

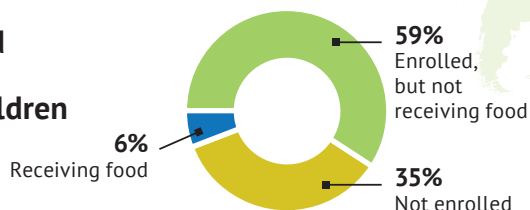


REPUBLIC OF
Senegal

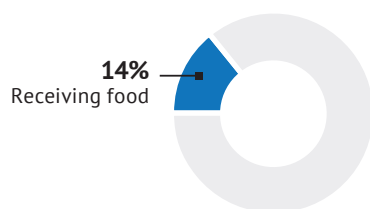


School Meal Coverage (2022-2023)

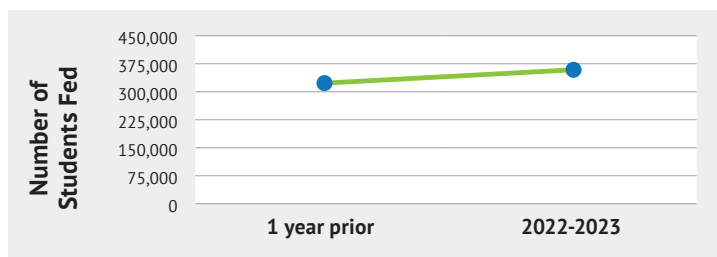
All Primary and Secondary School-age Children



Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	1,614,800	316,433	23,889
Primary School	2,856,955	2,340,219	331,884
Secondary School	2,739,291	1,286,116	13,280
TOTAL	7,211,046	3,942,768	369,053



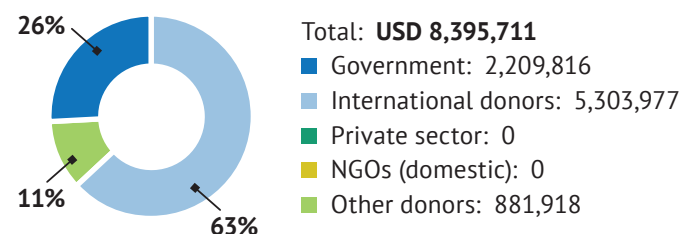
National Laws, Policies, and Standards

- ☒ 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



- ☒ Line item in the national budget for school feeding

School Foods and Beverages

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Whole grains | <input checked="" type="checkbox"/> Fish and shellfish | <input checked="" type="checkbox"/> Liquid oils |
| <input checked="" type="checkbox"/> Refined/milled grains | <input checked="" type="checkbox"/> Deep orange vegetables and tubers | <input checked="" type="checkbox"/> Semi-solid and solid fats |
| <input type="checkbox"/> Blended grain-based products | <input checked="" type="checkbox"/> White roots and tubers | <input checked="" type="checkbox"/> Salt |
| <input checked="" type="checkbox"/> Legumes | <input type="checkbox"/> Fruits | <input checked="" type="checkbox"/> Dairy milk |
| <input checked="" type="checkbox"/> Nuts and seeds | <input checked="" type="checkbox"/> Dark green leafy vegetables | <input type="checkbox"/> Yogurt drink |
| <input checked="" type="checkbox"/> Eggs | <input type="checkbox"/> Cruciferous vegetables | <input type="checkbox"/> 100% fruit juice |
| <input checked="" type="checkbox"/> Dairy | <input checked="" type="checkbox"/> Other vegetables | <input type="checkbox"/> Other fruit drink |
| <input checked="" type="checkbox"/> Poultry and game meat | <input checked="" type="checkbox"/> Deep-fried foods | <input type="checkbox"/> Tea |
| <input checked="" type="checkbox"/> Red meat | <input type="checkbox"/> Sweets | <input type="checkbox"/> Other sugar-sweetened beverages |
| <input type="checkbox"/> Processed meat | | |

Prohibited food items

Stock cubes

Food Sources

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

Special Notes: Numbers for secondary school-aged children 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...

