



AUDA - NEPAD
AFRICAN UNION DEVELOPMENT AGENCY



Home Grown School Feeding Handbook

Lessons from Botswana, Ghana and Nigeria

“Home Grown School Feeding programme offers a platform for coordinated action among partners committed to ending hunger and improving food security and nutrition in Africa. Investing in food and nutrition security is a fundamental factor to human capital development and contributes positively to Gross Domestic Product (GDP). Moreover, benefits of the home grown school feeding approach far outweigh the costs,” Dr Ibrahim Assane Mayaki AUDA-CEO, at the African Union Coordination Summit - High level event on Home Grown School Feeding (HGSF), in collaboration with the Government of Niger and Pan African Parliament (PAP), 2019



Dr Ibrahim Assane Mayaki
AUDA-CEO

This AUDA-NEPAD Home Grown School Feeding (HGSF) Handbook was prepared primarily based on the experience and lessons from Botswana, Ghana and Nigeria. These three countries are among the most advanced countries in implementing HGSF which are supported and led by their national government. The handbook is one of the tools to share an example of a multi-tiered approach to country level interventions for effective delivery on nutrition and food systems.

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AUDA-NEPAD Making Strides In Strengthening Home Grown School Feeding Programmes In Africa

All over the world, school feeding programmes (SFPs) have assumed increasing importance as a strategy for poverty reduction, improving enrolment, income generation, adding value to local production and enhancing basic service delivery. The AUDA-NEPAD programme on strengthening Home Grown School Feeding programmes in African Countries is an example of a multi-tiered approach to country level interventions. The benefit and strength of a multisectoral approach to maximize resource use has also been displayed in this work. The pictures tell it all!

School feeding is one of New Partnership for Africa's Development (NEPAD), now African Union Development Agency's (AUDA) flagship programmes under the Food and Nutrition Security programme. The commitment was made in 2003 when the African leaders through the African Union and NEPAD agreed that the education, health and nutrition of young children and leaders of tomorrow had to be the centerpiece for achieving the erstwhile Millennium Development Goals (MDGs) and other targets. The programme was thus adopted in that year as a key intervention to address hunger and malnutrition by African governments within the Comprehensive Africa Agriculture

Development Programme (CAADP) agenda. Thus NEPAD, under CAADP, teamed up with the World Food Programme (WFP) and other partners to craft the Home Grown School Feeding and Health Programme (HGSP), a programme that addresses the needs and growth of the local small farmers, while providing nutritious meals for pupils and improving enrolment and retention in schools. Twelve countries were identified initially for pilot programmes namely; Angola, Democratic Republic of Congo, Ethiopia, Ghana, Kenya, Malawi, Mali, Mozambique, Nigeria, Senegal, Uganda and Zambia

This first phase of the project started with the broad aim of improving the nutritional quality of school meals. However from the start it was also recognized that the countries are at different stages of implementation, the contexts are different in each country, and so are the challenges and it was important to listen to the prioritised needs in each country while working around the AUDA-NEPAD theme on improving nutritional quality.

The first set of countries, namely Botswana, Nigeria and Ghana are among the most advanced countries in the implementation of school feeding but also separately display different strengths. All of these countries have national level programmes which are supported and implemented by Government. At this moment in time, AUDA-NEPAD has been in the fortunate position of supporting activities at National level, at State level (subnational level) and at District/community level all at the same time.

In Botswana, the discussions are around the development of a policy on school feeding and this is the kind of work in school feeding that must begin and be held at national level with a multi-stakeholder group of people, all with some interest and bearing on school feeding in the country. The initial discussions started in March 2019 and culminated in a policy

development workshop held in October 2019 to kick start the process. A total of 60 officials drawn from different sectors and research institutions, and from both National and District level participated at the workshop.

There was animated discussion and enthusiasm displayed by the participants, and the workshop was able to highlight the primary areas that will need regulation and policy. At the same time the workshop identified aspects of the programme that will need to be done differently to achieve better results.

The group recommended that Botswana needs to;

- Harmonize existing laws and policies as currently there are no linkages
- Maximise utilization of existing school resources and infrastructure (such as schools sharing cold rooms) to support school feeding in both primary and secondary schools
- Ensure that all procuring entities supporting the school feeding programme have the right or trained personnel responsible for procurement

Key outcomes of the meeting were the

- i) Establishment of an inter-ministerial coordinating committee to provide oversight for the school feeding programme policy development process
- ii) Identification of the processes/actions required and timelines for the policy development process with clear mandates and responsibilities.

It was evident from the meeting in Botswana that the potential for promoting local ownership, fostering public-private partnerships, encouraging innovation, gender equality and economic empowerment through the SFP needs to be explored in a systematic, coherent and coordinated manner in Botswana, in order to exploit the full benefits.

In Nigeria, the work has been around capacity development of State level school feeding programme staff to be able to plan nutritious meals and also monitor their implementation. The School Meal Planning tool was introduced and demonstrated to participants, who then had ample time to practice working with the tool and get comfortable with using it to plan nutritious meals. It was emphasized that the existing meals be used as a base for planning to ensure continuity but that the School Meal Planner (SMP) Tool be used to ensure that a variety of foods are introduced for quality and the right quantities are determined so that the final meal arrived at will provide the desired nutrients to the school children. It is notable to report that through the AUDA-NEPAD support, Nigeria has been able to train State Level staff from all 35 States (approximately 150 staff members) and this means that meal planning is rolled out throughout the country. The timeline given for all 35 States to revise the current meals is middle of November. These meals will be discussed and ratified during the annual School Feeding programme review meeting in Abuja at the end of November 2019.

Additional great and notable achievements observed in Nigeria (one of few countries in Africa) which also enhance the use of the SMP is the fact the National HGSP Programme has made efforts to devise Nigeria specific nutrition targets (adapted from the FAO/WHO nutrition guidelines for daily Recommended Nutrient Intakes –RNI) for school children and also facilitated the development of a Nigeria Food Composition Table (FCT). The FCT is important not only for school meals but will facilitate the planning of healthy and nutritious meals across the Nigeria population.

Ghana on the other hand, is building the capacity of District level staff and that of the caterers and cooks that provide the meals, meaning that there is a deliberate effort to support development of capacities at the lowest level where the impact is bound to be greatest. For instance, the training of caterers and cooks covers nutrition education, food safety and hygiene, food preparation to ensure retention of nutrients, but also preparing dishes that incorporate highly nutritious food such as soya, and other underutilized nutritious food items. Because of the sheer size of the number of cooks and caterers trained, (over 3000 people in Ashanti region alone), the impact is potentially far reaching as not only will the trained cooks prepare decent and nutritious meals at school, but it means the knowledge they have can impact positively on household level nutrition and the community at large.

The District level trainings provided an opportunity to engage with farmers and provided a platform to

develop interesting recipes using nutritious under-utilized food ingredients which the farmers can grow and further promote production of these foods, for increased acceptability by school children

The design and implementation of school meals is perhaps the single most important component of school feeding in the sense that that is where all the activities are realized. Through good design, good nutrition can be enhanced in both school and home, agricultural productivity can be increased and resource use can be maximized. This potential was adequately displayed in the Ghana programme.



