

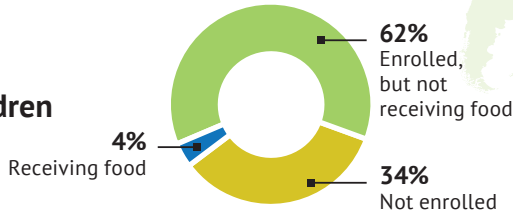


REPUBLIC OF  
**Guinea**

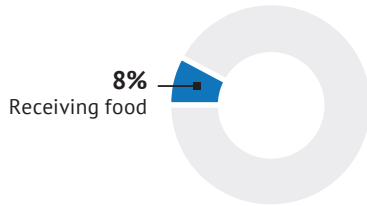


### School Meal Coverage (2022-2023)

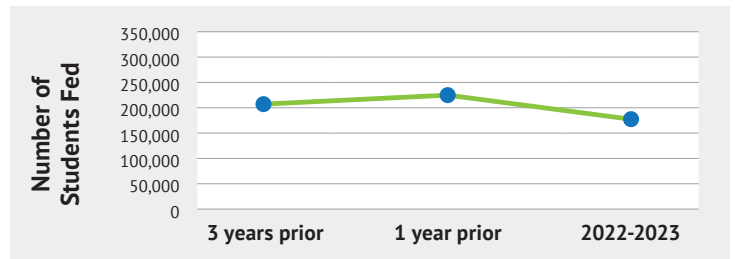
#### All Primary and Secondary School-age Children



#### Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	1,196,257	229,672	2,054
Primary School	2,157,746	2,072,250	170,473
Secondary School	2,134,665	750,047	0
<b>TOTAL</b>	<b>5,488,668</b>	<b>3,051,969</b>	<b>172,527</b>



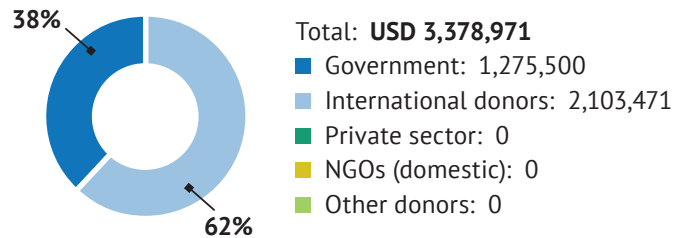
### National Laws, Policies, and Standards

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

#### 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 checked="" type="checkbox"/> <b>Whole grains</b>          | <input checked="" type="checkbox"/> <b>Fish and shellfish</b>                | <input checked="" type="checkbox"/> <b>Liquid oils</b>   |
| <input type="checkbox"/> Refined/milled grains                   | <input checked="" type="checkbox"/> <b>Deep orange vegetables and tubers</b> | <input type="checkbox"/> Semi-solid and solid fats       |
| <input type="checkbox"/> Blended grain-based products            | <input type="checkbox"/> White roots and tubers                              | <input checked="" type="checkbox"/> <b>Salt</b>          |
| <input checked="" type="checkbox"/> <b>Legumes</b>               | <input checked="" type="checkbox"/> <b>Fruits</b>                            | <input type="checkbox"/> Dairy milk                      |
| <input checked="" type="checkbox"/> <b>Nuts and seeds</b>        | <input checked="" type="checkbox"/> <b>Dark green leafy vegetables</b>       | <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"/> <b>Other vegetables</b>                  | <input type="checkbox"/> Other fruit drink               |
| <input checked="" type="checkbox"/> <b>Poultry and game meat</b> | <input type="checkbox"/> Deep-fried foods                                    | <input type="checkbox"/> Tea                             |
| <input checked="" type="checkbox"/> <b>Red meat</b>              | <input type="checkbox"/> Sweets  | <input type="checkbox"/> Other sugar-sweetened beverages |
| <input type="checkbox"/> Processed meat                          |  |  |

#### Prohibited food items

Items unsafe for consumption; alcoholic beverages

#### Food Sources

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

**Special Notes:** Data from the UNESCO Institute of Statistics (UIS) on the number of children in the country and school enrollment 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...

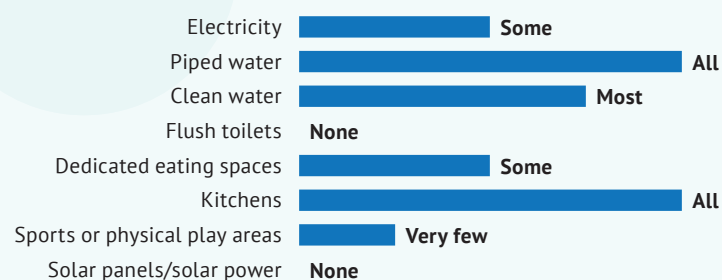
- On school grounds**
- To school age children**

## Additional Information

The Home-Grown School Feeding (HGSF) program engaged nutritionists from the World Food Programme (WFP) and served oil and salt fortified with iodine and vitamins A and D. Nutritional supplements or micronutrient powders containing iron, zinc, vitamin A, and calcium were also provided to students in their food. The program further addressed overweight and obesity through nutritional requirements for food baskets, food and nutrition education, and physical education. In contrast, the National School Food Program (PNAS) did not engage nutritionists, serve fortified items, provide supplements, or include initiatives to mitigate overweight or obesity.

