1 | scale |
| LEAVES, DARK GREEN, e.g. SPINACH | 50 | scale | 2.5 | scale | 5 | scale |
| CARROTS, RAW | 30 | scale | 1.5 | scale | 3 | scale |
| TOMATOES, RED, RIPE | 10 | scale | 0.5 | scale | 1 | scale |

### Value of food item in the food basket

The Food Management Committee and cooks need to know the value of each food basket and the consequences of losing the nutrients.

|  |  |  |  |
| --- | --- | --- | --- |
|  | ***Value*** | ***Importance*** | ***Comments*** |
| Cereals/Tubers:  Rice  Findi  Maize  Millet  Sorghum  Cassava/Potato | 1. Carbohydrate 2. Little bit of protein - superior quality and better utilized by the body. 3. Fibers 4. Minerals and vitamins | * + For energy   + For types of activities including learning | * However, if soaked or washed, the valuable vitamin B complex and some minerals are lost in the water thrown away. * If cooked and the water drained, it will result to loss of the nutrients. |
| Pulses:  Peas  Beans  Groundnut  Cashew | 1. Cholesterol lowering fiber 2. Mineral and vitamins 3. Proteins 4. Amino Acids | Growth, repair and development | * There is no need to soak the split peas overnight just to throw away the water and cook non nutritious meal. * The peas has enough proteins but not as enough as the meat has, hence the need for meat or fish to be supplied. |
| Iodized salt | Iodine and thyroxin | 1. Mental and physical development of kids 2. Source of iodine 3. Improved IQ | The Cluster Monitors acknowledged the importance of the iodized salt to the mental and physical growth of children, hence the discouragement of cooking Jumbo magi in school. However, school children and other school authorities still need to be sensitized on the importance of the salt and the effect of high intake of salt. This is relevant because some children would still buy Jumbo and add to the food during eating while some Heads still encourage the purchase of Jumbo as a condiment. |
| Fats& Oils | Fatty acid | 1. Gives energy 2. Source of fats soluble vitamins 3. Increases palatability and texture of food | Use a little bit of oil to add taste to the food. |
| Fruits and Vegetables | Vitamins & Minerals | Provides vitamins and minerals for protection and proper functioning of the body | Wash fruits before eating  Avoid soaking peeled fruits and vegetables to prevent loss of nutrients in water. |
| Vegetables (Dark Green Leafy etc) | Vitamins & Minerals | Provides vitamins and minerals for protection and proper functioning of the body | Wash vegetables before eating  Avoid soaking peeled vegetables to prevent loss of nutrients in water.  Dark green leafy vegetables have higher vitamin and mineral content compared to other vegetables. Use them in the school meals  Avoid over cooking of vegetables. |

**4.3.** Hygiene education

**(1 hr.)**

1. **WHO five keys to safer food**:

1. Keep cooking surfaces clean

2. Separate raw from cooked food

3. Cook food thoroughly e.g meat

4. Keep food at safe temperature

5 .Use safe water for cooking

1. **Keep clean**

Wash your hands with soap and running water before handling food and often during food preparation and after every interruption

Wash your hands after using the toilet with soap and running water

Wash and sanitize all surfaces and equipment used for food preparation

Protect kitchen areas from insects, pests other animals and unauthorized entries by other people

* Children should sit in clean environment while eating

1. **Separate raw and cooked**

* Separate raw meat, poultry and seafood from other food
* Use separate equipment and utensils such as Knives and chopping boards for cutting raw foods
* Store food in containers to avoid contact between raw and prepared foods

1. **Cook thoroughly**

* Cook food thoroughly especially meat, poultry eggs and seafood.
* Bring food like soup and stew to boiling to make sure that they have reached 70 Degrees Centigrade. For meat and poultry, make sure the juices are clear to show food is done, not pink or bloody which show that the food is still raw.
* Reheat cooked food thoroughly

1. **Keep food at safe temperatures**

* Do not leave cooked food at room temperature for more than two hours, this will allow for contamination of the food. (to be emphasized especially for schools that have double shifts)
* Keep foods piping hot prior to serving it to children (more than 60 degrees centigrade to avoid contamination)
* Do not thaw food at room temperature to avoid contamination
* Use safe water or treat it to make it safe .
* Select fresh and nutritious foods
* Choose food processed for safety, such as boiled.
* Wash fruits and vegetables just before eating especially if eaten raw
* Do not use food beyond its expiry date

1. **Use safe water for cooking**
2. **What is food hygiene and safety?**

This is the act of making food clean and safe for eating

* Raw foods especially meat, poultry, seafood and their juice can contain dangerous micro-organisms which may be transferred to other foods during food preparation and storage.
* Avoid moldy food commodities
* Keep cooked food covered at all time.

1. **Why do we observe food hygiene?**

* To preserve, promote and prevent food from bacterial contamination growth and avoid disease due to poor hygiene
* To protect children and staff from disease.
* To ensure that the nature, quality and substance of food is what is given to the school family to eat.
* Many kinds of harmful microorganisms can contaminate food or water and cause diarrhea and vomiting, including dysentery, cholera other micro organisms
* To prevent and avoid food poisoning

1. **How can food and water become contaminated?**

Microorganisms are carried to food by:

* Dirty Hands;
* Flies cockroaches and other insects
* Rats, mice, chickens and other animals
* Dirty containers and dishes

Microorganisms get into water when people or animals defecate or wash in or wash near drinking water supplies, or when it is carried orstored in a contaminated container

***Common causes of contamination during food preparation and cooking***

* Use of unclean water
* Use of dirty cooking utensils
* Uncovered food
* Unsafe storage
* Personal hygiene
* Cooking and serving of food in an open place

1. **Environmental Sanitation**

* Protect kitchen areas and other food from insect, pests and other animals
* Clean the kitchen within and surrounding before and after cooking
* Remove garbage as frequently as possible
* Identify an area for garbage dumping 20metres or more meters away from the kitchen
* Ensure that all kitchens are well-ventilated
* Dig a pit for garbage dumping
* Put a bin with a tightly fitted lid in the kitchen away from the door for dumping peels, stale foods, left over etc.
* Wet waste should be wrapped, and kitchen bins lined.