Report of the Nigeria Home-Grown School Feeding Capacity Building Workshops for National and State Level Staff on the use of the School Meal Planner: Process and Outcomes

1. Background

In 2003, African Governments endorsed the Home-Grown School feeding Programme (HGSF) of the Comprehensive Africa Development Programme (CAADP). In the same year, African Union Development Agency (AUDA) - New Partnership for Africa Development (NEPAD) identified HGSF as having an immediate impact on food insecurity in Africa, with the potential to contribute to long term development goal. These endorsements spurred the AUDA-NEPAD, World Food Programme (WFP) and the Millennium Hunger Task Force to launch a Pilot HGSF and Health Programme designed to link school feeding to agricultural development through the purchase and use of locally produced food to improve the nutrition and quality of meals. Nigeria was one of 12 Countries selected for the pilot phase. However, the programme was sustained in Osun and Kano States. More recently, Nigeria Government has committed to launch the HGSFP nationally and has developed a National School Feeding Strategy (NSFS) with technical support from Partnership from Child Development (PCD), Imperial College, London. The NSFS provides an overarching framework for nationwide HGSF implementation and cross-State learning that helps government, stakeholders and partners to identify specific issues and challenges which should be addressed. Several partners have come on board to support different aspects of the initiative, and one of such partners is the AUDA-NEPAD.

The AUDA-NEPAD undertook a scoping mission in March, 2019, in three states (Ogun, Oyo and Osun) in Nigeria in collaboration with the Government of Nigeria and PCD. The objective of the mission was to assess the school menus and the serving of school meals in order to implement the School Meal Planner (SMP) tool for improved nutritional impact. Following this scoping mission, the first capacity building workshop on the school menu planner was held in May and October, 2019, respectively and included participants from the three States visited during the scoping mission. A total of 150 participants from all the 35 States were trained.

2. AUDA-NEPAD Interest and Approach to School Feeding Support in Nigeria

NEPAD has had a long running relationship with the Federal Government of Nigeria through its various programmes and activities aimed at supporting and strengthening School Feeding in the country, a relationship that goes back to 2003/2004 when AUDA-NEPAD endorsed home grown school feeding through the CAADP. The Home- Grown School Feeding promotes investment in agriculture. AUDA-NEPAD has also been a promoter of government owning the HGSP programmes and sustaining it as well. It has highlighted some benefits of the HGSP to be,

- Nutrition
- Value Transfer
- Education/Gender equity
- Socioeconomic development
- Agriculture development

Some of the observed challenges in school feeding programmes across the African continent include:

- weaknesses in the school menus
- Food supplies inadequate or irregular
- Nutrition & food safety standards not always specified
- Gaps in M&E: during implementation, investments in M&E are often overlooked
- Farm sizes too small, especially if farmers also not organised
- Low level food production technology
- Existing procurement mechanisms not always suited/friendly to small suppliers.

AUDA'S approach is that meals be planned by relevant stakeholders together, since there is a clear demand from Governments for nutritionally balanced school menus and school feeding national policies and legal framework. Others include Partnering on strengthening the quality and the nutrient value of school meals using the School Meal Planner (SMP) + Use of Handy measures.

There is a clear need for concerted efforts amongst development partners to build government capacity for improved school menus. AUDA-NEPAD also promotes investment from donors including private sector to support the roll out of HGSP programmes and to strengthen the farmer's linkage to HGSP under the CAADP Framework.



3. The Nigeria Home Grown School Feeding Programme

The NHGSFP is currently benefiting about 9.9 million pupils in over 56,000 public primary schools in 33 states across Nigeria. There are about 107,000 cooks who are benefiting and over 150,000 small holder farmers linked to the program supplying locally sourced ingredient. The goal of the program is to increase enrolment, completion and improved health and nutrition of pupils in schools. The value chain offers additional benefits of job creation and empower the cooks, provide income for small holder farmers; hence improving livelihoods and local economies.

The Nigeria HGSP was enshrined in the Universal Basic Education (UBE) Act by the Federal Government of Nigeria in 2004. Nigeria was thus the second country under CAADP to initiate HGSP. States were selected from the six geo-political zones in the country and included FCT Abuja, Bauchi; Cross River; Enugu; Imo; Kano; Kebbi; Kogi; Rivers; Ogun; Osun; Nasarawa and Yobe. Many of the States did not continue and Osun State was one of the few with successfully implemented HGSP programmes. Some of the lessons from the pilot school feeding programme initiated in 2003 include:

- Institutional structure at the federal level not fully implemented.
- Inadequate funding
- School feeding not included in state policy or federal law
- Program implementation was subject to the state governor's commitment to the programme.
- Agriculture was not fully involved.

Guidelines were not effectively turned into actual implementation plans.

The newly launched programme from 2015 has ensured the following benefits which includes:

- Improve enrolment and completion
- Improve child nutrition and health
- Increasing local agricultural productions
- Creating jobs and improving family and state economy

NHGSFP enjoys the enabling structure within the government, which is the high level political support, State coordination or accountability and community level support. The programme also adheres to the five global standards for school feeding; policy/legal framework, program design and implementation, institutional capacity and coordination, financial capacity, and community participation. The country's diversity requires flexibility, so no one size fits all. The program is an excellent example of the decentralized model which was first piloted in Osun state and now adapted to the 31 states.

4. Rationale for the Capacity Building Workshops

4.1 Background and rationale

Creating a nutritionally balanced school menu using local ingredients is not an easy thing to do, especially when you are working within a tight budget. This is doubly true when the children relying on your school meals are from communities where food insecurity is high, and malnutrition and anaemia are common conditions.

At the same time, it is appreciable that Nigeria has within a space of four years been able to provide meals to school children in 33 out of 35 States. However, the meals provided have not necessarily been planned taking into account the nutritional requirements of school children and not so much attention was given to the quality and quantity of food provided.

The capacity building workshops were planned to empower the National Home-Grown School Feeding Programme team and the State level staff to learn about the tool and its use.

The workshop was organised by AUDA-NEPAD in 2 phases, with the first team comprising of staff from 8 States together with the National programme staff attending the workshop in May 2019, while the second team had staff from 27 States and attended the training in October 2019.

The School Meals Menu Planning tool is an easy to use tool that enables users to plan and create nutritionally balanced and fully costed school meals using locally available food. Non nutrition professionals can use the tool and given the need to customise menus to sub-national level, it has become necessary to provide simple menu planning skills to school feeding programme managers.

The School Meal Planner is the first tool of its kind to show the macro and micronutrient contents of cooked meals made from locally procured ingredients. Developed by Imperial College London's Partnership for Child Development, the tool employs gingerbread men to show visually if a meal is meeting the recommended daily intake of nutrients as identified by the UN's Food and Agriculture Organisation and the World Health Organisation.

If the tool is enhanced with the local market prices of raw food ingredients, the planner shows the user the actual cost of each meal. With this information, programme managers are able to create accurate and realistic school meal budgets and use the allocated resources more efficiently. As well as acting as a menu design tool, the school meals planner acts as both an information access portal for smallholder farmers, so they know what foods to supply to the schools but also as a nutrition educational resource for schools to learn about healthy eating.

As indicated, the second three (3) day capacity building workshop was planned to enable the Nigerian National Home-Grown School Feeding Programme roll out the SMP tool to the remaining States so that all the States will have received similar training and can be monitored accordingly. The idea is for the NHGSF program to build capacity of a strong team of core staff on nutritional standards, development of balanced meals and farmer engagement. AT the end of the second training in October which included the remaining 27 States in Nigeria this brought the total number of States trained under the AUDA-NEPAD initiative to 35. It is anticipated that immediately following the National workshop, the State teams will continue and finalise or validate the menu plans at State level and have them agreed upon at that level for actual implementation.

The 3day workshop was coordinated by AUDA-NEPAD, with support from the Partnership for Child Development (PCD), Imperial College, London.

4.2. Objectives of the workshop. At the end of the workshop, the participants were expected to;

1. Apply basic nutrition and menu planning guidelines to improve the nutritional composition of NHGSFP meals.
2. Review and revise existing menu plans to ensure that planned menus respond to regional food variation, and meet the identified nutrient targets for school children in Nigeria
3. Build capacities in identifying and using relevant handy measures (everyday measuring utensils) for use by cooks to ensure quantities of food offered to school children have the correct nutrients
4. Develop a community focused nutrition and hygiene education programme to ensure that nutritional benefits of the school meals is realized.

