

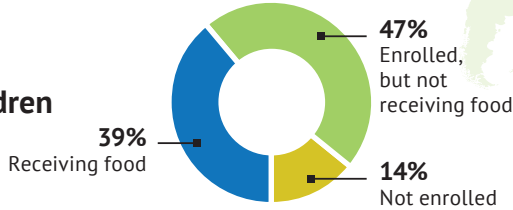


REPUBLIC OF  
**Ghana**

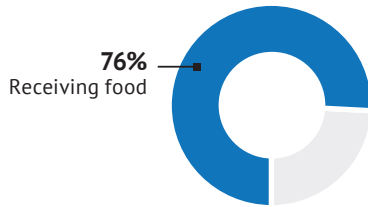


School Meal Coverage (2022)

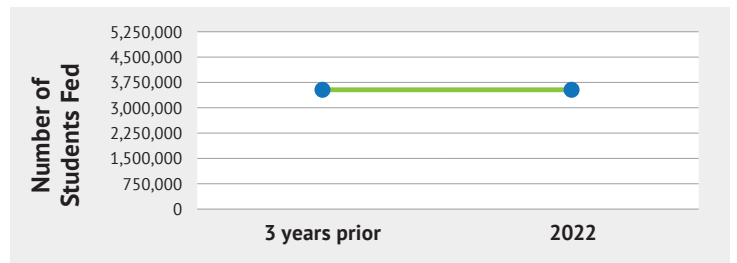
All Primary and Secondary School-age Children



Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	1,689,613	1,820,443	0
Primary School	4,931,459	4,729,514	3,600,000
Secondary School	4,284,285	3,163,474	0
<b>TOTAL</b>	<b>10,905,357</b>	<b>9,713,431</b>	<b>3,600,000</b>



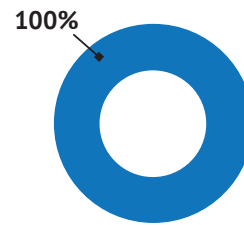
National Laws, Policies, and Standards

- 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



- Total: **USD 101,903,824**
- Government: 101,903,824
  - International donors: 0
  - 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

Processed foods

Food Sources

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

**Special Notes:** Population and school 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...

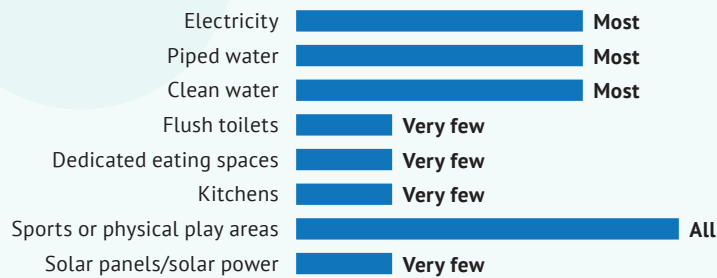
- On school grounds**
- To school age children**

## Additional Information

Nutritionists employed by the national and regional governments and a school feeding implementing partner were involved in the Ghana School Feeding Programme during the 2022 school year. Vegetable oil, rice, and tomato paste were fortified with iron. Beverages with non-nutritive or artificial sweeteners were not available to the students. Approaches used to prevent or mitigate overweight/obesity included food and nutrition education.

## Infrastructure, Employment, and Complementary Features

### Share of Schools with ...



### Employment

Total number of cooks/caterers: **34,000**

- At least 100% paid
- 50-75% 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

During the 2022 school year, small-scale farmers were engaged in the program and supplied grains/cereals, roots/tubers, legumes/pulses/nuts, fish, vegetables, and oil to the school. The program provided farmers with training specific to school feeding. The private sector was involved in school feeding through food trading. Approximately 34,000 cooks paid by the national government were employed in the Ghana School Feeding Programme, and the cooks received special training in nutrition, portions/measurements, menu planning, food safety/hygiene, and business/management. There was a purposeful focus on creating jobs or income-generating opportunities for women by involving them in activities such as the processing of food and making soaps.

## 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 firewood/charcoal used as fuel, fuel-efficient (energy-efficient) stoves were used. To minimize food waste, caterers received training on portion control and accurate measurements before cooking. Produce from school gardens was consumed by students and also 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 school year, the Ghana School Feeding Programme was affected by natural disaster (e.g., earthquake, hurricane, and floods; excluding slow-onset emergencies), conflict, and teacher’s strike(s). Due to these emergencies, some schools were closed, and school feeding operations were ceased temporarily in some schools/regions. As a result of these emergencies, the accessibility (availability and affordability) of food for this school feeding program slightly decreased, transportation costs increased, and significant adjustments were made to the school menu. These changes decreased the nutritional quality of meals provided by this school feeding program.

## Successes and Challenges

### Successes

1. Boosted school attendance for girls
2. Increase in enrollment
3. Market opportunities for farmers

### Challenges

1. Delays in funding from the central government

# Ghana School Feeding Programme

## Management

- Lead implementer(s): National Secretariat of the Ghana School Feeding Programme
- The program was managed with both centralized and decentralized decision-making (Semi-decentralized).
- Caterers procured the food

## How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	–	–
Primary School	3,600,000	–	–
Secondary School	0	–	–
<b>TOTAL</b>	<b>3,600,000</b>	<b>–</b>	<b>–</b>

## Foods and Beverages

- ✓ Whole grains
- ✓ Refined/milled grains
- ✓ Blended grain-based products
- ✓ Legumes
- ✓ Nuts and seeds
- ✓ Poultry and game meat
- ✓ Fish and shellfish
- ✓ Deep orange vegetables and tubers
- ✓ White roots and tubers
- ✓ Dark green leafy vegetables
- ✓ Other vegetables
- ✓ Deep-fried foods
- ✓ 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 reduce hunger
- To meet nutritional and/or health goals
- To meet agricultural goals

## Modalities of Providing Students With Food

- In-school meals

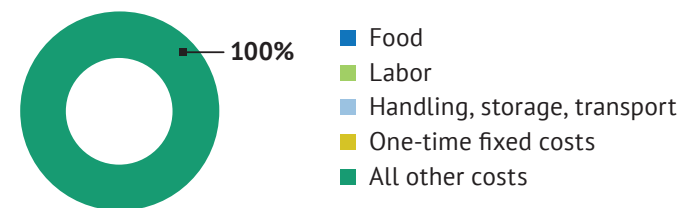
## Frequency and Duration

- 5 times per week
- During the school year

## Targeting

- Targeting by grade levels (kindergarten 1 through primary 6) and toward rural and urban communities that were especially poor

## Expenses



## Food Sources

100% Purchased (domestic)      0% In-kind (domestic)  
 0% Purchased (foreign)          0% In-kind (foreign)

## Additional Information

The Ghana School Feeding Programme began operating in 2006. Community engagement (by parents or others) in this school feeding program was a requirement. Members of civil society participated in the school feeding program through monitoring, advocacy, and other activities. Students' preferences were integrated into the Ghana School Feeding Programme through focus group engagements. A key approach to tackling the effects of high food costs and supply chain disruptions on school feeding programs involved urging the government to boost the national food supply. A cost-benefit analysis of the school feeding program in Ghana was conducted in 2019, and further research focusing on financing and anthropometric indicators in the context of school feeding would be beneficial.

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