



SCHOOL FEEDING AND NUTRITION

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BACKGROUND

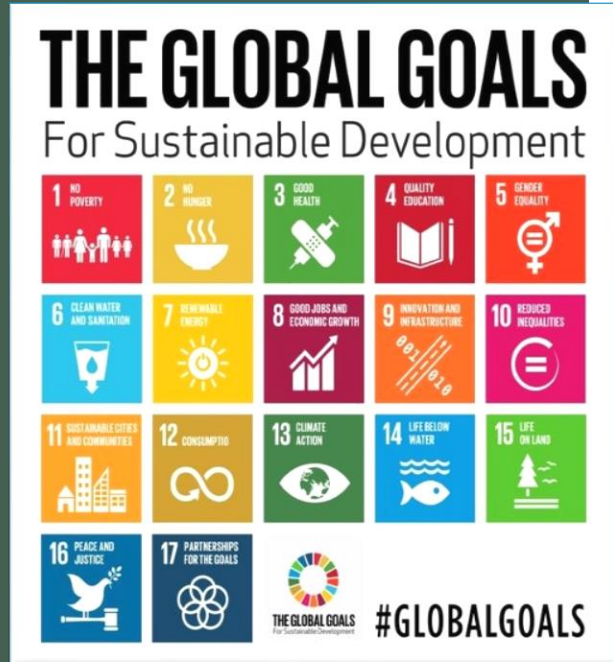


- Since 2008, fuel and financial crises have highlighted the importance of school feeding programmes both as a social safety net for children living in poverty and food insecurity, and as part of national educational policies and plans.
- School feeding programs can help to get children into school and help to keep them there, through enhancing enrollment and reducing absenteeism; and once the children are in school, the programs can contribute to their learning, through avoiding hunger and enhancing cognitive abilities.
- It is for this reason that at the EFA meeting in Addis Ababa in February 2010, the participants urged, “*Education For All Partners [should] intensify efforts to support initiatives targeted at the most marginalized, such as cash transfers, school health and school feeding, scholarships and gender-specific-interventions.*”

Furthermore, school health and nutrition interventions have been recognised in addressing the Millennium Development Goals (MDGs) of universal basic education and gender equality in educational access.

In order to achieve these goals, it is essential that even the poorest children, who suffer most from ill health and hunger, are able to attend school and learn while there.

Disadvantaged children –the poor, the marginalized, girls, children in fragile states– often suffer the most from ill health and malnutrition and therefore benefit most from school health and nutrition programs.



- The complimentary nature of school health and nutrition interventions, such as school based deworming and school feeding, suggests that when implemented together associated health and education benefits can be multiplied.
- School feeding can help to create an enabling environment for design and delivery of these other key public service delivery programmes. Given it's cross sectoral content and wide ranging impact, school feeding programmes are usually well equipped to drive and support other interventions on education, nutrition, health, hunger and sanitation. A comprehensive approach to school health and nutrition is recognised by the Focusing Resources for Effective School Health (FRESH) and Global Partnership for Education (GPE) partners as a means of contributing to the health, nutrition and educational needs of children
- School health and nutrition programmes, particularly when embedded within broader child development strategies, are in integral part of the long term development of a child. As part of a continuum of development support, inclusive of maternal and child health as well as early child hood development, school health and nutrition programmes are a critical step to ensuring a child is able to reach their full potential.

