

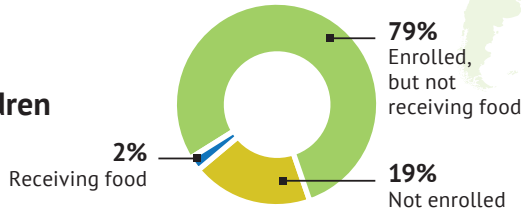


REPUBLIC OF Cameroon

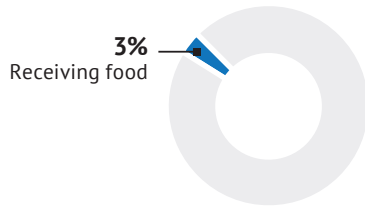


School Meal Coverage (2022-2023)

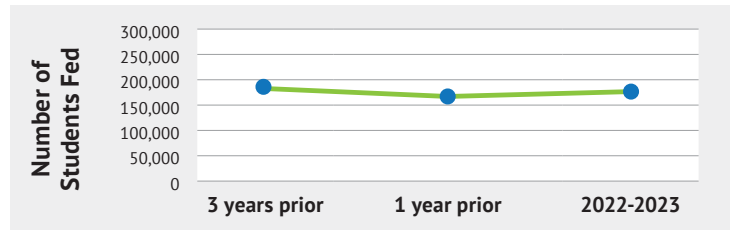
All Primary and Secondary School-age Children



Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	1,665,227	627,798	0
Primary School	4,465,761	5,155,547	174,408
Secondary School	4,393,482	1,983,379	0
TOTAL	10,524,470	7,766,724	174,408



National Laws, Policies, and Standards

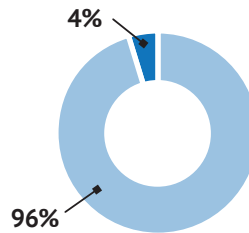
- National school feeding policy*
- Nutrition**
- Health
- Food safety
- Smallholder farms
- Agriculture (apart from smallholders)
- Climate/environment policy
- Private sector involvement

* Cameroon's National School Feeding Strategy 2023-2027 was pending validation as of mid-2024, while the Education-Training Sector Strategy 2023-2030 was validated in May 2024.

The country had ...

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

Budget



Total: **USD 5,696,781**

- Government: 212,290
- International donors: 5,484,491
- Private sector: 0
- NGOs (domestic): 0
- Other donors: 0

- Line item in the national budget for school feeding

School Foods and Beverages

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Whole grains | <input checked="" type="checkbox"/> Fish and shellfish | <input checked="" type="checkbox"/> Liquid oils |
| <input checked="" type="checkbox"/> Refined/milled grains | <input checked="" type="checkbox"/> Deep orange vegetables and tubers | <input type="checkbox"/> Semi-solid and solid fats |
| <input checked="" type="checkbox"/> Blended grain-based products | <input checked="" type="checkbox"/> White roots and tubers | <input checked="" type="checkbox"/> Salt |
| <input checked="" type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Fruits | <input type="checkbox"/> Dairy milk |
| <input checked="" type="checkbox"/> Nuts and seeds | <input checked="" type="checkbox"/> Dark green leafy vegetables | <input checked="" type="checkbox"/> Yogurt drink |
| <input checked="" type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Cruciferous vegetables | <input type="checkbox"/> 100% fruit juice |
| <input checked="" type="checkbox"/> Dairy | <input type="checkbox"/> Other vegetables | <input type="checkbox"/> Other fruit drink |
| <input type="checkbox"/> Poultry and game meat | <input type="checkbox"/> Deep-fried foods | <input type="checkbox"/> Tea |
| <input type="checkbox"/> Red meat | <input type="checkbox"/> Sweets | <input type="checkbox"/> Other sugar-sweetened beverages |
| <input type="checkbox"/> Processed meat | | |

Prohibited food items

None

Food Sources

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

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

Nutrition

School feeding program(s) include/involve 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...

