Central African Republic

School Meal Coverage (2022-2023)

All Primary and Secondary School-age Children

- 49% Enrolled, but not receiving food
- 43% Not enrolled
- 9% Receiving food

Only Enrolled Primary Students

- 17% Receiving food

National Laws, Policies, and Standards

- National school feeding policy
- Nutrition
- Health
- Food safety
- Smallholder farms
- Agriculture (apart from smallholders)
- Climate/environment policy
- Private sector involvement

The country had ...

- Inter-sectoral coordination committee for school feeding
- National system for monitoring school feeding

Budget

Total: USD 1,660,113

- Government: 23,705
- International donors: 1,636,408
- Private sector: 0
- NGOs (domestic): 0
- Other donors: 0

- Line item in the national budget for school feeding

School Foods and Beverages

- Whole grains
- Fish and shellfish
- Deep orange vegetables and tubers
- White roots and tubers
- Fruits
- Dark green leafy vegetables
- Cruciferous vegetables
- Other vegetables
- Deep-fried foods
- Sweets
- Liquid oils
- Semi-solid and solid fats
- Salt
- Dairy milk
- Yogurt drink
- 100% fruit juice
- Other fruit drink
- Tea
- Other sugar-sweetened beverages

Prohibited food items
None

Food Sources

- Purchased (domestic)
- Purchased (foreign)
- In-kind (domestic)
- In-kind (foreign)

Special Notes: Population and enrollment numbers from the UNESCO Institute of Statistics (UIS) were used to complete this report.
Nutrition

School feeding program(s) include/involves the following
☐ Fortified foods
☐ Bio-fortified foods
☐ Micronutrient supplements
☐ Nutritionists involved
☐ Special training for cooks/caterers in nutrition
☐ Objective to meet nutritional goals
☐ Objective to reduce obesity

Limitations on food and beverage marketing...
☐ On school grounds
☐ To school age children

Infrastructure, Employment, and Complementary Features

Share of Schools with ...

<table>
<thead>
<tr>
<th>Feature</th>
<th>Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity</td>
<td>None</td>
</tr>
<tr>
<td>Piped water</td>
<td>None</td>
</tr>
<tr>
<td>Clean water</td>
<td>Very few</td>
</tr>
<tr>
<td>Flush toilets</td>
<td>None</td>
</tr>
<tr>
<td>Dedicated eating spaces</td>
<td>None</td>
</tr>
<tr>
<td>Kitchens</td>
<td>Very few</td>
</tr>
<tr>
<td>Sports or physical play areas</td>
<td>Very few</td>
</tr>
<tr>
<td>Solar panels/solar power</td>
<td>None</td>
</tr>
</tbody>
</table>

Employment

Total number of cooks/caterers: 850
- At least 0% paid
- 100% women

There was a focus on creating job opportunities for...
☐ Women  ☐ Youth  ☐ Other Groups

Additional Information

Oil used in the school meal program was fortified with iodine and vitamins A and D, and the program did not include any packaged or processed foods. Produce from school gardens was partly consumed by students and partly sold. Obesity was not considered a problem in the Central African Republic.

Complementary Activities

☐ Handwashing with soap
☐ Height measurement
☐ Weight measurement
☐ Testing for anemia
☐ Deworming treatment
☐ Eye testing/eyeglasses
☐ Hearing testing/treatment
☐ Dental cleaning/testing
☐ Menstrual hygiene
☐ Drinking water
☐ Water purification
☐ School gardens

Complementary Education Programs

☐ Food and nutrition
☐ Agriculture
☐ Environment/climate/sustainability
☐ Hygiene
☐ Health
☐ Reproductive health
☐ HIV prevention
☐ Physical education
☐ Mental health

Additional Information

Small-scale farmers were directly engaged in the program, supplying grains/cereals and legumes/pulses/nuts. These farmers received support in the form of advice, seeds, or tools to promote the production of specific crops or foods for the school meal program.
Successes and Challenges

**Successes**

1. All schools with school canteens showed strong attendance on the part of children, and their academic success rate was increasing.
2. The program emphasized local purchases from small-scale producers.

**Challenges**

1. Theft of food from unguarded school storage stores.
2. Occasional delays in food distribution.
3. Pipeline ruptures due to a lack of resources.
4. Low levels of community engagement.
5. A lack of, and limited quality of, teachers.

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**Emergencies**

**Experienced disruptions to school feeding due to emergencies**

- Yes  
- No

**Strategies to address the impact of emergencies**

- Seek alternative food sources or suppliers
- Changes in numbers of students fed
- Negotiate better prices with existing suppliers
- Establish alternative supply routes or transportation methods
- Source different or alternative food
- Release of food reserves
- Increase funding or budget allocation for school feeding
- Collaborate with local producers or suppliers to reduce dependence on global supply chains
- Changes in delivery method
- Changes in feeding modality
- Changes in feeding frequency
- No particular strategy was used

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**Steps taken to limit package waste**

- Re-use of bags/containers
- Recycling

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**Additional Information**

Efforts to reduce the distance between where school food was produced and the schools included increasing local production and processing and modifications to menus.

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**Additional Information**

During the 2022-2023 school year, supply chain issues affected the World Food Program School Feeding Program, though all schools remained open and there were no interruptions to school feeding operations. The program explored but did not end up introducing alternative foods to replace imported staple foods.
World Food Program School Feeding Program
(Programme d’alimentation scolaire PAM)

Management
- Lead implementer(s): World Food Program (WFP)
- An international donor agency or other implementing partner managed the program.
- Implementing partner procured the food

How Many Students Received Food

<table>
<thead>
<tr>
<th>School Level</th>
<th># of Students</th>
<th>% Girls</th>
<th>% Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>0</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Primary School</td>
<td>173,212</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>Secondary School</td>
<td>0</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>TOTAL</td>
<td>173,212</td>
<td>54%</td>
<td>46%</td>
</tr>
</tbody>
</table>

Foods and Beverages
- Refined/milled grains
- Liquid oils
- Legumes
- Salt

Elements of Home-Grown School Feeding
- Objective for small-scale farmers to benefit from access to a stable market
- Local food sourcing
- Small-scale farmers involved by selling directly (or through their farmer organization) to the program or the schools
- Additional support provided to small-scale farmers
- Country had a law/policy/standard related to small-scale farmers and school feeding programs
- Preferential treatment for small-scale farmers/small farmer organizations/small companies in tendering procedures
- Effort is made to reduce food miles

Objectives
- To meet educational goals
- To provide a social safety net
- To address gender-specific challenges
- To reduce hunger
- To meet nutritional and/or health goals
- To meet agricultural goals

Modalities of Providing Students With Food
- In-school meals

Frequency and Duration
- 5 times per week
- During the school year

Targeting
- Regional targeting based on criteria related to community vulnerability and schooling rates

Expenses

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>80%</td>
</tr>
<tr>
<td>Handling, storage, transport</td>
<td>7%</td>
</tr>
<tr>
<td>Labor</td>
<td>5%</td>
</tr>
<tr>
<td>One-time fixed costs</td>
<td>8%</td>
</tr>
<tr>
<td>All other costs</td>
<td>0%</td>
</tr>
</tbody>
</table>

Food Sources

- 10% Purchased (domestic)
- 90% Purchased (foreign)
- Unknown - In-kind (domestic)
- 0% In-kind (foreign)

Additional Information
During the 2022-2023 school year, the program reached 292 public schools. Students’ families contributed to the supply of fuel and participated in the cleaning of schools.