4.3 Participants

The workshops had participants from all the 35 States but also included persons from the following organisations who facilitated or made presentations;

- i) The team that developed the Food Composition Table for Nigeria -attended the first workshop.
- ii) National-Home Grown School Feeding Programme Team –trained in the first workshop and supported the second training.
- iii) PCD London, Ghana and Nigeria Team
- iv) AUDA -NEPAD team from Nigeria and South Africa
- v) Food and Agriculture Organisation of the United Nations
- vi) United Nations World Food Program
- vii) Economic Community of West African States (ECOWAS)

5. Summary of Workshop Proceedings and Outcomes

5.1. Mission to Nigeria and Capacity Training

- a) A Pre-workshop Meeting was held on 21 May 2019 with representatives of the National HGSP programme, the International Institute of Tropical Agriculture (Nigeria)- (IITA), and the expert group that developed the nutrient targets. The meeting provided an overview on the 2 main pieces of work done in the country in preparation for the school meal planning tool, namely the Food Composition Table (FCT) done through IITA, and the Nutrient targets for Nigeria's school children done by a team of nutrition experts from academia, government and research institutions. Criteria used and resolutions reached regarding the Nutrient targets were presented and discussed prior to presentation to the wider audience.
- b) The National level training of State level staff on Meal Planning was held on 22 and 23rd May. The NHGS FP national staff as well as representatives from Eight States, who included a School Feeding Programme Manager and a nutritionist in each State, were invited for the training on the School Meal Planning (SMP) tool. The workshop covered general meal planning guidelines, explanation on the nutrient targets developed for Nigeria, and hands on training on the SMP tool as well as handy measures to be used by caterers/cooks to measure raw and cooked food.
- c) Sharing of Ghana's experience in home grown school feeding and in the development of handy measures for use by caterers and cooks in both the National training and in Niger State
- d) Training to School Feeding programme staff in Niger State On 24th May. This devolved training included SF programme managers, desk officers, Nutritionists, caterers, farmers. An important aspect of this work shop was the discussion around handy measures to be used and it was agreed that further work be done at State level to agree on the correct measures to be used by caterers/cooks when preparing food and also when serving children. It was also agreed that further work be done on the costing of foods to be able to establish the current cost of feeding, but also to begin to determine a fair price to attach to the food commodities for the farmers..

e) HANDY MEASURES- These were described as:

- Everyday items like bowls, buckets, ladles, bottles, spoons.
- They are developed to help caterers/cooks accurately operationalize the portion sizes recommended by the SMP.
- They make cooking and serving easier for caterers / cooks
- They help to avoid shortage and wastage
- They ensure standardization and ensures that SF beneficiaries everywhere are getting the same quality and quantity of meals
- They make monitoring easier because monitors always know what to look out for what to expect.

Following the development of the SMP, it was realized that there was the need to simplify the recommended quantities to make them more operational.

The National team has worked out some measures for basic ingredients commonly used by cooks to prepare foods such as Jollof rice and beans porridge and these were presented as a guide to enable participants to get a perspective of the different measures. i.e for rice, beans, tomatoes, onion, etc. The table below shows the handy measures developed for Ghana that were used as example of the kind and level of work that needs to be done for Nigeria.

HANDY MEASURES FOR THE GSFP

Handy Measures for Cooking

Food Item	Measure	Image	Qty.	No. of Children
Carbohydrate foods				
Rice	Paint Bucket		1	33
Maize	Paint Bucket		1	38
Gari	Paint Bucket		1	32
Protein foods				
Anchovies	Paint Bucket		1	38
Beans	Paint Bucket		1	56
Soups				
Palm fruits	Paint Bucket		2	75
Groundnut Paste	Paint Bucket		2	210

Handy Measures for Serving (per child)

Food Item	Measure	Image	Qty.	Class	Qty.
Portion sizes for stews, soups and oils					
Kontomire Stew	Stew Ladle		1		
Beans Stew	Stew Ladle		1		
Tomato Stew	Stew Ladle		1		
Okro Stew	Soup Ladle		2		
Okro Soup	Soup Ladle		2		
Groundnut Soup	Soup Ladle		2		
Palmnut Soup	Soup Ladle		2		
Boiled Beans	Soup Ladle		3		
Portion sizes for main dish					
Plain rice	Bowl 1			Class 4-6	1 1/2
				Class 1-3	1
				KG	2
Jollof Rice	Bowl 1			Class 4-6	1 1/2
				Class 1-3	1
				KG	2
Waakye	Bowl 1			Class 4-6	1 1/2
				Class 1-3	1
				KG	2
Banku	Bowl 2			Class 4-6	1 1/2
				Class 1-3	1
				KG	2
Akple	Bowl 3			Class 4-6	1 1/2
				Class 1-3	1
				KG	2
Tuo Zaafi	Bowl 3			Class 4-6	1 1/2
				Class 1-3	1
				KG	2
Gari for boiled beans	1 small ladle			Class 4-6	1 1/2
				Class 1-3	1
				KG	2

Figure 1: Handy measures for the Ghana School Feeding Programme.

6. Report on Ghana Training on the use of the School Meal Planner Tool to develop nutritionally school means.

A global and regional overview of school feeding was given by AUDA-NEPAD, giving context to the beginnings of school meals and how these have evolved over time from the standard school meals to those linked to agriculture. In Africa, the school meals linked to agriculture were initiated by NEPAD in 2003 through the NEPAD Comprehensive Africa Agriculture Development Programme (CAADP), a brain child of NEPAD, WFP and the Hunger Task Force in 2003. Subsequently, AUDA-NEPAD commenced the programme in 12 African countries with Ghana being the first to implement the programme in 2005 and Nigeria as the second.

Status of Ghana School Feeding Programme

The Ghana School Feeding Program (GSFP) which commenced in 2005 is an initiative of the Comprehensive African Agriculture Development program (CAADP) pillar 3 of the New Partnership for Africa's Development (NEPAD). The GSFP is part of Ghana's effort towards the attainment of the following United Nations Millennium Development Goals (UN- MDG 1 & 2) which are:

- Goal 1: To eradicate extreme poverty and hunger and**
- Goal 2: Achieve universal primary education.**

The basic concept of the programme is to provide children in public primary schools and kindergartens in the poorest areas with one hot, nutritious meal per day, using locally-grown foodstuffs. The long term goal is to contribute to poverty reduction and food security in Ghana.

The immediate objectives of the GSFP include:

- I. Increase school enrolment, attendance and retention**
- II. Reducing short term hunger and malnutrition**
- III. Boosting domestic food production**

Strategically, eighty percent (80%) of the foodstuff is to be procured locally (GSFP, 2006). The procurement model of the GSFP prioritizes purchases from the communities surrounding the beneficiary schools, broadening the focus to the district, regional and national levels when food items are not available (community-district-regional-national).

From the initial 10 pilot schools in 2005, the beneficiary pupils of the Ghana School Feeding Programme has increased to 2,848,580 in 8,683 beneficiary primary and KG schools, employing 9017 caterers in 260 districts with a national coverage of 54%.

During the year under review, the Ghana School Feeding programme has initiated an innovative nutrition practical training for caterers and cooks to enhance the use of alternative sources of protein like Soya beans and local food stuff including fortified "Gari Fortor" in the preparation of meals for children. So far, 8,417 caterers and head cooks in eight (8) regions out of the estimated 17,726 caterers and cooks in all sixteen (16) regions have been trained. The training also addresses health and nutrition, food safety measures. Alongside our practical training for caterers and head cooks is a training on menu development using the School Meal Planner Software for Desk Officers, Nutrition and School Health Education Programme (SHEP) Officers. We

have trained 334 district stakeholders on the use of the School Meal Planner Software.