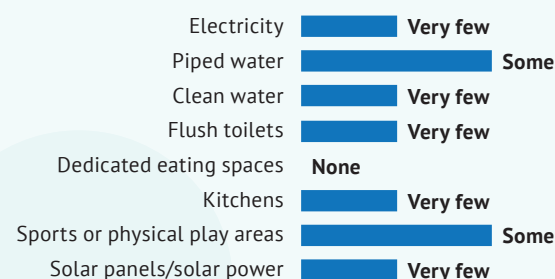
- ☒ **On school grounds**
- ☒ **To school age children**

Additional Information

The State-Funded School Feeding Program provided rice, oil, and salt fortified with vitamin A and iodine, with nutritionists paid by the national government and the WFP. The Sukkabe Janggo 2 Program offered rice, salt, oil, wheat flour fortified with iron, vitamin A, iodine, and folic acid, as well as vitamin A-enriched sweet potatoes. The program also employed two nutritionists funded by Counterpart International and provided vitamin A supplements or micronutrient powders to the students. The School Feeding Support Program (SFSP) supplied vitamin A and iodine through fortified oil and salt, along with nutritional supplements in children's food. The SFSP for Food Systems Resilience employed two nutritionists funded by GRDR. Efforts to combat overweight and obesity varied across programs. The State-Funded School Feeding Program, Sukkabe Janggo 2, and SFSP for Food Systems Resilience included physical education, while Sukkabe Janggo 2 and the Feed Good Program: Eating Well focused on food and nutrition education. Additionally, Sukkabe Janggo 2 set nutritional requirements for food baskets to help prevent obesity. The SFSP did not address obesity.

Infrastructure, Employment, and Complementary Features

Share of Schools with ...



Employment

Total number of cooks/caterers: **15,661**

- At least 1-25% 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

The programs varied in their engagement with farmers and the private sector. The State-Funded School Feeding Program, Sukkabe Janggo 2 Program, School Feeding Support Program for Food Systems Resilience, and Feed Good Program - Eating Well primarily involved small-scale farmers who benefited from various forms of support, including school feeding-specific training, agriculture subsidies, and tools to prevent post-harvest losses. The Sukkabe Janggo 2 Program also engaged medium and large-scale farmers and provided additional support for specific crop production. The private sector played different roles across the programs, from transportation and food trading to donating funds and making monetary transfers to schools. Students' families contributed through partial payments and in-kind voluntary contributions in most programs, while the State-Funded School Feeding Program also involved the private sector in transport. The School Feeding Support Program did not directly involve farmers but involved the private sector in monetary transfers and received voluntary cash or in-kind contributions from student families.

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

Efforts to reduce firewood and charcoal use were implemented in the State-Funded School Feeding Program and the Sukkabe Jango 2 Program through the introduction of energy-efficient stoves, with the State-Funded Program also exploring alternative fuels. To limit food waste, several programs, including Sukkabe Jango 2, the School Feeding Support Program, and the School Feeding Support Program for Food Systems Resilience, focused on training and raising awareness among School Management Committees on food management. The Feed Good Program extended this by raising awareness among students and engaging the community in discussions on nutrition and healthy eating practices. School gardens were a common feature across programs, and the garden produce was consumed by students, sold, and sometimes used for educational purposes. The Feed Good Program also utilized vegetables from local producers in the school canteen, reducing transportation costs.

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

The State-Funded School Feeding Program, Sukkabe Jango 2 Program, and Feed Good Program - Eating Well reported no emergencies. However, the School Feeding Support Program and the School Feeding Support Program for Food Systems Resilience were both impacted by extreme food price inflation. Despite this emergency, no schools were closed, and school feeding operations continued without interruption.

Successes and Challenges

Successes

1. The introduction of a budget line for school canteens, with a gradual increase from 500,000,000 FCFA to 1,000,000,000 FCFA, and then to 1,400,000,000 FCFA this year;
2. The State's expressed commitment to establishing a law on school feeding to ensure greater sustainability;
3. The implementation of an integrated online management system called the “School Feeding Monitoring System in Senegal” (SASSE), which enables daily entry of management data from school canteens across the country with automated reporting.

Challenges

1. Delays in passing the law on school feeding;
2. Insufficient budgetary resources allocated to the program;
3. Frequent budget cuts in the revised finance laws.