1. **Personal Hygiene**

* Cooks must be medically fit by going for medical checkup before recruited
* wash your hand before handling food and often during food preparation
* cooks should always appear neat and tidy
* whenever you fall sick, with a flu, cold or have a cut in your hand do not cook
* Keep your nails short
* Do not wear jewelry on your hands when preparing and cooking food
* Wash all utensils before and after cooking
* Wear an apron head tie or hat when cooking. Clean as you go.
* Keep a hand towel in your apron pocket to wipe your hand
* Avoid scratching or rubbing any part of your body when cooking (nose, ears, hand etc.)
* Do not use aprons , head gears or wrappers to wipe bowls or plates use a kitchen towel

People who handle food **must** follow the hygiene rules

**D. Kitchen Hygiene**

***a. Preparation***

Food can become contaminated very easily during preparation:

1. Observe good personal hygiene – Food can be contaminated very easily when it is handled. Therefore, it is essential that you and your staff maintain good standards of personal hygiene at all times to ensure that food does not get contaminated with harmful germs, dirt or “foreign bodies”. To do the above very well,
   1. **the cooking staff should wash and dry their hands regularly when handling food, in particular**:

* Before starting work
* Before handling ready-to-eat food
* After touching raw food, especially raw meat or poultry.
* After going to the toilet
* After a break
  1. **Staff working in food areas should**:
* Wear clean clothes and an apron or protective garment
* Cover their heads
* Not touch their face or hair
* Cover cuts or sores with clean waterproof dressings
* Wash hands after blowing their nose
* Keep finger nails low and trimmed
* Not cough or sneeze over food
* Not smoke
* Not wear jewelry or false nails, which might fall into food.

1. Use different chopping boards for raw food and ready-to-eat food
2. Use different equipment and utensils for raw and ready-to-eat food, wherever possible
3. Clean equipment and surfaces thoroughly before and after use
4. Avoid unnecessary handling of food – use clean basins, plates and trays instead
5. Use drinking water to wash and prepare food.
6. Training and supervision: By law, cooks must receive adequate supervision, instruction and or training in food hygiene for the work they do.
7. Staff illness: Staff with symptoms of food poisoning like diarrhea, vomiting or stomach pains, must not handle food, because they could easily contaminate it and make others ill. Staff should also report any other type of illness or skin condition to the Head of the school. If you are not sure whether you or someone else should be working with food, seek advice from an environmental health officer or doctor urgently.
8. Take care of where you work: However big or small the cooking is, the place where you work must be kept clean and be well maintained to help ensure good hygiene. It is also important to keep out pests, such as flies and rats, so make sure that doors and external windows are fit.

* Make sure that the premise and all equipment and surfaces that come into contact with food are kept clean and where necessary, disinfected.
* Use a cleaning schedule to ensure appropriate cleaning.
* While working, it is a good idea to clean as you go, mopping up any spills as they happen and cleaning work surfaces, equipment and floors frequently so that waste and dirt do not build up.
* Remember to keep cleaning equipment, such as mops and cloths, clean.
* Store waste carefully to avoid attracting pests such as flies and rats. To achieve this, do not allow food or other waste to build up in food areas, keep storage area clean and arrange for rubbish to be removed frequently.

1. It is essential that suitable facilities are provided for staff to wash their hands, such as basins, soap and water. Also, when staffs use the toilet, they should not wash their hands in the basin used for washing hands during food preparation. Otherwise, they could bring germs into the food area.
2. There should be adequate facilities to prepare and serve food safely.
3. Keep food at safe temperature and protect it from contamination

***Common errors in cooking***

1. Soaking of rice in water for too long
2. Not washing/rinsing of rice or peas before cooking
3. Not picking out the non-edible particles from the rice/peas ration
4. Cooks not adhering to hygienic norms
5. Over cooking causing the hardening of nutrients.

***b. Cooking***

Proper cooking kills food poisoning bacteria. . It is important to cook food thoroughly, especially meat.

**Common errors in cooking include**:

* preparation of food several hours prior to consumption, combined with its storage at temperatures which favor growth of bacteria and or formation of toxins;
* insufficient cooking or reheating of food to reduce or eliminate pathogens;
* cross contamination; and
* people with poor personal hygiene handling food

**To prevent growth and spread of bacteria**,

* Ensure food areas are clean and good standards of personal hygiene are maintained
* Cook foods thoroughly
* Keep foods at the right temperature
* Prevent cross contamination.

1. Alagie and Bintou to provide [↑](#footnote-ref-1)
2. Alagie and bintou to privide [↑](#footnote-ref-2)
3. Guidelines to be given/presented separately [↑](#footnote-ref-3)
4. This could be other complimentary commodities plates, firewood, condiments, mats, etc [↑](#footnote-ref-4)
5. This is likely to be the GTUCCU [↑](#footnote-ref-5)