

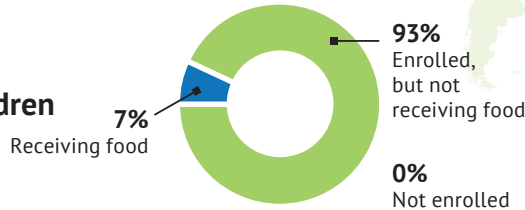


# Togolese Republic

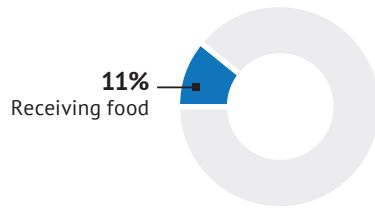


## School Meal Coverage (2022-2023)

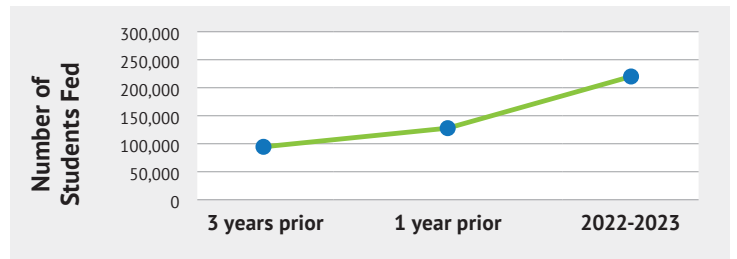
### All Primary and Secondary School-age Children



### Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	503,296	240,424	36,211
Primary School	1,245,030	1,664,472	182,356
Secondary School	1,259,926	848,031	0
<b>TOTAL</b>	<b>3,008,252</b>	<b>2,752,927</b>	<b>218,567</b>



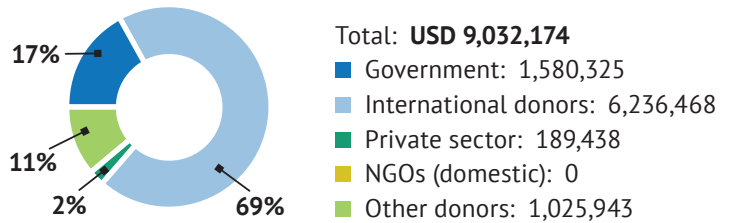
## National Laws, Policies, and Standards

- 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



- Line item in the national budget for school feeding

## School Foods and Beverages

- |  |   |  |
|--|---|--|
| <input 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 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 type="checkbox"/> Fruits                                 | <input type="checkbox"/> Dairy milk                      |
| <input type="checkbox"/> Nuts and seeds                          | <input checked="" type="checkbox"/> Dark green leafy vegetables | <input type="checkbox"/> Yogurt drink                    |
| <input type="checkbox"/> Eggs                                    | <input type="checkbox"/> Cruciferous vegetables                 | <input type="checkbox"/> 100% fruit juice                |
| <input type="checkbox"/> Dairy                                   | <input checked="" 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 checked="" type="checkbox"/> Red meat                     | <input type="checkbox"/> Sweets                                 | <input type="checkbox"/> Other sugar-sweetened beverages |
| <input type="checkbox"/> Processed meat                          |   |  |

### Prohibited food items

Broths or other seasoning mixtures containing sodium chloride; imported products

### Food Sources

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

Special Notes: None

## 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...

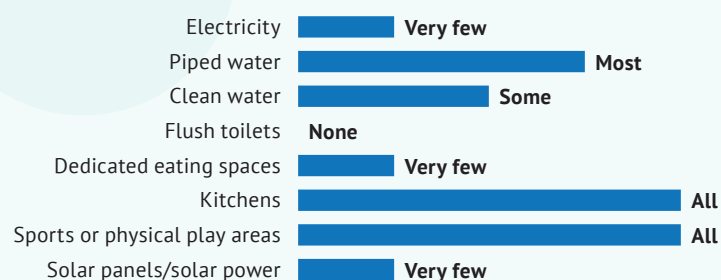
- On school grounds**
- To school age children**

## Additional Information

Around ten nutritionists (half employed by the national government and half employed by an implementing partner) were involved in the school meal programs during the 2022-2023 school year. Salt, rice, and vegetable oil were fortified with iron, zinc, iodine, folic acid, thiamine, riboflavin, thiamine, niacin, calcium, and vitamins B6, B12, C, and D.