Also, a draft bill on the GSFP has been reviewed and forwarded to the appropriate state agency for passage into law. The GSFP has undertaken a cost-benefit analysis of the programme with the support of the MasterCard foundation and world food programme and the report has since been disseminated across the country with stakeholders.

It is important to put on record that the training in Ashanti region of Ghana of about 2,428 Caterers and head cooks was sponsored by the African Union Development Agency-NEPAD.

A National Cocoa Drinks pilot Project in GSFP beneficiary schools has been initiated and will take of in February, 2020.

By way forward, GSFP hopes to undertake the following underlisted activities:

- Operationalize the agricultural module of the School Feeding to link farmers and school feeding programme.
- Review and update the School Feeding Operations Manual.
- Develop an electronic pay slip for Ghana School Feeding Programme
- Inaugurate the District level structures to enhance quality of service delivery in the Ghana School Feeding Programme.
- Engage stakeholders at the District level on their expectations for the Ghana School Feeding Programme.
- Pilot the national cocoa drinks project in February 2020
- Pursue the draft national school feeding Bill to be passed into law



In this picture, there is Hon. Cynthia Morrison , the Minister for Gender, Children and Social Protection in Ghana

And AUDA-NEPAD Senior Nutrition Programme Officer Ms Kefilwe Rhoba Moalosi

Example of Ghana School Menu using local/indigenous foods

1. Anchovies (keta school boys) gravy/shitor with waakye (rice & beans) or beans stew with plain rice + dices of orange fresh sweet potatoes



2. Anchovies (keta school boys) green leafy soup/tsp + anchovies groundnut soup + cocoyam leaves/ tsp+anchovies palmtree soup + gboma/anchovies dry okro soup/anchovies baobab leaves (fresh/dried) soup with soya fortified konkote/ tz



3. Tsp +anchovies vegetables jollof



4. Yokegari/red red (beans with gari) + seasonal riped plantain



5. Agushie/soya + anchovies palave with ampesi (slices of yam/cocoyam/plantain)



6. Anchovies okro + garden eggs soup with soya fortified banku or eba (gari balls)



7. Anchovies groundnut soup + leafy vegetables or tsp +anchovies palmtree soup + green leafy vegetables or anchovies agushei/ neri (melon seeds) soup + green leafy vegetables with soya fortified omo tuo (rice balls)



8. Tsp/soya/ agushei palaver sauce with plain rice + dices of orange fresh sweet potato



9. Soya fortified mpotompoto (yam/cocoyam porridge)



10. Aprapransa (corn flour + beans/soya+ palmtree soup)



Nb. Caterers/cooks are to serve seasonal fruits.





Report of the AUDA-NEPAD and Government of Botswana Policy Development Scoping Workshop on Home Grown School Feeding Held in Gaborone, Botswana

1.0 INTRODUCTION

1.1 Background

The African Union Development Agency (AUDA), previously NEPAD, has identified school feeding, and particularly the Home grown school feeding (HGSF) approach, as one of the flagship programmes within the nutrition and food security programme to be promoted for addressing hunger and malnutrition, and keeping children in school, while contributing to the overall social economic development of the communities that supply food to schools.

The AUDA's HGSF programme has been in existence since 2003 when it was conceptualized as part of the Comprehensive Africa Agriculture Development Programme (CAADP) following the Maputo Declaration. Although African countries have been slow to commit resources to HGSF in the past, there is renewed interest and effort to ensure that HGSF is planned for and implemented more successfully on the continent because of its multiple benefits. It is therefore notable that in 2016, African Heads of State declared HGSF as a strategy to improve education, boost local economies and smallholder agriculture, while also advancing attainment of the CAADP Malabo Commitments (2025), the Sustainable Development Goals SDGs (2030), and the Africa Agenda 2063.

In the current phase of AUDA's programme on school feeding, the focus is on strengthening the School feeding programmes overall, but with special attention given to the quality of school meals as well as ensuring that food or ingredients for school meals are sourced locally and consequently better linked to the small holder farmers.

1.2 Importance of nutrition

There is increasing interest globally, and within the African continent to upscale the sensitization on the importance of nutrition for human, social and economic development, coupled with the drive for political commitment and leadership to invest in strategies that will reduce all forms of malnutrition. This has come from the realization that countries will not achieve nor sustain the necessary economic development without well-nourished populations.

Good nutrition is important for all age groups and throughout the lifecycle. There is therefore a growing awareness and commitment to the need for sustained advocacy and investment in maternal and child health

and nutrition beyond just the 1000days window; therefore highlighting the need to also focus on the pre-school and school child as central to maintaining a well-nourished mentally astute and productive child in the long term. School meals are one way that the nutritional needs of school going children can be addressed.

School feeding is one of the activities within a comprehensive approach to school health and nutrition programming. The design of school meals is an important aspect if programmes are to maximise on nutrition benefits. This means that meals should be nutritionally balanced and be able to address obstacles to learning linked to micronutrient deficiencies.

It is in this regard that AUDA-NEPAD has selected 3-4 pilot countries to be part of an initiative on strengthening the school meal programmes through dedicated support and guidance on implementing HGSF following the HGSF resource framework. An important objective of this work for AUDA-NEPAD is to improve the nutritional quality of school meals and promote better linkages with small holder farmers in the respective countries. This supports the Malabo Declaration and commitment to end hunger in Africa by 2025. Botswana has been selected as one of the pilot countries in this phase of the AUDA-NEPAD programme.

1.3 School Feeding in Botswana

Botswana has had a functioning school feeding program since independence in 1966. Though initially included as part of the World Food Programme, the programme was fully taken over by the Botswana Government in 1998 and has been managed through the Ministry of Local Government and Rural Development. The implementation is done through the Department of Local Government Procurement and Financial Services which procures food commodities through the Food Relief Services Division for all 755 Public Primary Schools (as well as 966 health facilities) spread across the country.

Upon taking over the programme from WFP in 1998, the Government of Botswana adopted the WFP programme model as was implemented at the time but modified the WFP menu by introducing a number of local food stuffs. The menu was subsequently made of sorghum grains, sorghum meal, Tswana beans, UHT milk, bread, jam/peanut butter, canned stewed steak and sunflower oil. In 2009, another new food component was added to the schools menu under the “Letlhafula Initiative”. This Presidential Initiative was aimed to be a mechanism to access production of water melons, green mealies, and other crops from small scale farmers.

Some of the milestones achieved since the government took over in 1998 include;

- [The development of guidelines on the management of school feeding programme in Botswana \(1993 version\)](#)
- [The development of guidelines for procurement of fresh agricultural products for school feeding \(2009 version\)](#)
- [Greater participation of small scale farmers by providing some of the food commodities](#)
- [Linking unemployment, particularly of women, to school feeding by introducing hand stamping](#)
- [The decentralization of procurement to District level as indicated above](#)
- [Review of the schools menu as a result of which more food commodities have been incorporated for better nutrition, such as Introduction of eggs, fruits and vegetables in schools since 2017.](#)
- [Roll out of breakfast component to all primary schools in 2019](#)

However there are still challenges and concerns with the programme. Policy development has not taken off as anticipated, the procurement systems are disjointed and uncoordinated and require better organization, inadequate accountability of the funds disbursed to schools, there is a gap in capacities to run the programme at different levels and generally there has been a significant decline in training and support for monitoring the programme since 1997.

