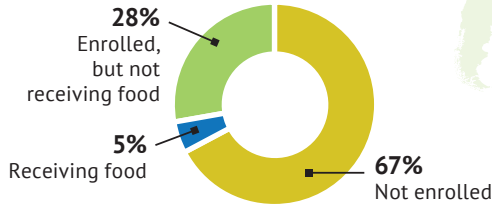


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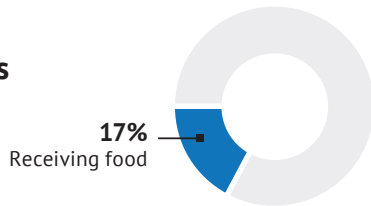


School Meal Coverage (2022-2023)

All Primary and Secondary School-age Children

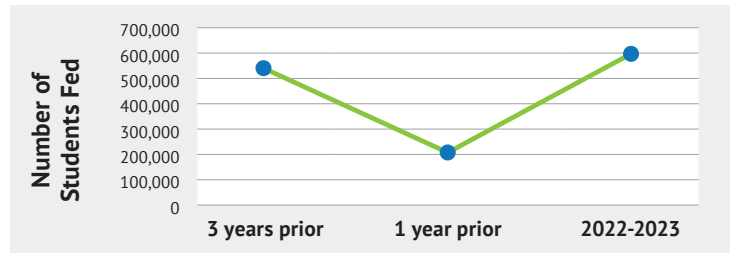


Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	1,644,361	182,415	0
Primary School	5,679,261	2,909,518	485,474
Secondary School	5,651,142	832,347	111,913*
TOTAL	12,974,764	3,924,280	597,387

* The number of secondary-age students fed is inclusive of 2,601 vocational school students, as well as 63,822 students in higher education and "Grandes Écoles".



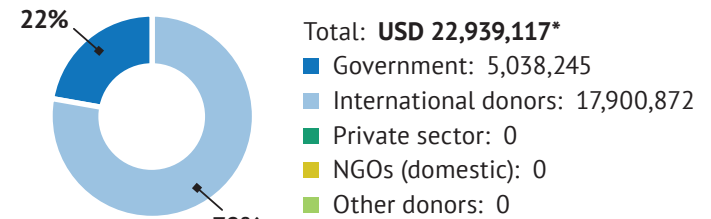
National Laws, Policies, and Standards

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

The country had ...

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

Budget



* The budget indicated here only covers the primary school level receiving food.

- 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
Pork, dog meat, unsacrificed dead animals, foods with high alcohol content, and tobacco 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...

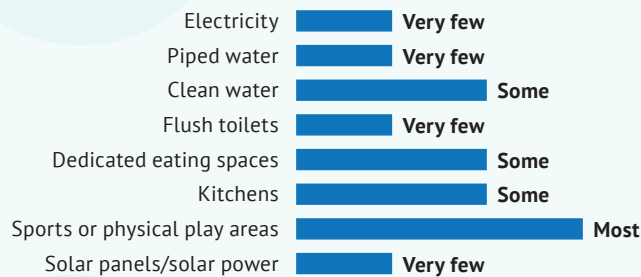
- On school grounds
- To school age children

Additional Information

In the 2022-2023 school year, at least 20 nutritionists, financed by the national government and the World Food Programme (WFP), were engaged in school feeding in Niger. Legumes, oil, and salt were fortified with iodine and vitamins A and D, and biofortified foods included cowpea (iron), lentils (iron), rice (zinc), peanut oil (vitamin A), and cowpea flour (vitamin A). Additionally, nutritional supplements or micronutrient powders containing iron, iodine, zinc, folic acid, calcium, and vitamins A and D were added to the food and/or delivered to students in pills or drops. To prevent overweight/obesity, the program implemented initiatives such as nutritional requirements for food baskets, food and/or beverage restrictions in or near schools, limitations on food and/or beverage 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: 2,700

- At least 25-50% 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

Students' families made voluntary in-kind contributions to the program. They provided assistance, water, and fuel for cooking, and, together with the community, helped build cafeterias. In competitive tendering procedures, small-scale farmers were sometimes successful and sometimes unsuccessful; they benefited from preferential treatment and participated in tenders specific to small-scale farmers within the Smallholder Agricultural Market Support (SAMS) framework. Both small and medium/large-scale farmers were engaged in the program, and they benefitted from advice and/or tools to prevent post-harvest losses; advice, seeds and/or tools to promote production of specific crops; school-feeding specific training; and forward contracts. The private sector was involved in food trading, food transport, selling or renting supplies, donating food or supplies, and providing technical assistance.