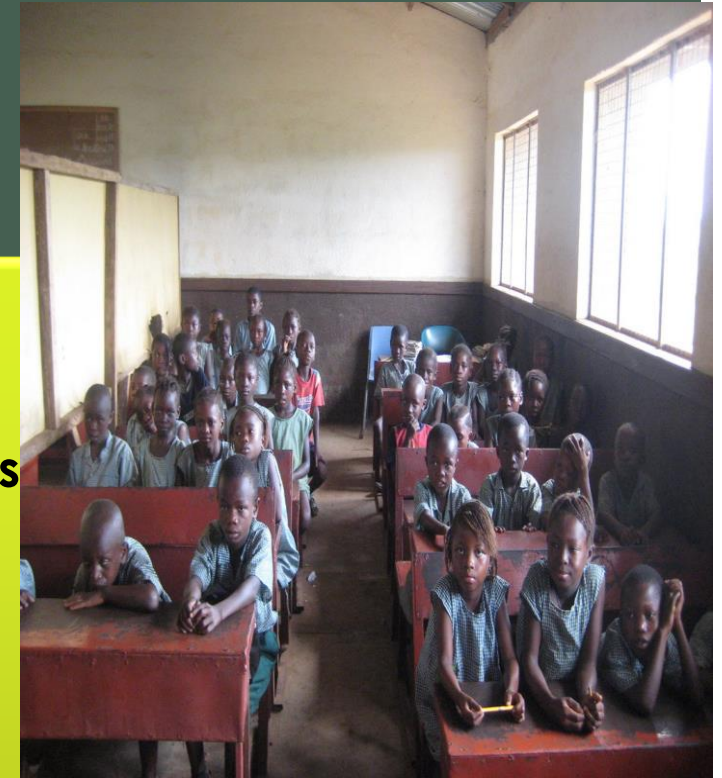


Why school feeding?

- The literature on school feeding is replete with research Evidence n its multiple potential benefits as an effective :
- social safety net for vulnerable children, families and communities

The specific benefits include:

- increasing access to school and promoting enrolment,
- regular school attendance, retention, enhanced performance, cognitive ability, promotion of gender parity and completion of school.
- Delivered with good quality nutritious food commodities, school feeding contributes to the improvement of the health and nutritional status of children. A nationally owned and run home-grown school feeding of the kind that is the object of this policy puts considerable premium on the multi -facets aspect of school feeding including linking school feeding activities with local food production and procurement that can trigger social and economic development of communities.



WHY SCHOOL FEEDING IN SIERRA LEONE?????

AIM:

- to ensure that every child registered in pre-school, primary and Junior Secondary School will have access to nutritious food required for promoting their :
 - attendance and retention in school,
 - learning,
 - Health and nutrition,
 - growth and development.



Specific Objectives (SOs)

- i. To integrate a comprehensive home-grown school feeding programme into the educational system from pre-school to junior secondary school.
- ii. To implement the social protection provision pertaining to school feeding enunciated in Pillar 8 of the Agenda for Prosperity.
- iii. To ensure that children are given food fortified with micro-nutrients that promote healthy growth, development and sound cognitive ability.
- iv. To close the gender gap in school, where applicable, by motivating parents with take home rations and other incentives to send their daughters to school, as well as inspire the girls themselves to enroll, attend class regularly and complete school.