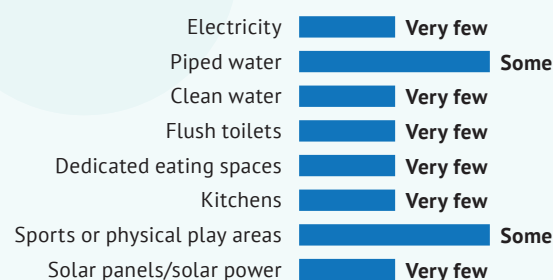
- On school grounds**
- To school age children**

Additional Information

At least eight nutritionists, employed by the national government and Nascent Solutions, were engaged in the McGovern-Dole Food for Education program. This program provided corn-soy blend+, milled rice, and vegetable oil enriched with various vitamins and minerals, including iron, iodine, zinc, folic acid, thiamine, riboflavin, niacin, calcium, selenium, fluoride, and vitamins A, B6, B12, C, and D. Additionally, the program served cassava and maize fortified with vitamin A. The WFP School Feeding Program employed two nutritionists and provided oil fortified with vitamin A. Obesity is generally not considered a problem in Cameroon.

Infrastructure, Employment, and Complementary Features

Share of Schools with ...



Employment

Total number of cooks/caterers: **5,454**

- Percent paid: 0
- 75-99% women

There was a focus on creating job opportunities for...

- Women**
- Youth**
- Other Groups

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

The McGovern-Dole Food for Education Program focused on creating jobs and income-generating activities for women by providing training in value addition, promoting savings schemes, and creating/supporting women's agricultural cooperatives. In the WFP School Feeding Program, both small and medium/large-scale farmers were directly engaged in the program; while medium/large-scale farmers benefitted from mobile payments, small farmers also benefitted from agriculture subsidies; advice or tools to prevent post-harvest loss; advice, seeds, or tools to promote production of specific crops; school feeding-specific training; and preferential treatment in competitive tendering procedures. In both programs, the private sector was engaged in transport and in selling or renting supplies, and students' families provided voluntary in-kind contributions.

Environmental Sustainability

Targeted climate-friendly foods

- Yes No

Steps taken to limit food waste

- Sealed food storage
- Fumigation/pest control in storage area
- Use of hermetic bags or larger hermetic storage system
- Routine testing/monitoring of dry food storage
- Use of nearly-expired food
- Use of usable but “imperfect” commodities or produce
- Campaign to reduce how much food students throw away

Steps taken to limit package waste

- Re-use of bags/containers
- Recycling
- Use of compostable materials
- Use of “bulk serve” containers
- Prohibiting specific types of packaging

Additional Information

In the McGovern-Dole Food for Education Program, energy-efficient stoves reduced firewood or charcoal use, and food waste was minimized with First In, First Out (FIFO) inventory management, portion measurement, and cooking based on the number of students at school. Kitchens and storerooms were built on school premises to shorten food transport distances, and school garden produce was consumed by the students or sold. Similarly, the WFP School Meal Program used improved stoves to reduce the use of fuel and promoted warehouse hygiene and sanitation, along with pest prevention to reduce food waste. School garden produce was consumed by students.

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

Additional Information

The McGovern-Dole Food for Education Program was affected by conflict and extreme food price inflation. Despite these emergencies, no schools were closed, nor were school feeding operations interrupted. Program costs increased significantly, and in turn, donors also increased the school feeding budget. A positive development was the increased production on school farms, which helped complement imported foods. There were no emergencies reported by the WFP School Feeding Program.

Successes and Challenges

Successes

1. Increased enrollment and school attendance rates;
2. Retention of children in school;
3. Improved student academic performance.

Challenges

1. Absence of a school feeding policy (policy currently being finalized);
2. No budget line allocated for school feeding;
3. Negative impact of the Covid-19 pandemic on program implementation.