1.4 The Case for Policy Development in Botswana

The Government of Botswana has had several opportunities in the past to reflect on their school feeding programme, usually with support from AUDA-NEPAD and the Partnership for Child Development (PCD). Notable among this was the research and development of a case study report on Botswana’s school feeding programme. Initially produced in 2012 and re-documented in 2016, the Botswana case study is one of 14 case studies in the Global School Feeding Sourcebook. Following the initial case study, a series of meetings and integrated assessments with stakeholders in Botswana were held under the guidance and support of PCD and AUDA-NEPAD, to critically assess programme gaps with a view to strengthening the Botswana’s school feeding programme and better linking it to local farmers. Through this process, it was identified that while the program does have national coverage, there is no school feeding policy and there are no policies in place to ensure that food procurement promotes markets for local farmers.

More recently, in March 2019, a stakeholder partnership meeting between AUDA-NEPAD and Botswana Government was convened with the broad purpose of identifying the priority areas for AUDA’s support in school feeding. The main issue identified for follow up in addition to improving quality of school meals was the issue of a school feeding policy. It was felt that the work on policy development had to be prioritized and start immediately and that AUDA could help support the initial policy development process. An effective policy and legal environment is necessary as it facilitates the quality and sustainability of the programme and conveys the importance that government attaches to school feeding. The design and implementation of a comprehensive home grown school feeding programme model requires a multisectoral policy and strategic approach supported by a stable institutional, and financial enabling environment.

Policy and legal framework is one of the key enabling environments for a sustainable school feeding programme. An effective Policy and legal environment is necessary as it facilitates the quality and sustainability of the programme and conveys the importance that government attaches to school feeding. The design and implementation of a comprehensive home grown school feeding programme model requires a multisectoral policy and strategic approach supported by a stable institutional, and financial enabling environment. More than 50 years after its inception, Botswana’s school feeding programme does not have a policy.

The multi stakeholder workshop was planned by the Ministry of Local Government and Rural Development (MLG&RD) with support from AUDA-NEPAD to critically look at issues that will need to be incorporated or considered for policy development.

The Objectives of the meeting were to;

- i) Identify the school feeding policy and regulatory framework needs and the actions required for effective policy environments.
- ii) Identify the processes and timelines for policy development
- iii) Provide a space to strengthen the multi-sectoral partnerships, operational mechanisms and learning process necessary to improve school feeding programme policy and its implementation.
- iv) Assess the nutritional adequacy of the current school feeding menu using the meal planning tool
- v) Establish an inter-ministerial coordinating committee to provide oversight for the school feeding programme policy development process

Participants

A total of 60 officials drawn from different sectors and research institutions, and from both National and District level participated at the workshop were brought together to discuss the requirements for a school feeding policy. These included senior staff of Ministry of Local Government and Rural Development, the host sector, (the Deputy Permanent Secretary, Directors and Deputy Directors); senior technical staff from Ministry of Education (Primary Education), Ministry of Agriculture, Botswana Horticultural Council, Ministry of Health (Nutrition and Food Control Division), Ministry of Finance and Development Planning, District Commissioners, District Education Secretaries from the District Councils; Heads of Senior Secondary Schools; Botswana Agricultural Marketing Board (BAMB); representatives from relevant UN agencies (FAO, WFP, UNICEF); private sector, such as the Botswana Poultry Council, involved in school feeding supply chain; University of Botswana and the National Food Technology and Research Centre(NFTRC).

2.0 Proceedings and Issues Raised at the Workshop

2.1 Local Procurement Issues

The Deputy Permanent Secretary at the Ministry of Local Government highlighted that while the food for the school feeding programme is procured locally it is not necessarily sourced locally and it was mentioned that Botswana should be striving to procure locally sourced food commodities if it is to link school feeding to local farmers. Participants were informed that for ease of providing food commodities to primary schools across the country, the Government had to decentralize procurement of some food commodities to Local Authorities (LA's) to allow procurement to be carried out at the district level through easier procurement methods (as opposed to the stringent tender procedures administered at the national level (Food Resources Department). These decentralized food commodities are sorghum/mealie-meal, samp, beans, bread, and bread spreads.

However, procurement of some food commodities such as Ultra Heat Temperature (UHT) full cream milk, sunflower oil, and stewed beef is still centralized. Recently, the government has introduced eggs, fruits and vegetables to enhance the nutritional component in the Primary School menu. The provision of eggs was seen to have multiplier effects in terms of nutritional benefits but also economic benefits for local farmers. However the procurement of eggs is currently disjointed and so is procurement of other decentralized commodities, often favouring middle men and not necessarily the farmers. The Deputy Permanent Secretary appealed to Education Secretaries to ensure procurement benefits and empowers the local communities financially so as to eradicate poverty.

2.2 Elements for Improved Implementation of School Feeding

The AUDA-NEPAD agency officials highlighted the elements needed to improve school feeding implementation. These include;

- Supporting and strengthening the multi-sectoral coordination for school feeding,
- Supporting the concept of HGSP and ensuring that it takes root for effective implementation,
- Addressing procurement challenges – both at central and local level,
- Considering the policy space and development of a national HGSP policy thereof, there is need to bear in mind the importance of policy coherence.
- Improving the engagement of agriculture, food systems and value chains.
- Seeking ways to enhance accountability.
- Building the required skills and capacities across key sectors. Especially considering the development and use of a School Menu Planner based on local foods and nutrition standards.



3.0 Policy Development Process

3.1 Requirements for Policy Development as Presented by AUDA-NEPAD

It was pointed out by the AUDA-NEPAD that the following requirements are critical for Botswana's HGSP policy development.

- Commitment and regulatory context for implementation
- Coherence and coordination of policy across sectors. Encourage stronger and more inclusive coordination across sectors and stakeholders
- Facilitation for translation of policy into programmes. This is about turning commitment into action. Promote greater political commitment and allocation of adequate resources in order to translate policies, programmes and legislation into concrete action.
- Guide focus on sustainable capacity development
- Partnership brokering and resource mobilization.
- Promote and instill accountability
- Support advocacy and buy-in
- Monitoring and evaluation

3.2 Areas that Require Regulation and Consideration in Policy

The workshop participants were also able to highlight the primary areas that will need regulation and policy. At the same time the workshop identified aspects of the programme that will need to be done differently to achieve better results. The group recommended that Botswana needs to;

- Harmonize existing laws and policies as currently there are no linkages
- Maximise utilization of existing school resources and infrastructure (such as schools sharing cold rooms) to support school feeding in both primary and secondary schools
- Ensure that all procuring entities supporting the school feeding programme have the right or trained personnel responsible for procurement. For example there is need to appoint Procurement Officers and bursars in Primary Schools.
- Enhance strategic partnerships which are critical to reach BHGSFP educational objectives
- Improve the school feeding monitoring at school level to better guide the schools on the HGSP programme implementation
- Train staff at all levels to support monitoring and reporting.
- Harmonize and make clear the roles and responsibilities of the ministries participating in this program
- Establish a fully-fledged school feeding unit/Department or secretariat with its own structure and appropriate personnel to man the programme at Headquarters, District/Local Authority level and at Schools. It was suggested that the unit be moved to Office of the President in order to give it more power to coordinate participating ministries.

3.3 The main steps for policy development were identified as follows;

- 1 Identify all stakeholders, sectors, and key players at national level
2. Policy analysis: Identify and review/analyse all national policy elements.
- 3 Identify gaps with a view for coherence
4. Engage policy makers – e.g. Ministers, Parliamentarians

5. Draft and finalize the policy
6. Socialize the policy
7. Advocate for its implementation
8. Identify a monitoring and evaluation framework

It was mentioned that the policy should address all 4 policy goals, namely design and implementation, institutional capacity and coordination, financial capacity, and community roles.

4.0 Key outcomes of the meeting were the

- i) Establishment of an inter-ministerial coordinating committee to provide oversight for the school feeding programme policy development process
- ii) Identification of the processes/actions required and timelines for the policy development process with clear mandates and responsibilities.