Long term Objective

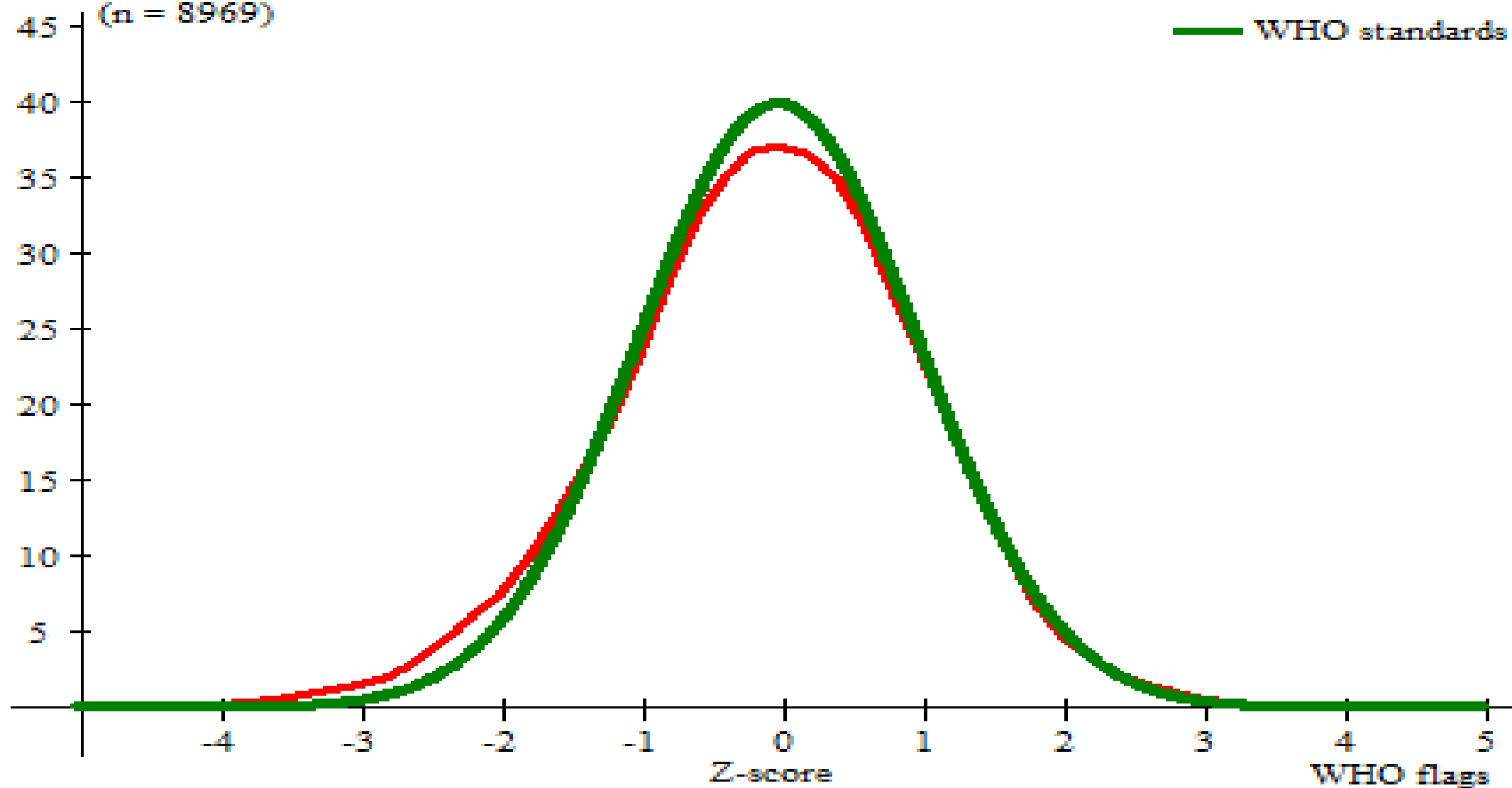
- ✓ The long term objective is to ensure that school feeding contributes to the Vision, Mission and Goals of the Government of Sierra Leone as articulated in the Agenda for Prosperity and the Education Sector Plan, by providing locally produced and processed nutritious and healthy school meals to all pupils enrolled in pre-primary and basic and junior secondary education schools, contributing to the improvement of children's **nutritional status**.
- ✓ Achieving this objective will take several generations of basic education with reliable school feeding, good quality schooling and strong educational outcomes.

- **The results of a nationwide nutrition survey undertaken by the NGO Action Against Hunger in collaboration with the Ministry of Health and Sanitation of Sierra Leone indicate that chronic malnutrition (stunting) remains high in Sierra Leone; more than 30% of the children are stunted which indicates a serious situation.**
- **Studies undertaken worldwide recognize that if stunting is not prevented in the first two years of life, then the effects are irreversible in the later years. These negative effects of stunting include: decrease of cognitive, motor, language development and learning capacity.**
- **Inequality of women and the resulting violence they face is evident in many aspects of society. Systemic factors disproportionately affect the protection, attendance and performance of girls in school as they reach adolescence and adulthood. Across to the labour force, women make up 33 Action Against Hunger, Survey report on food security and malnutrition in Sierra Leone, 2018**

Weight-for-Height z-scores

% of Children
(n = 8969)