## Infrastructure, Employment, and Complementary Features

### Share of Schools with ...



### Employment

Total number of cooks/caterers: **4,250**

- Percent paid: Unknown
- 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

The National School Food Program (PNAS) and the Home-Grown School Feeding (HGSF) program both engaged students' families in the provision of voluntary in-kind contributions. Under the PNAS, small and medium/large-scale farmers received support through agricultural subsidies, advice, tools to prevent post-harvest losses, forward contracts, and other agricultural extension efforts. In contrast, the HGSF program provided preferential treatment to small-scale farmers in competitive procedures and offered them advice, seeds, and tools to enhance production of specific crops. Additionally, small-scale farmers benefited from mobile or electronic payments and school feeding-specific training. The private sector was engaged in food trade, transport, and the sale or rental of supplies in both programs.

## 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 PNAS and the HGSF programs, meals were cooked on-site, and school garden produce was consumed by the students. Typical kitchens in the PNAS included both open and closed cooking areas, non-piped water, secured storage, charcoal or wood stoves, and serving utensils. Similarly, the HGSF program featured open cooking areas, piped water, secured storage, charcoal or wood stoves, and serving utensils, with the added use of improved stoves to reduce firewood and charcoal consumption.

## 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 HGSF program was affected by an economic/financial crisis. Despite the emergency, no schools were closed, nor were school feeding operations disrupted. In contrast, the PNAS program reported no emergencies during this period.

## Successes and Challenges

### Successes

1. Integration of school feeding into presidential initiatives;
2. Development of the 2019 SABER School Feeding and Nutrition document, which showed that Guinea had progressed from a “latent” to an “emerging” level;
3. Creation of a multisectoral steering committee in 2018 with seven focal points from different sectors;
4. Development of a dedicated budget line for school feeding;
5. Publication of a school canteen management manual in 2023.

### Challenges

1. There is a need to strengthen the political and legal framework by improving school feeding policies and legislation;
2. There is a need to increase the budget allocation for school feeding and diversify funding sources;
3. There is a need to expand the school feeding program in rural areas;
4. There is a need to encourage local production to support school feeding based on locally sourced foods;
5. There is a need to build capacity of stakeholders involved in canteen management.

# National School Food Program

(Programme National de l'Alimentation Scolaire – PNAS)

## Management

- Lead implementer(s): National School Canteens Directorate (DNCaS) - Ministry of Pre-university Education and Literacy (MEPUA), and World Food Programme (WFP)
- The national government managed the program (Centralized decision-making).
- Implementing partner procured the food

## How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	2,054	100%	–
Primary School	53,987	39%	61%
Secondary School	0	–	–
<b>TOTAL</b>	<b>56,041</b>	<b>41%</b>	<b>59%</b>

## Foods and Beverages

- Whole grains
- Legumes
- Nuts and seeds
- Poultry and game meat
- Red meat
- Fish and shellfish
- Deep orange vegetables and tubers
- Fruits
- 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 meet agricultural goals

## Modalities of Providing Students With Food

- In-school meals

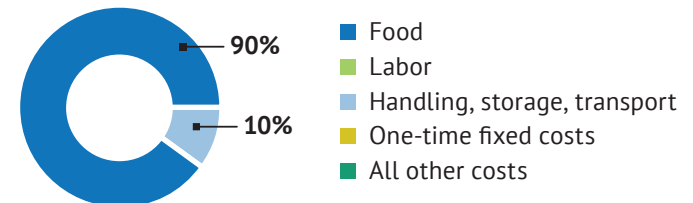
## Frequency and Duration

- 4 times per week
- During the school year

## Targeting

- Geographic and grade levels (Preschool and Primary)

## Expenses



## Food Sources

90% Purchased (domestic)  
0% Purchased (foreign)

10% In-kind (domestic)  
0% In-kind (foreign)

## Additional Information

The program was established in 2002 and has been implemented by the WFP under the authority of the MEPUA. In 2015, the National School Canteens Directorate was created to oversee the implementation of the national school feeding policy and to coordinate all related activities. All food is procured within the country.

# Home-Grown School Feeding

*(Alimentation scolaire à base des produits locaux)*

## Management

- Lead implementer(s): Direction Nationale des Cantines Scolaires
- The national government managed the program (Centralized decision-making).
- Individual schools procured the food

## How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	–	–
Primary School	116,489	45%	55%
Secondary School	0	–	–
<b>TOTAL</b>	<b>116,489</b>	<b>45%</b>	<b>55%</b>

## Foods and Beverages

- ✓ Whole grains
- ✓ Legumes
- ✓ Fish and shellfish
- ✓ 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
- Take-home rations

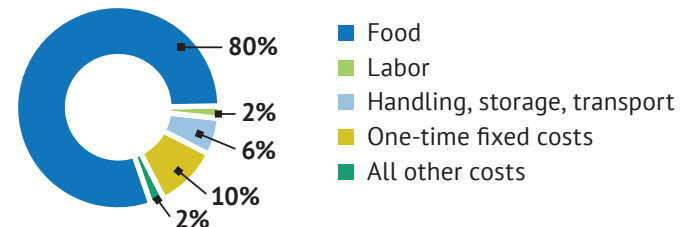
## Frequency and Duration

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

## Targeting

- Targeting based on geography, with a focus on areas of high vulnerability and low enrollment and school completion rates. Take-home rations were provided to girls at the end of the primary school cycle.

## Expenses



## Food Sources

60% Purchased (domestic)      0% In-kind (domestic)  
40% Purchased (foreign)      0% In-kind (foreign)

## Additional Information

The program began in 2002. Nearly all members of the producer organizations were women, and the management committees and unions of rice processors were also led by women. Take-home rations containing liquid oils were distributed three times per year.

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, Guinea.

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