Guidelines For The Design And Implementation Of Home Grown School Feeding Programmes

1. Why HGSF Guidelines?

Several countries in Africa have aspirations on a range of objectives that they feel the school feeding programme should achieve but nothing in the design of the programme actually expresses all these objectives or show what will be done to achieve these objectives. Education objectives and that on reducing hunger are the most commonly expressed objectives (FAO,2018). Many countries in sub-saharan Africa have had some experience with school feeding at some level, about 80% of countries according to a recent FAO study (FAO, 2018). However, several challenges are encountered in the implementation of programmes, and the transition to Home grown school feeding lacks systematic implementation.

The HGSF resource framework document (FAO and WFP, 2018) is a good reference and detailed document on the different components necessary for evidence based home grown school feeding programmes and should be used whenever additional information is desired on each of the components of school feeding. On the other hand, this document is a quick reference guide document for school feeding policy makers and programme officers to more easily operationalize school feeding as it responds to day to day issues that they are likely to encounter. Such a document would also be used as a guide when carrying out internal evaluation of country programmes.

2. The school feeding quality standards

There are five main standards recognized for developing quality school feeding programmes, namely policy and legal framework, financial capacity and stable funding, institutional capacity for implementation and coordination, design and implementation, and community participation (Bundy, et al, 2009). These standards have gone on to be used as a basis for quickly assessing or benchmarking national school feeding systems across countries globally in what is referred to as the Systems Approach for Better Education Results (SABER) –school Feeding (SF).

The Guideline is organized around the five School feeding quality standards which form the basis of an effective school feeding programme. The guide will provide the key questions or elements (essentials) within each standard that should be considered in order to plan and operationalize effective HGSF programmes. Figure 1 below illustrates these policy goals or standards. The overall objective of the SABER-SF framework, is to identify the strengths and weaknesses in the school feeding system in a given country.

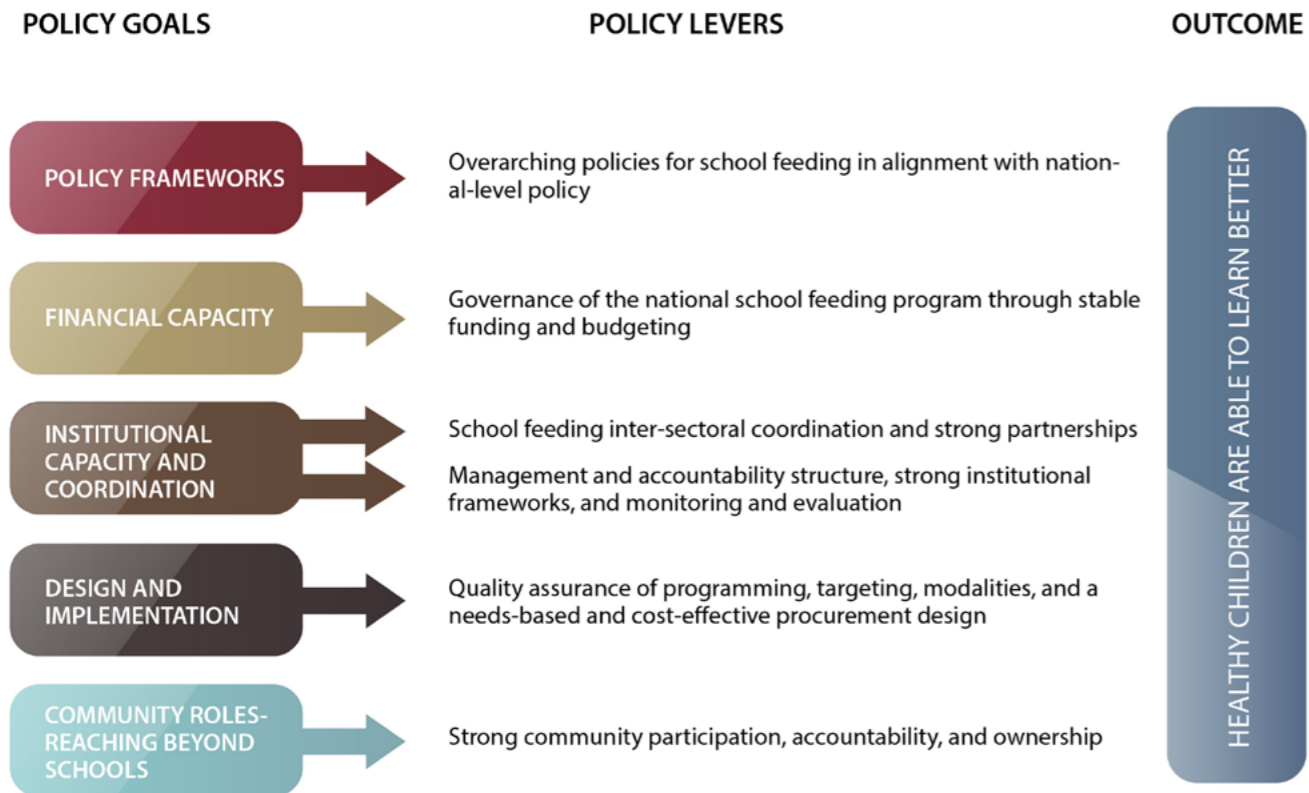


Figure 1: Policy goals and policy levers for school feeding (from SABER Country Report-Zambia, WFP. 2016)

3. Key Elements to include in HGSF Programmes within five main quality standards

It is important that there is a policy for school feeding in place in all countries that have or desire to implement school feeding. Therefore countries that do not have one should strive to have one as a matter of urgency. In conjunction with the policy it would be preferred that a law is passed that holds Government accountable for school meals as part of legislating for the rights of the child to adequate food and nutrition. A comprehensive home grown school feeding programme requires a multisectoral policy with clear linkages to the relevant strategic sectors. The development of the policy should involve a wide spectrum of stakeholders.

Table 1. Elements for Policy Frameworks

Elements to Consider	Recommendations
i) National Development plans, National level Poverty reduction strategy or equivalent, ii) Sectoral policies and strategies- such as Education sector plans/policies, Social Protection, agriculture sector plans/policies, and nutrition policies (e.g school Health and Nutrition, and/or nutrition and food security policy), identify school feeding as an education and social protection policy.	Umbrella policies or regulatory /governance Government statements that signify commitment - Alignment and harmonization should be ensured in the development of, or revision of key sector policies such as that for education, agriculture, Community Development and Social Welfare, Health and/or Food and Nutrition, to better support HGSF implementation. - The Policy documents should have clearly defined objectives and spell out sectoral responsibilities.
iii) School feeding/HGSF policy or strategy document that is aligned to national policy	Prioritize development of an evidence based HGSF technical policy that is multi-sectoral, with objectives across the different sectors, and that provides the rationale, scope, design and funding of the programme , addresses the other four policy goals, and outlines strategy for local sourcing of food, including links to local agricultural production and small holder farmers.
iv).HGSF implementation guidelines/ operational manual	Develop and disseminate comprehensive school feeding guidelines which cover all components of programme to guide implementers at all levels. HGSF implementation guidelines operationalize the policy and provide day to day guidance on how/what should be done and particularly with regard to the Design and Implementation components.

3.1 Institutional Capacity and Coordination

Effective institutional capacity and coordination, is about developing strong institutional frameworks, and management and accountability structures. A school feeding programme is better executed where an institution is mandated and accountable for the implementation of such a program. It requires a dedicated unit within the identified sector and with a good number and mix of staff with a range of skills to reflect the diverse nature of the programme, (to include food and nutrition, agriculture and rural development, procurement, monitoring ,

and evaluation, advocacy and communication). The Ministry of Education is often the preferred institution for housing school feeding programmes in many countries, even though the intervention by its nature cuts across several sectors. There are exceptions and some countries have school feeding under social protection (Ghana), others such as Botswana have school feeding under Local Government.