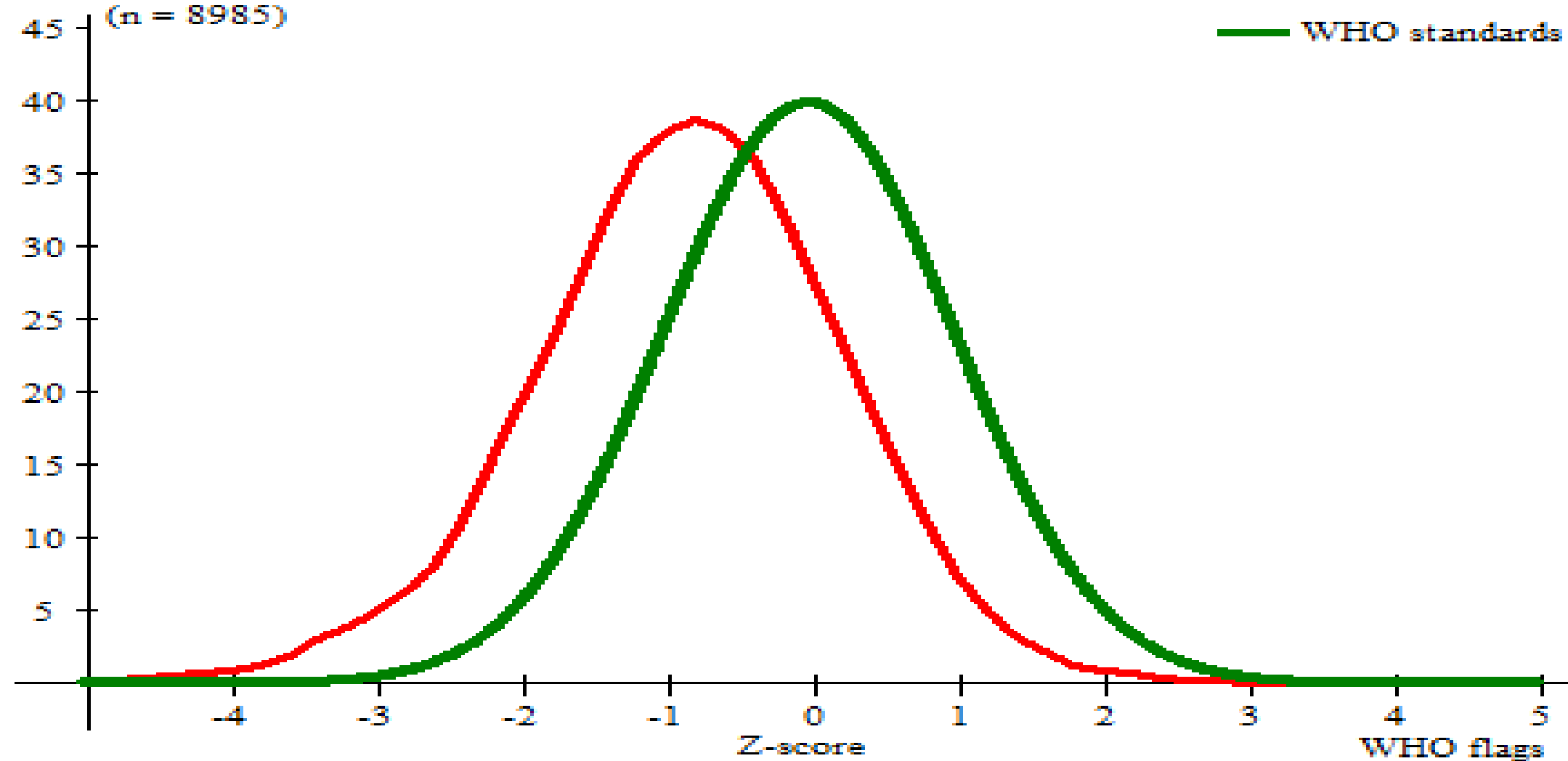
— WHO standards



% of Children
(n = 8985)