State-Funded School Feeding Program

(Programme d'alimentation scolaire financé par l'Etat)

Management

- Lead implementer(s): Directorate of School Canteens (DCaS) of the Ministry of National Education; and World Food Programme (WFP)
- The program was in transition between centralized and decentralized decision-making (Semi-decentralized).
- Individual schools procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	12,443	—	—
Primary School	74,164	—	—
Secondary School	7,354	—	—
TOTAL	93,961	—	—

Foods and Beverages

- ✓ Whole grains
- ✓ Legumes
- ✓ 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

Modalities of Providing Students With Food

- In-school meals

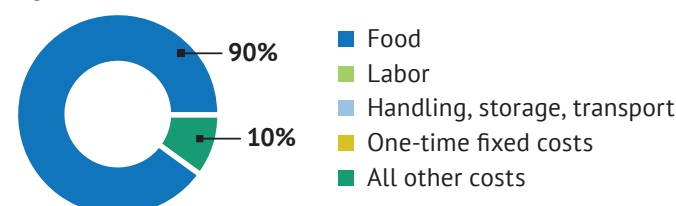
Frequency and Duration

- 2 times per week
- During the school year

Targeting

- Geographic and other targeting based on a vulnerability index, school access indicator (gross enrollment rate), measures of school performance (completion rate, dropout rate, repetition rate), and nutritional indicators (malnutrition rate).

Expenses



Food Sources

85% Purchased (domestic) 5% In-kind (domestic)
0% Purchased (foreign) 10% In-kind (foreign)

Additional Information

The program started in 2014, with the Multisectoral Group for School Food and Nutrition (GMSANE) acting as an intersectoral coordination body bringing together ministries and NGOs and organizations working in school feeding. School canteens were primarily managed by the students' parents on a voluntary basis, and inter-community exchange visits were frequently organized to share experiences and best practices. Women were encouraged to apply for the roles of President, Treasurer, and Secretary of the School Management Committee (CGE).

Sukkabe Jango 2 Program (Counterpart International)

Management

- Lead implementer(s): Counterpart International
- The program was managed with both centralized and decentralized decision-making (Semi-decentralized).
- Implementing partner procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	11,041	52%	48%
Primary School	107,823	54%	46%
Secondary School	0	—	—
TOTAL	118,864	54%	46%

Foods and Beverages

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

Modalities of Providing Students With Food

- In-school meals
- Take-home rations

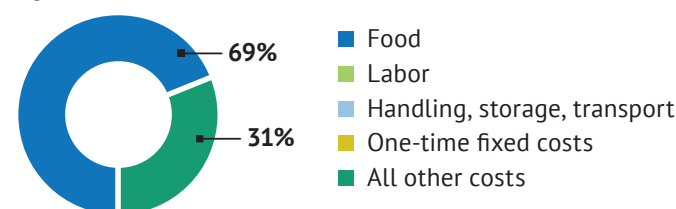
Frequency and Duration

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

Targeting

- Targeting based on individual characteristics, grade levels (preschool and primary school), school type, school characteristics (schools with functional CGE (School Management Committee), available potable water, and with low performance rates on the CFEE (Certificate of Elementary Education Examination)), and geography (areas with the highest levels of food and nutrition insecurity and where school indicators (Gross Enrollment Rate/GER and Primary Completion Rate/PCR) are the lowest). For take-home rations, targeting is of primary-school girls in the CM2 classes for Sedhiou and Kolda and primary-school boys in the CM2 classes for Saint Louis with attendance rates above 90%.

Expenses



Food Sources

- 9% Purchased (domestic)
- 0% Purchased (foreign)
- 2% In-kind (domestic)
- 89% In-kind (foreign)

Additional Information

The program started in 1970. Take-home rations comprised of whole grains were provided quarterly. Communities participated in canteens' management in preparing meals, providing cash or in-kind contributions to supplement supplies and daily expenses (i.e. fish, fresh vegetables), establishing storage and providing basic kitchen facilities.

School Feeding Support Program - WFP

(Programme Soutien à l'Alimentation scolaire - PAM)

Management

- Lead implementer(s): World Food Programme (WFP)
- Program managed: Other
- Individual schools procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	—	—
Primary School	139,820	55%	45%
Secondary School	0	—	—
TOTAL	139,820	55%	45%

Foods and Beverages

- ☒ Whole grains
- ☒ Legumes
- ☒ Eggs
- ☒ Poultry and game meat
- ☒ Fish and shellfish
- ☒ 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 meet agricultural goals

Modalities of Providing Students With Food

- In-school meals

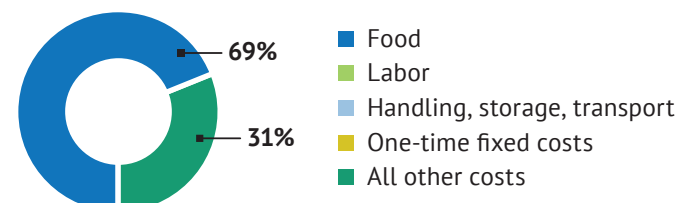
Frequency and Duration

- 5 times per week
- During the school year

Targeting

- Targeting based on school type, school characteristics, and geography—areas of the highest food and nutritional insecurity and where educational indicators (gross enrollment rate/GER and Primary Completion Rate/TAP) were the lowest.