It should be recognized that home grown school feeding is not a single sector intervention and requires the support of other sectors. It is multi-sectorial and demands a well-coordinated involvement of other sectors such as education, health, social protection, agriculture, local government, and other school health programs. Another alternative used in Countries such as Ghana and Nigeria is to have a strong school feeding unit or secretariat, within the appointed sector (e.g Ministry of Gender, Children and Social Protection in Ghana, and in Nigeria the National Home Grown School Feeding Programme has been under the Presidency since inception , and under the Office of the Governor at State Level).

Table 2: Elements for Institutional Capacity and Coordination

Elements for Consideration	Recommendations
<p>i) Institutional home of the HGSP programme nationally and at the sub-national level should be a carefully considered decision.</p> <p>The suggestion is to raise HGSP governing structure to the highest, or more neutral governing body in the country. (See discussion in opening paragraph above)</p>	<ul style="list-style-type: none"> Establish a dedicated and independent HGSP management unit or agency with access to requisite resources, and staff compliment skills at the national level. Where possible, HGSP management/coordination offices/positions can be established at Provincial (sub-national level) and/or District level for closer management, to include Monitoring and training at that level.
<p>ii) Coordination</p> <p>This is a function that should be built into the institutional structure established. Many programmes suffer from weak inter-sectoral and cross-sectoral linkages</p> <p>HGSP needs to be well coordinated with relevant sectors such as Education (where this is not in education sector), health, Nutrition, agriculture and other social assistance programmes</p>	<ul style="list-style-type: none"> Establish a functional multisectoral HGSM coordinating structure/system that is recognized and reporting to an agreed government structure, to facilitate coordinated planning and implementation. In addition, Strengthen co-ordination and involvement of senior government staff Train the relevant Ministerial staff on roles and responsibilities Ensure that HGSP programme planning is a multisectoral activity which takes into account beneficiaries of other social assistance programmes (e.g agriculture assistance programmes for small holder farmers, cash transfer recipient households, can be linked to the HGSP demand. etc) and especially if there is an objective on poverty alleviation. Agricultural extension service to support small holder farmers in terms of communication and capacity building is necessary if they are to adequately respond to school food demand. This service has to be well coordinated with the HGSP programme.

<p>iii) Human Resource capacity</p> <p>A fully functioning HGSP programme requires skilled staff at national, provincial, District levels in core areas of the programme, to include Programme managers, nutrition, agriculture, procurement, M & E and WASH. At school level, there is need for cooks.</p> <p>Capacities in the agriculture sector</p>	<p>An independent unit as suggested above requires the right staff compliment. However capacity building workshops at all levels of implementation (national, provincial, district and schools) is necessary and should be budgeted for. Training content to include:</p> <ul style="list-style-type: none"> Procurement, for procurement relevant officers, and school staff menu planning, rations and portion sizes, Food storage, store management, food safety, nutrition education and -Food preparation and food hygiene training for cooks and caterers school level is To provide the necessary support required to improve production capacities of small holder farmers, there is need for adequate support and extension staff in terms of the extension officer to farmer ratios. Collaborate with other agriculture support service providers i.e NGOs (e.g DAPP) to extend service to farmers.
<p>iv) Monitoring and Evaluation</p> <p>Monitoring and evaluation of programme is important but often weak in many countries. Gaps include poor data capturing, delays in submission of data to relevant reporting lines, and lack of resources (monitoring finances, equipment, and transport) to facilitate M&E processes across the various levels from school to national level.</p>	<p>Develop or Strengthen M&E systems through;</p> <ul style="list-style-type: none"> Revision and/or development of monitoring tools (data collection, and reporting tools, monitoring checklists) Develop electronic tools for ease of transmission. -Capacity building on M&E for National, Provincial, District and school staff (to include school level data capturing, reporting on food flows, financial flows, and use of IT equipment). Use of technology, including mobile technology, to improve M&E. Monitoring data should be derived from other key sectors linked to HGSP implementation i.e. Agriculture, Health and Social Protection particularly on outcomes and impacts of programme. The evidence is important to support advocacy and resource mobilization.

3.2 Design and Implementation

Sound Design and Implementation. This policy goal/standard is critical as it guides the actual operation and day to day implementation of the programme. It requires that school feeding is planned in response to the country-specific problems, objectives, and expected outcomes. As such the country's context and needs should determine the programme's beneficiaries, food basket (menus), food modalities and supply chain. In this regard there is need for countries and partners to work towards creating a delicate balance among international, national, and local procurement of foods to support local economies without jeopardizing the quality and stability of the food supply.



Table 3: Elements on Design and Implementation

Elements for Consideration	Recommendations
<p>HGSM Programme objectives:</p> <p>Programme objectives should be clear or specific enough to guide implementation. It is generally expected that school feeding express objectives with outcomes and impacts across education and learning, health and nutrition, safety net, and agriculture and local economic development.</p>	<p>Development of HGSM Strategic plan and guidelines to clearly state objectives on education, health and nutrition, and clearly spell out the goal to advance local agricultural productivity and overall social and economic development through local purchase of foods to the extent possible. The intended beneficiaries should be outlined and include school children and farmers, with special focus on female farmers, and other secondary beneficiaries along the supply chain.</p>
<p>Coverage and targeting:</p> <p>The ideal is to have universal feeding but given limited resources, expansion should be gradual to make sure effective technical guidance and support is provided. Targeting is used to implement programme in resource poor settings. There should be shared understanding and agreement among a multi-sectoral group of stakeholders on the indicators and the methodology for targeting used.</p>	<p>Generally geographic targeting is preferred.</p> <p>The aim is to target all children in school, particularly in Government registered public primary schools, including Early Childhood Education programmes, in the Regions and Districts selected.</p> <p>Ensure that criteria for selection of Districts/Regions are objective, transparent and widely communicated.</p> <p>Targeting criteria:- a collection of indicators (enrolment rate, drop-out rate, food security and poverty) are used to select Districts or regions. This selection criteria needs to be shared with stakeholders.</p> <p>Regular monitoring and surveys are essential to assess extent and reasons for not reaching targeted groups/schools, and propose remedial action. Often the most vulnerable are missed by school feeding programmes.</p>
<p>Food basket:</p> <p>Should be nutritious, and include a diverse number of foods/food ingredients.</p> <p>The nutritional standards applied to the general population should apply in school meals. Where possible, a country should look at specifying the nutritional targets for school children in order to address the nutritional needs of the school population in a given context.</p>	<p>Diversification of food basket is necessary to reflect regional variations and also improve nutritional content. Strategies include;</p> <ol style="list-style-type: none"> a) Commissioning a seasonal food availability Survey to cover agro-ecological zones and also determine production capacities of each District. b) Develop school meals nutrition standards/nutrient targets specific for school children. Even where this is not possible the country is still expected to spell out the general proportion of nutrients that should be supplied by the school meal. Generally 30% of the daily recommended nutrient intake is used as a guide, assuming that the child receives the full complement of nutrients from the other two meals at home. However each context demands careful examination of the nutritional needs and experiences and respond accordingly. c) Develop broad national school menu plan/guide which can be adapted at sub-national level to reflect regional food variations. The menu should specify the quantities of each of the foods per child nutrients to be achieved by the meal. d) Develop Handy Measures to be used by the caterers and cooks to translate the recommended quantities on the menu into quantities for cooking and serving. This ensures that desired nutrients are achieved for the school child. e) Capacity building on menu planning should be carried out at all levels.

Food preparation:

Timely delivery of food requires that there is an adequate number of cooks.

Training of cooks

-Training of cooks is important for better efficiencies, food safety and conservation of nutrients.

