

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...




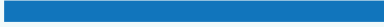




- On school grounds**
- To school age children**

Additional Information

During the 2022–2023 school year, at least one nutritionist employed by the national government was involved in the Ministry of Education School Feeding Programme. Cereals, bread, eggs, and margarine were fortified with iron, vitamin A, iodine, vitamin B12, riboflavin, vitamin B6, vitamin C, calcium, selenium, and vitamin D. Several approaches were used to prevent or address overweight and obesity, including setting nutritional requirements for food baskets, restricting certain foods and beverages on or near school grounds, limiting food and beverage marketing to children, and providing food and nutrition education, health education, and physical education. Restrictions on some foods were based on religious, cultural, and/or health reasons.

Infrastructure, Employment, and Complementary Features

Share of Schools with ...

Electricity		All
Piped water		All
Clean water		All
Flush toilets		All
Dedicated eating spaces		All
Kitchens		All
Sports or physical play areas		All
Solar panels/solar power		All

Employment

Total number of cooks/caterers: **79**

- 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

During the 2022–2023 school year, both small and medium/large-scale farmers were engaged in the program and received many types of support, including school feeding-specific training; agriculture subsidies; mobile or electronic payments; advice or tools to prevent post-harvest losses; advice, seeds, or tools to promote production of specific crops or foods; and other agriculture extension efforts. Farmers supplied roots/tubers, dairy products, eggs, poultry, fish, vegetables, and fruits to the program or directly to the schools. The private sector also donated food and supplies for the program. Approximately 79 women were employed as cooks and were paid in cash by the national government. These cooks received special training in nutrition, portion control, menu planning, and food safety and hygiene. Women were involved in vegetable production to supplement the menu and were trained in food service management, and youth participated in roles such as working in the fruit juice industry or providing local fruit juices to the school feeding program in certain districts.

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 and charcoal, fuel-efficient stoves were used. Mechanisms to limit food waste included sealed food storage, fumigation and pest control in storage areas, routine testing and monitoring of dry food storage, use of nearly-expired food, processing usable but “imperfect” produce, and campaigns to reduce food waste among students. Uneaten or unusable food was composted on school grounds, and some schools used anaerobic biodigesters, using the resulting biogas for cooking. Schools followed a “Grow What We Eat & Eat What We Grow” approach and maintained backyard school gardens. Produce from school gardens was consumed by students and sold to the community to raise funds for the school.

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 2022–23 school year, the Ministry of Education School Feeding Programme was affected by natural disasters (e.g., hurricanes), economic/financial crises, and health epidemics/pandemics. Due to these emergencies, schools were closed for a month or more, and school feeding operations were temporarily suspended in some schools and regions. Consequently, the accessibility (both availability and affordability) of food decreased slightly. The menu was reviewed based on food availability and accessibility. There was a slight increase in the costs of operating the school feeding program during these emergencies.

Successes and Challenges

Successes

1. Significant use of locally produced food crops
2. Excellent record of school attendance
3. Assistance provided to households of varying socio-economic status

Challenges

1. Insufficient staff for monitoring and evaluation
2. Inadequate supplies and equipment for the school kitchens

Ministry of Education School Feeding Programme

Management

- Lead implementer(s): Government of Dominica
- The national government managed the program (Centralized decision-making).
- National government procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	1,355	50%	50%
Primary School	2,087*	–	–
Secondary School	Unknown	–	–
TOTAL	3,442	20%	80%

* The number of primary students fed is inclusive of an unknown number of secondary students.

Foods and Beverages

- Whole grains
- Refined/milled grains
- Legumes
- Eggs
- Dairy
- Poultry and game meat
- Fish and shellfish
- Deep orange vegetables and tubers
- Fruits
- Dark green leafy vegetables
- Cruciferous vegetables
- Other vegetables
- Deep-fried foods
- Dairy milk
- 100% fruit juice
- Other fruit drink
- Tea
- Other sugar-sweetened beverages

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

- 5 times per week (in-school meals/snacks); and 3 times per week (take-home rations)
- During the school year (in-school meals/snacks); and outside the school year (take-home rations)

Targeting

- Targeted toward schools in geographies that were prone to health/nutrition deficiencies, as identified by the school health programme

Food Sources

60% Purchased (domestic)
5% Purchased (foreign)

25% In-kind (domestic)
10% In-kind (foreign)

Additional Information

The Ministry of Education School Feeding Programme began operating in 1991. Community-led, non-governmental food banks operated in Dominica, and non-governmental agencies donated some items to schools. Particularly during hurricane season, supplies were secured for the school feeding program, as well as for hospitals and prisons. Families contributed to the school feeding program either by paying partially or entirely, or through voluntary in-kind donations. Community engagement was required, including parent-teacher meetings and participation in meal preparation. Students took part in preparing, serving, and cleaning up meals, while civil society members volunteered. Students' preferences were integrated into the program through creative menu planning and with consideration of the foods most accepted by children. Take-home rations were distributed particularly to single-parent households and those from disadvantaged economic backgrounds. A national school feeding policy has been developed and is awaiting government approval.

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, Dominica.

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