McGovern-Dole International Food for Education and Child Nutrition Program implemented by Nascent Solutions

Management

- Lead implementer(s): Ministry of Basic Education, Ministry of Health, Ministry of Agriculture and Rural Development, and Nascent Solutions Inc.
- An international donor agency or other implementing partner managed the program.
- Implementing partner procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	7,606	49%	51%
Primary School	111,502	48%	52%
Secondary School	0	–	–
TOTAL	119,108	48%	52%

Foods and Beverages

- Refined/milled grains
- Blended grain-based products
- Legumes
- Nuts and seeds
- Fish and shellfish
- Deep orange vegetables and tubers
- White roots and tubers
- Fruits
- Dark green leafy vegetables
- Cruciferous vegetables
- Liquid oils
- 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 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
- Take-home rations

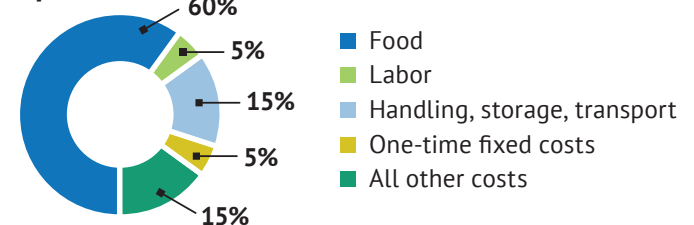
Frequency and Duration

- 5 times per week (in-school meals); and Quarterly (take-home rations)
- During the school year

Targeting

- Geographic, school type, grade levels (grades 5 and 6 received take-home rations), and school characteristics.

Expenses



Food Sources

0% Purchased (domestic) **4% In-kind (domestic)**
 0% Purchased (foreign) **96% In-kind (foreign)**

Additional Information

The program started operating in 2018.

WFP School Feeding Program

Management

- Lead implementer(s): World Food Programme
- The program was managed with both centralized and decentralized decision-making (Semi-decentralized).
- Individual schools procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	—	—
Primary School	55,300	45%	55%
Secondary School	0	—	—
TOTAL	55,300	45%	55%

Foods and Beverages

- ✓ Whole grains
- ✓ Refined/milled grains
- ✓ Legumes
- ✓ Eggs
- ✓ Dairy
- ✓ Fish and shellfish
- ✓ White roots and tubers
- ✓ Fruits
- ✓ Dark green leafy vegetables
- ✓ Liquid oils
- ✓ Salt
- ✓ Yogurt drink

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

Modalities of Providing Students With Food

- In-school meals
- In-school snacks

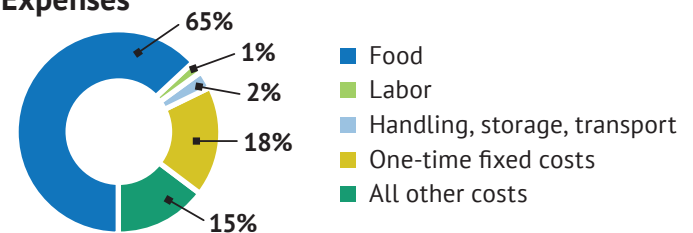
Frequency and Duration

- 5 times per week
- During the school year

Targeting

- Geographic, individual characteristics, school type, and community characteristics (rates of school enrollment, school dropout, food insecurity, and prevalence of refugee and internally displaced children)

Expenses



Food Sources

80% Purchased (domestic)
20% Purchased (foreign)

0% In-kind (domestic)
0% In-kind (foreign)

Additional Information

The WFP School Feeding Programme operates in two modalities: School Feeding in Emergencies and Home-Grown School Feeding. The School Feeding in Emergencies, initiated in 1978, involves distributing food items to schools for on-site cooking. The Home-Grown School Feeding, launched in 2022, provides funds to schools to purchase food from local producers. During the 2022-2023 school year, the School Feeding in Emergencies programme was supported by WFP with funding from France, while the Home-Grown School Feeding programme was funded by the government through the Education Cannot Wait global fund.

The Global Survey of School Meal Programs® collects data from government sources and is funded, in part, by the United States Department of Agriculture. Contact info@gcnf.org for more information.

Citation: Global Child Nutrition Foundation (GCNF). 2024. Global Survey of School Meal Programs Country Report, Cameroon.

<https://gcnf.org/country-reports/>