Food Safety

The importance of food safety and delivering wholesome food should be emphasized.

-Establish guidelines on number of cooks required for a given number of learners.
The number of cooks depends on enrolment. It is important to establish/determine (through consultative processes and benchmarking) and include in implementation guidelines, the preferred ratio of cooks to learners. For example, Botswana school feeding programme gives a guidance of one cook per 125 learners, while the National School Nutrition Programme in South Africa gives a broad guide of one cook per 200 learners but based on this guide, individual Provinces use a sliding scale to accommodate small and big schools.
-Capacity building for cooks is necessary to ensure timely and efficient methods of food preparation are used, and food safety and nutritional quality of meals is maintained.
-Ensure all cooks are trained including those used on a rotational basis.
-The cooks should be trained accordingly.
There is need to determine what systems will be put in place to ensure that quality and food safety is maintained at all levels as food is procured and delivered to schools.
Food safety and personal hygiene standards should be observed and maintained at all times. A Food safety and a personal hygiene Guide should be mounted in kitchens for reinforcement (should form part of a monitoring check list).
Cooks should do regular medical checks, at least twice a year. Personal hygiene should include ensuring that cooks have clean uniform during food preparation and serving of meals.

Feeding time:

The guidance on preferred feeding time to achieve desired result is context based. Timely serving of meals is important if the food is going to serve the purpose of ensuring attention in class and enhancing learning. This will also depend on whether the Government programme offers one or two meals per day. (NB: Most Governments are currently only able to afford one meal per school day.)

Where one meal is provided it is recommended that it be served early in the morning or mid morning. No meal should be served when the children are ready to go home as it defeats the purpose of enhancing attention and promoting learning.

-Explore more efficient means of food preparation and also value addition processes on agricultural produce to come up with easily prepared meal options. This requires engagement of the private sector

Food Procurement and Logistics:

There is need to have an efficient supply chain management.

Understanding the food value chain/systems environment is key.

Procurement model: This is usually centralized, decentralized or a combination of both with different variations of each, depending on context. (i.e insourced or outsourced).

Procurement capacity:

Generally in most countries, procurement is left to the government procurement entities, some of whom have not had to deal with food procurement and therefore capacity building is necessary.

The standard procurement procedures are often rigid and not as compatible with the characteristics and capabilities of small holder suppliers.

Procurement Guidelines

Food Quality Control

Source of Food and production potential

Recommend a supply chain analysis of key commodities in the food basket, primarily to establish production potentials of each food commodity, particularly potential to meet school food demand.
-Assess food storage requirements, as well as take stock of existing facilities and their distribution. This is important to determine if there are facilities to hold stock of food commodities such as cereals after harvest and throughout the lean months, pending distribution to schools.

Government has a choice between opting for a fully decentralised procurement model or a combination of centralized and decentralized procurement based on the different food commodities in the food basket. Decentralisation allows for closer linkages with small holder farmers.

However, the decision on model to adopt should be carefully thought out looking at the trade-offs in each case while at the same time looking at ways to benefit small holder farmer suppliers. It is possible to use different models for different food commodities as a means to balance issues of transparency, accountability and small holder farmer interests.

Ideally there should be dedicated staff for procuring food for schools whether at national, district or school level.

-Capacity building on procurement should be provided at all levels. Explore flexible tendering systems to accommodate small holder famers. e.g. Could have an open tender system but request for a mandate contract which ensures that purchasing a certain proportion of food from SHFs is mandatory.
-Ensure small holder farmers are organized and assisted to respond to food tenders as suppliers.

-Develop simple food procurement guidelines. The guide on procurement should indicate what commodities are centralized, and at what level (national, Provincial, district), and which ones can be decentralized to schools. This decision would then be followed by the respective guidance on allocation of funds. Special mention should be made on purchasing from small holder farmers.

Guidelines on standards of school food safety and handling along the supply chain need to be established.
The overall goal on food sourcing is to get locally grown food as much as possible, before reverting to other options.
Assess production potential of each District selected for school feeding. Food insecure Districts would require a different approach/model for sourcing food.

Infrastructure for school feeding at school level

This includes kitchens or cooking shelter, food storage and water and sanitation facilities.

There should be a minimum standard in terms of a basic minimum infrastructure that schools should have for HGFSF programmes to function. A system for ensuring compliance before a school can be certified to start school feeding can be instituted. Facilities required are kitchens or covered cooking shelter, food storage facility, Feeding shelter or classroom alternative in the short term, potable water and water and sanitation (WASH) facilities.
In addition, It is preferred that serving utensils are provided by the school as far as possible as it is easier to observe and maintain a standard measure during serving, and secondly it ensures cleanliness is maintained.
It may be necessary to lobby for Government and private sector support for a once off HGFSF infrastructure budget separate from the regular school feeding budget.
-The development of food storage facilities is especially critical to reduce transaction and transportation costs.
-Use a Public Private Partnerships approach to support infrastructure development.

Linking farmers to HGFSF markets:

Deliberate efforts should be made to ensure that Small Holder farmers are well informed/aware of school food requirements in the respective Districts.

The HGFSF programme, particularly at sub-national level and/or Districts, should communicate its food requirements (specific food and quantities) to Ministry of Agriculture and to farmers.
Regular communication and meetings should be maintained between the HGFSF implementing sector and Ministry of Agriculture to ensure that MOA and other agriculture service providers engage farmers and prepares them to supply food to the HGFSF market.
Develop a database of farmers or farmer organisations that are eligible to supply food to schools so that the schools know where to go to for specific products.
Schools or purchasing entities may be able to create contracts with the farmers -It is also possible to secure the services of NGOS engaged in agriculture extension, who then work collaboratively with Ministries of Agriculture to support farmers with the sole purpose of meeting the HGFSF demand for food.

Complimentary school health activities, namely

Deworming, WASH, nutrition education, school gardens, should be delivered in conjunction and collaboratively along side school feeding. Programme staff of these initiatives should be well coordinated.

Strengthen internal programme coordination to reflect coordinated planning and implementation of school health activities. For instance,
• Nutrition education is key. Nutrition education should be provided in the curriculum for long term sustainability of behavioral
• school meals and school gardens should be used for delivering practical nutrition education messages.
• Deworming and WASH are simple and cost effective school interventions which help to improve nutrition and health outcomes and should be implemented as a key component and in support of the school meal programmes.

3.3 Community Participation

Community participation in school meal programmes is the fifth goal and is premised on the idea that school feeding programmes that promote strong community ownership, participation (i.e. through contributions from local community) and accountability are stronger and more likely to successfully transition to national ownership. The communities are expected to make various contributions to the programme either in cash or in kind, but also to participate in decision making processes.

Table 4: Elements on Community Participation

Elements to Consider	Recommendations
<p>Strong community participation and a sense of ownership in the HGSM programme among community members</p> <p>Strengthen relationships between the school and the community. This requires good leadership at the school and also at the community.</p>	<p>Conduct community mobilization, advocacy and sensitization in all school communities on importance and benefits of HGSM</p> <ul style="list-style-type: none"> • Engage local leadership such as Chiefs and Area members of parliament in sensitization meetings. • Capacity development around School leadership and community relations for PTA members. • Re orientate the PTA members on roles and expectations of the HGSM programme management
<p>Sharing of information on HGSM issues with community members such as the selection of cooks, the numbers and whether remunerated or voluntary.</p>	<ul style="list-style-type: none"> - Standardize the number of cooks per school. (guidelines to be provided in the HGSM implementation manual), and - Provide a rationale for why only a certain number of cooks may be selected, - Ensure representation of all segments of community in selection of cooks to cover school catchment area. - Ensure there is understanding on the importance of preparing and serving food on time.



Notes



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