Weight-for-Age z-scores

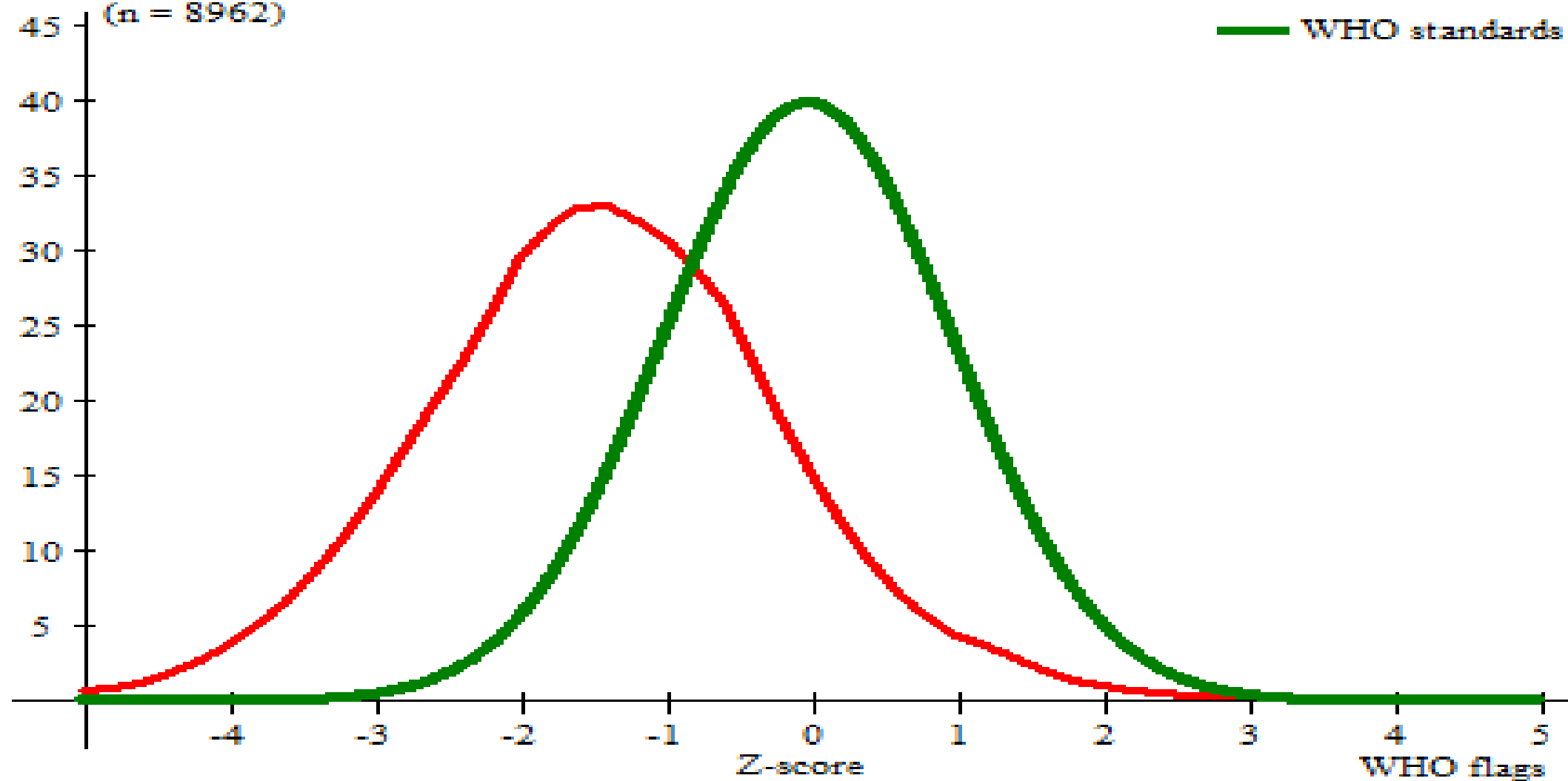
— WHO standards



Height-for-Age z-scores

% of Children
(n = 8962)

— WHO standards



WHERE ARE WE CURRENTLY

Indicator/Policy Goal	Result
Overall Policy Goal 1 – Policy Frameworks	Emerging
Indicator 1.1	Established
Indicator 1.2:	Emerging
Overall Policy Goal 2 – Financial Capacity	Emerging
Indicator 3.1	Latent
Indicator 3.2	Emerging
Indicator 3.3	Emerging
Overall Policy Goal 3 – Institutional Capacity and Coordination	Emerging
Indicator 4.1	Latent
Indicator 4.2	Emerging
Indicator 4.3	Emerging
Indicator 4.4	Latent
Overall Policy Goal 4 – Design and Implementation	Latent
Indicator 5.1	Emerging
Overall Policy Goal 5 – Community Roles	Emerging
Overall Average Score	Emerging