Expenses



Food Sources

100% Purchased (domestic)

0% Purchased (foreign)

0% In-kind (domestic)

0% In-kind (foreign)

Additional Information

The program started in 1970. Communities participated in canteens' management in preparing meals, providing cash or in-kind contributions to supplement supplies and daily expenses (i.e. fish, fresh vegetables), establishing storage and providing basic kitchen facilities. The program included the "Model Canteens Initiative" in 15 schools, which involved establishing poultry coops, community fields, and school gardens.

School Feeding Support Program for Food Systems Resilience (ONG-GRDR)

Management

- Lead implementer(s): Group for Research and Implementation for Rural Development (GRDR)
- GRDR-AVSF supervises, while the Ministry of Education manages the program through academy inspections and management committees.
- Individual schools procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	—	—
Primary School	9,740	57%	43%
Secondary School	5,926	49%	51%
TOTAL	15,666	54%	46%

Foods and Beverages

- ✓ Whole grains
- ✓ Legumes
- ✓ Dairy
- ✓ Poultry and game meat
- ✓ Red meat
- ✓ Fish and shellfish
- ✓ Liquid oils
- ✓ Salt
- ✓ Dairy milk

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

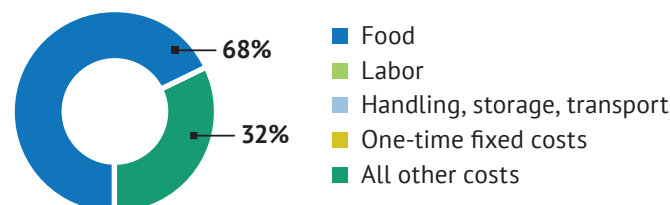
Frequency and Duration

- 5 times per week
- During the school year

Targeting

- Targeting based on school type, school characteristics, and geography—areas of the highest food and nutritional insecurity and where educational indicators (gross enrollment rate/GER and Primary Completion Rate/TAP) were the lowest.

Expenses



Food Sources

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

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

Additional Information

The program started in 2022 with an aim to demonstrate that school canteens are job creation hubs that integrate into the local economic fabric. This includes purchasing from small producers and processors. Communities participated in the canteens' management by preparing meals, providing cash or in-kind contributions to supplement supplies and daily expenses (i.e., fish, fresh vegetables), and paying service providers.

Feed Good Program: Eating Well

(Programme Feed Good : Bien se nourrir - CICODEV)

Management

- Lead implementer(s): Pan-African Institute for Citizenship, Consumers, and Development (CICODEV Africa)
- 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	405	52%	48%
Primary School	337	55%	45%
Secondary School	0	—	—
TOTAL	742	53%	47%

Foods and Beverages

- ✓ Whole grains
- ✓ Refined/milled grains
- ✓ Legumes
- ✓ Dairy
- ✓ 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
- ✓ Semi-solid and solid fats
- ✓ Salt
- ✓ Dairy milk

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 provide a social safety net
- To reduce hunger

Modalities of Providing Students With Food

- In-school meals

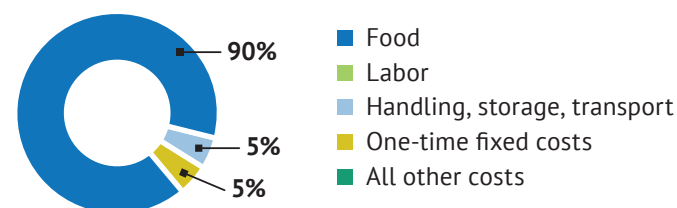
Frequency and Duration

- 3 times per week
- During the school year

Targeting

- School characteristics (school enrollment rate, academic performance, and availability of a water source) and geography (vulnerability index of the area)

Expenses



Food Sources

95% Purchased (domestic)
0% Purchased (foreign)

5% In-kind (domestic)
0% In-kind (foreign)

Additional Information

The program started in 2022. Women's processing groups supply local products to school canteens through established partnership agreements. These agreements have helped the groups increase their revenue and secure new markets.

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