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

School food was prepared on-site, and typical school kitchens included open or closed cooking areas, piped or unpiped water, secured or unsecured storage, charcoal/wood stoves or gas stoves, and serving utensils. Efforts to reduce firewood and charcoal use included energy-efficient stoves, alternative fuels, and solar energy for cooking. To prevent food waste, canteen managers received trainings on storage, conservation, and food processing techniques. Produce from school gardens was consumed by students, sold, and used in educational activities.

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

In the 2022-2023 school year, the program faced challenges due to a slow-onset emergency, natural disasters, economic and financial crises, a health pandemic, supply chain issues, and extreme food price inflation. These emergencies caused temporary school closures and interruptions in school feeding operations, resulting in a significant decrease in food accessibility and an increase in food costs. To compensate for the unavailability of local products, the program purchased fortified food products from abroad.

Successes and Challenges

Successes

1. Significant increase in children’s access to school, particularly in rural areas;
2. Ensured the return, retention, and regular attendance of children in conflict zones (Diffa, Maradi, Tahoua, and Tillabéri regions);
3. Improved the retention of girls in school, especially in rural areas, thereby providing social protection and reducing the risk of early marriage.

Challenges

1. Closure of several schools in the southern strip of Diffa due to conflict;
2. Disruptions in the Tahoua and Tillabéri regions due to terrorism;
3. Attacks, theft, and looting along the Maradi region’s border with Nigeria;
4. Displacement of parents and school children due to food insecurity and fodder deficits;
5. Occupation of schools by populations affected by natural disasters, such as floods;
6. Destruction of schools by fire/Burning of schools by terrorists.

School Feeding Program

(Programme d'alimentation scolaire au Niger)

Management

- Lead implementer(s): The Directorate for Supporting the Management of Establishments (DAGE) and the World Food Programme (WFP)
- The national government (at central and decentralized levels) and the WFP
- Implementing partner procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	–	–
Primary School	485,474	49%	51%
Secondary School	111,913*	30%	70%
TOTAL	597,387	46%	54%

* The number of secondary-age students fed is inclusive of 2,601 vocational school students, as well as 63,822 students in higher education and "Grandes Écoles".

Foods and Beverages

- ✓ Whole grains
- ✓ Refined/milled grains
- ✓ Legumes
- ✓ Nuts and seeds
- ✓ Dairy
- ✓ White roots and tubers
- ✓ Fruits
- ✓ Dark green leafy vegetables
- ✓ Other vegetables
- ✓ Liquid oils
- ✓ Salt
- ✓ Other fruit 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
- To prevent or mitigate obesity
- To meet agricultural goals

Modalities of Providing Students With Food

- In-school meals
- In-school snacks
- Take-home rations

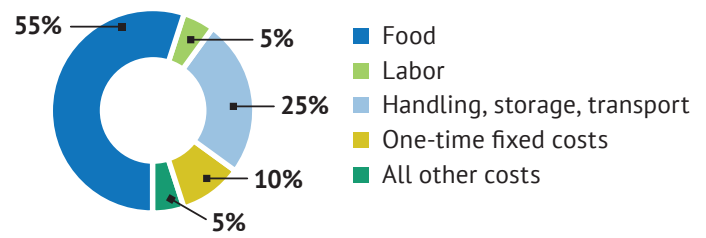
Frequency and Duration

- Nomadic schools received 3 meals per day, 7 days per week, while sedentary schools received 2 meals per day, 5 days per week. Students also received take-home rations annually.
- During the school year (in-school meals); and throughout the year (take-home rations)

Targeting

- Targeted toward areas affected by food crises, conflicts, nomadism, natural disasters, and areas with low school attendance. Also targeted to primary school girls (CM1 & CM2), middle school (6th to 3rd grade), and high school and vocational schools (all levels). For take-home rations, preference was given to younger students and/or girls from CM1 to CM2 who have spent more than 80% of their time at school.

Expenses



Food Sources

35% Purchased (domestic) 5% In-kind (domestic)
35% Purchased (foreign) 25% In-kind (foreign)

Additional Information

The program was established in 1972 with an additional objective of improving school coverage and retention. Approximately 30% of the food used in schools was purchased directly by the schools, with 20% sourced from suppliers and 10% from farmers' organizations. Civil society, particularly the collective of NGOs active in education (ASO/EPT), played a crucial role in the program's development, leading advocacy efforts and mobilizing resources.

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, Niger.

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