## Infrastructure, Employment, and Complementary Features

### Share of Schools with ...



### Employment

Total number of cooks/caterers: **4,282**

- At least 100% paid
- 100% 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

Small-scale farmers were directly engaged in the School Canteen Program, providing a number of products including cereals/grains, roots/tubers, legumes, meat, fish, fruits, oil, green leafy vegetables, and other vegetables. These farmers received support in the form of advice, seeds, or tools to prevent post-harvest losses (e.g., from insects, birds, rats, or spoilage) or to promote production of specific crops or foods, as well as purchase agreements set prior to harvest (forward contracts). The private sector was engaged in food trading and the provision of supplies (e.g., utensils, equipment) and also donated food, supplies, or funding. Cooks in the programs received special training in nutrition, portions/measurements, menu planning, food safety/hygiene, and business/management. All cooks were paid in cash, and the “canteen mothers” were paid using the residual left over from the purchase of ingredients for the sauce and the purchase of food. This remuneration represented 7% of the cost of the meal.

## 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

To reduce the use of charcoal/firewood as fuel, efforts were made to use fuel efficient (energy efficient) stoves, as well as alternative fuels. To reduce food waste and ensure quality, there was a determination of the daily quantity of food to be prepared according to the number of students; this assessment also took into account the students’ preferences and eating habits. “Canteen mothers” were trained on the reasonable quantity of food to serve to students depending on the age group. Local production and procurement were increased in an effort to reduce the distance between the site of food production and the participating schools. Produce from school gardens was either consumed by students or sold.

## 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

During the 2022-2023 school year, both programs in Togo were affected by conflict and extreme food price inflation, but schools in the School Canteen Program were affected the most, with some schools closing for one month or more and school feeding operations ceasing for approximately 14 days. Schools in the Projet STARS program were able to remain open and operational. Due to a significant increase in the cost of purchasing food, there was a decrease in the quantity of proteins served, and meals were no longer systematically accompanied by fruit in the School Canteen Program. Efforts to mitigate the high cost of food included a slight increase in funding or budget allocation for school feeding programs, as well as increased local production through peasant cooperatives.

## Successes and Challenges

### Successes

1. The adoption of the law relating to school feeding in Togo with the issuance of its decree and implementing orders.
2. The community contribution initiative which helped to increase the coverage of beneficiary schools.
3. The adoption of the home-grown school feeding (HGSF) model in the new school feeding program developed with support of the World Food Program.
4. Togo was the first country to carry out the healthy SABER analysis in 2022.

### Challenges

1. Difficulty in expanding canteen coverage to all public primary schools in the poorest cantons.
2. The establishment of drinking water infrastructure and vegetable gardens in the 547 school canteens supported by the State.
3. Carrying out a study to show the impact of school feeding on beneficiary communities.
4. There were some concerns about misappropriation of funds intended for school feeding on the part of communities and/or school directors.

# School Canteen Program

(Programme national d'alimentation scolaire)

## Management

- Lead implementer(s): The National Grassroots Development Support Agency (*L'Agence nationale d'appui au développement à la base - ANADEB*)
- The program was in transition between centralized and decentralized decision-making (Semi-decentralized).
- Individual schools procured the food

## How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	28,752	51%	49%
Primary School	137,169	48%	52%
Secondary School	0	—	—
<b>TOTAL</b>	<b>165,921</b>	<b>49%</b>	<b>51%</b>

