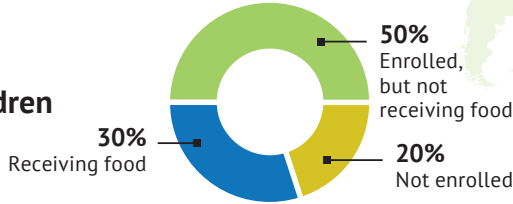


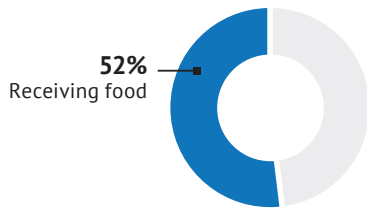


School Meal Coverage (2022-2023)

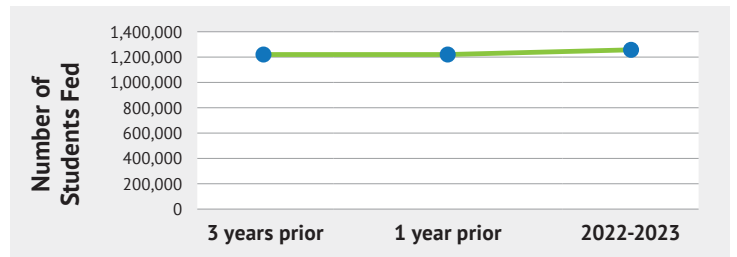
All Primary and Secondary School-age Children



Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	806,821	170,241	12,786
Primary School	2,120,951	2,397,712	1,254,580
Secondary School	2,048,045	929,099	0
TOTAL	4,975,817	3,497,052	1,267,366



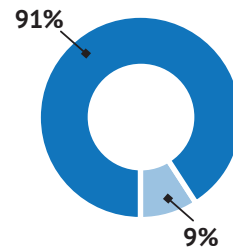
National Laws, Policies, and Standards

- 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 84,208,088**

- Government: 76,961,828
- International donors: 7,246,261
- Private sector: 0
- NGOs (domestic): 0
- Other donors: 0

- Line item in the national budget for school feeding

School Foods and Beverages

- Whole grains
- Refined/milled grains
- Blended grain-based products
- Legumes
- Nuts and seeds
- Eggs
- Dairy
- Poultry and game meat
- Red meat
- Processed meat
- 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

Canned foods and stock cubes

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/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...

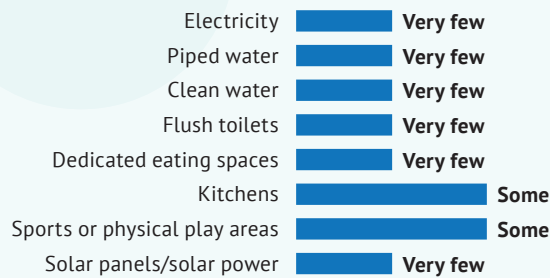
- On school grounds**
- To school age children**

Additional Information

The PNASI program employed 2 nutritionists funded by an implementing partner, the World Food Programme (WFP), while the Keum Faaba III program employed 2 nutritionists funded by the national government. Both programs provided oil and salt fortified with iron, vitamin A, iodine, and vitamins B12, C, and D. To prevent overweight and obesity, strategies included nutritional standards for food baskets, restrictions on food and beverages in or near schools, limits on marketing to children, and food and nutrition, health, and physical education.

Infrastructure, Employment, and Complementary Features

Share of Schools with ...



Employment

Total number of cooks/caterers: **23,166**

- At least 75-99% paid
- 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

In the PNASI and Keum Faaba III programs, small-scale farmers were sometimes successful and sometimes unsuccessful in competitive tendering processes. Both small and medium/large-scale farmers participated in the programs. Small-scale farmers benefited from subsidies; advice or tools to prevent post-harvest losses; seeds and tools to promote the production of specific crops; and school feeding-specific training. In both programs, the private sector was involved in food transport, the sale or rental of supplies, and funding donations. Students' families contributed to the program by paying a partial price, contributing a flat rate of up to 25 or 50 FCFA (francs) for the purchase of condiments, and by making voluntary in-kind donations.

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 both the PNASI and Keum Faaba III programs, food was prepared on school grounds. Typical kitchens featured both open and closed cooking areas, on-site (non-piped) water, secured storage, charcoal or wood stoves, and serving utensils. Efforts to reduce the use of firewood or charcoal included adopting energy-efficient stoves, using alternative fuels, utilizing solar energy, and selecting menus that require less cooking time. To minimize food waste, a rigorous calculation was employed in the assembly of foodstuffs for daily preparation. Additionally, to reduce the distance between where food was produced and schools, the programs focused on increasing local procurement, local production and local processing capacities, and on improving storage facilities. Produce from school gardens was consumed by students and sold, with the revenue used to support the canteen.

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

Both the PNASI and Keum Faaba III programs faced emergencies, including natural disasters and conflict in the case of PNASI, and conflict in the case of Keum Faaba III. Despite these challenges, neither program experienced school closures or interruptions to school feeding operations. Additionally, food accessibility remained unaffected in both programs.