Daily energy requirements (kcal)				Daily energy and macronutrient		
Education level	Age (years)	Boys	Girls	Energy* (kcal)	Protein (10-15% of energy)	Fat (15-30% of energy)
Pre-primary	3-6	1360	1240	1300	33-49	22-43
Primary	6-12	1930	1780	1850	46-69	35-62
Junior secondary	12-16	2870	2400	2600	65-98	44-88

Micronutrient requirements for boys and girls*					
Age (years)	Iron, based on bioavailability (mg)				
	Vitamin A (µg RE)[a]			Iodine (µg)	Calcium (mg)
		Low [b]	Very low [c]		
1-3	400	5.8	11.6	90	500
4-6	450	6.3	12.6	90	600
7-9	500	8.9	17.8	120 [f]	700
10-16	600	31.9 [d] 16.7 [e]	63.7 [d] 33.4 [e]	150 [g]	1300

- As in Sierra Leone, schools operate on half day basis, school meals shall provide pupils with 30-45 percent of the internationally recommended daily intake kilocalories and micronutrients. The application of the minimum requirements are not only crucial to prevail the nutrition challenges in Sierra Leone, specifically the protein-energy malnutrition, as well as Vitamin A, iodine and iron deficiency. Considering the fact that many children do not receive all their remaining nutrient requirements at home, school meals should ideally provide a little more than these minimum requirements.
- The nutrients content of school meals can be achieved through various combinations of locally produced or imported and processed commodities:
- Dried food (cereals e.g. rice, pulses and tubers (e.g. cassava, sweet potatoes, yam, cocoyam,), etc.
- Fresh food (vegetables (plantain, cassava leaves, potatoes leaves, okra, etc.), fruit, animal products such as fish, eggs and meat), etc.
- Processed food (vegetable oil, palm oil, peanut oil, gari, etc.), iodised salt, grounded peanut, smoked fish, etc.

- The above commodities may be available on a seasonal basis. The design of menus shall be undertaken with the involvement of all the stakeholders in the school community, including school directors, teachers, parents and community members, keeping in mind that food to be provided to and consumed by pupils determines to a large extent possible the extent to which the programme will achieve its objectives.
- With respect to the above type of commodities, school meal food basket should ideally be the same for the whole country. However, there should be allowance for flexibility in the design of the food basket with respect to regional and districts' specificities in production and availability of quality nutritious food commodities.
- *Costs per meal per day*

- In order to ensure a regular flow of funds and thus to avoid any interruption of the programme on the basis of its costs, the costs per meal per day is about 2300 Le. This cost will ensure that every child enrolled in the INHGSFP will receives a nutritious meal at every school day.
- However, the cost of providing a healthy, nutritious and diverse meal will not be identical in all regions and districts of the country and may differ from one area to another, given many factors such as, local preferences, regional and seasonal differences the fluctuation of the markets at local levels and the difference costs of transport to bring the food to the schools. Still, any cost increase in some areas can be compensated by lower prices in other areas.
- The calculation of this cost was done jointly by the GoSL, the WFP, CRS and JAM and reflected in the School Feeding Concept Note. 2018

- **In Health and Nutrition:** reduced chronic and acute malnutrition, including reduced protein-energy and micronutrient deficiencies by providing pupils in pre-primary and basic schools with a healthy, diverse and nutritionally sufficient meals on every school day, alongside with complementary interventions such as deworming and increased nutritional awareness and skills of children and parents.
- **Policy Directive:** In collaboration with the Ministry of Health and Sanitation, the composition of the school meals will take into consideration the nutritional requirements of pre-primary and basic schools pupils to ensure they meet accepted nutritional standards. Collaborative and participatory implementation of some still actual and relevant activities of the Essential Package for Learning will warrant to achieve health and nutrition objective which is critical for the holistic development of children in Sierra Leone.
- The Essential Package for Learning comprises interventions identified by UNICEF and WFP in 2008 to be implemented at school level for better education and health outcomes. These interventions included : (i) School feeding; (ii) Potable water and sanitary latrines; (iii) health, nutrition and hygiene education; (iv) systematic deworming; (v) micronutrient supplementation; (vi) HIV and AIDS education; (vii) Psychosocial support; (viii) malaria prevention; (ix) school gardens; (x) use of improved stoves in school canteens.



THANK YOU