## Foods and Beverages

- Blended grain-based products
- Legumes
- Red meat
- Fish and shellfish
- White roots and tubers
- Dark green leafy vegetables
- Other 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 provide a social safety net
- To address gender-specific challenges
- To reduce hunger
- To meet nutritional and/or health goals
- To prevent or mitigate obesity
- To meet agricultural goals

## Modalities of Providing Students With Food

- In-school meals

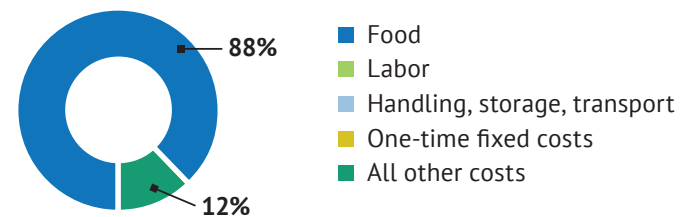
## Frequency and Duration

- 5 times per week
- During the school year

## Targeting

- Geographic targeting based on the incidence of poverty, rate of food insecurity, and net rate of primary school attendance; targeting of schools based on level of remoteness/isolation, dropout rate in primary school, and lack of socio-health structures.

## Expenses



## Food Sources

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

## Additional Information

In 2008, the Togolese government—with support from the World Bank—operationalized large-scale school feeding on a national scale. In 2020, the World Bank closed out its support and the government took over implementation of the national school feeding program through the National Agency for Support to Grassroots Development (ANADEB). Several partners such as civil society organizations and the World Food Program (WFP) contributed to the smooth running of the program. As of January 2023, the Council of Ministers determined that the implementation of school canteens will be entrusted to local authorities, and the transfer process is underway.

# McGovern-Dole International Food for Education and Child Nutrition Togo / Health, Transformation, Learning, and School Success

(Projet Santé, Transforamtion et Apprentissage pour une Réussite Scolaire – Projet STARS)

## Management

- Lead implementer(s): Catholic Relief Services (CRS)
- An international donor agency or other implementing partner managed the program.

## How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	7,459	51%	49%
Primary School	45,187	48%	52%
Secondary School	0	–	–
<b>TOTAL</b>	<b>52,646</b>	<b>49%</b>	<b>51%</b>

## Foods and Beverages

- ✓ Refined/milled grains
- ✓ Blended grain-based products
- ✓ Legumes
- ✓ Dark green leafy vegetables
- ✓ Other 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 reduce hunger
- To meet nutritional and/or health goals

## Modalities of Providing Students With Food

- In-school meals
- Take-home rations

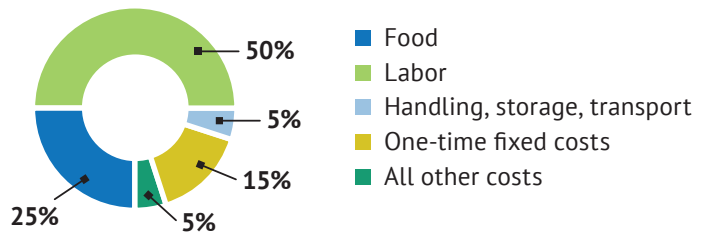
## Frequency and Duration

- 5 times per week for in-school meals; and one-time distribution of take-home rations (for pregnant women and girls)
- During the school year

## Targeting

- Targeting based on rates of malnutrition and level of vulnerability, with a focus on girls at risk of dropping out

## Expenses



## Food Sources

- 0% Purchased (domestic)
- 0% Purchased (foreign)
- 2% In-kind (domestic)
- 98% In-kind (foreign)

## Additional Information

The STARS project implemented activities to promote savings and credit groups for women and men in the project intervention area. The project trained women leaders (“canteen mothers”) within communities to support nutrition, health, hygiene, and sanitation activities. Community engagement was mandatory for school selection, and communities contributed to the mobilization of condiments, firewood, students’ bowls, and local materials for the construction of school infrastructure. Student feedback was collected to inform the composition of the daily meals in the canteen.

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](mailto:info@gcnf.org) for more information.

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

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