Successes and Challenges

Successes

1. Improved school enrollment rates;
2. Reduced school dropout rates;
3. Increased academic achievement;
4. Expanded program coverage;
5. Increased community ownership and involvement in school management.

Challenges

1. Absence of potable water sources in certain schools with canteens;
2. Inadequate infrastructure for school canteens;
3. Incidents of theft in some schools with canteens.

National Integrated School Feeding Program

(Programme National d'Alimentation Scolaire Intégré - PNASI)

Management

- Lead implementer(s): Ministry of Preschool and Primary Education (*Ministère des Enseignements Maternel et Primaire - MEMP*) and 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

School Level	# of Students	% Girls	% Boys
Preschool	11,366	47%	53%
Primary School	1,200,000	47%	53%
Secondary School	0	–	–
TOTAL	1,211,366	47%	53%

Foods and Beverages

- Whole grains
- Refined/milled grains
- Blended grain-based products
- Legumes
- Nuts and seeds
- Eggs
- Dairy
- Poultry and game meat
- Red meat
- Processed meat
- Fish and shellfish
- Deep orange vegetables and tubers
- White roots and tubers
- Fruits
- Dark green leafy vegetables
- Cruciferous vegetables
- Deep-fried foods
- Liquid oils
- Semi-solid and solid fats
- 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

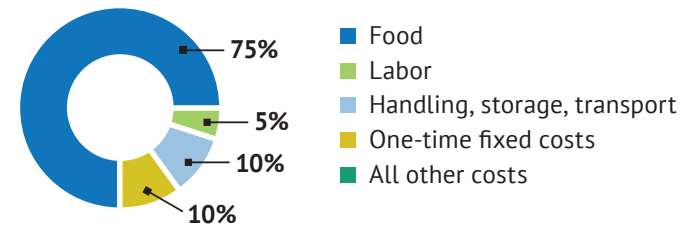
Frequency and Duration

- 5 times per week
- During the school year

Targeting

- Geographic (schools in rural areas where households are located a significant distance from the school, areas with low school enrollment rates), grade levels (primary school, with occasional inclusion of preschool children located on the primary school site), school type (public)

Expenses



Food Sources

75% Purchased (domestic) 5% In-kind (domestic)
20% Purchased (foreign) 0% In-kind (foreign)

Additional Information

The program began operating in 2017. A Committee comprised of the Ministry of Early Childhood and Primary Education, the Ministry of Development and Coordination of Government Action, the Presidential Monitoring Unit, the WFP, and representatives from WFP partner NGOs, serve as an inter-sectoral coordination body. The community, parents, and the various associations and NGOs participated in the implementation of the program, each according to their own capacities, such as in the construction of kitchens by the community or the nutrition or hygiene training provided by NGOs. The canteen management committee included a student representative who contributed to the committee's operations by providing daily menu preferences. Women were encouraged to take on leadership roles within management committees, and some of these committees were chaired by women. The cooks, commonly called "mother cooks", were volunteers, though they received a lump sum as motivation. Youths were encouraged to engage in income-generating activities related to the school canteens, such as maize milling, processing groups, gardening, and farming.

Keum Faaba III (MGD 2021)

Management

- Lead implementer(s): Catholic Relief Services (CRS)
- 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	0	–	–
Primary School	56,000	44%	56%
Secondary School	0	–	–
TOTAL	56,000	44%	56%

Foods and Beverages

- ✓ Whole grains
- ✓ Refined/milled grains
- ✓ Blended grain-based products
- ✓ Legumes
- ✓ Nuts and seeds
- ✓ Eggs
- ✓ Dairy
- ✓ Poultry and game meat
- ✓ Red meat
- ✓ Processed meat
- ✓ 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

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
- Take-home rations

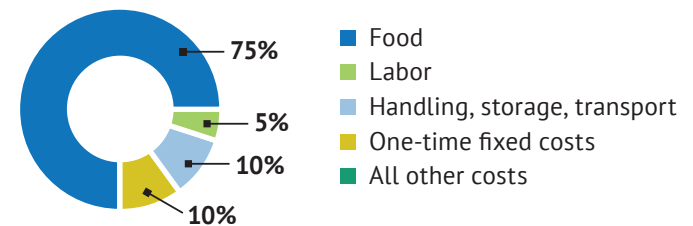
Frequency and Duration

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

Targeting

- Schools in rural areas where households are located a significant distance from the schools and public schools; for take-home rations: geographic (departments of Borgou and Aligori), school levels (primary school, with occasional inclusion of preschool children located on the primary school site), school type, and school characteristics

Expenses



Food Sources

- 75% Purchased (domestic)
- 20% Purchased (foreign)
- 3% In-kind (domestic)
- 2% In-kind (foreign)

Additional Information

The program began in 2014. Take-home rations, including whole grains and liquid oils, were distributed three times per school year. Youth groups, primarily composed of women, were established to carry out income-generating activities. Women were also encouraged to engage in activities that support the operations of the canteens and to promote menstrual hygiene awareness and school attendance among girls. The community, parents, and various associations and NGOs actively participated in the program's implementation, contributing according to their capacities. For example, the community helped construct kitchens, while NGOs provided training on nutrition and hygiene.

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, Benin.

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