



Republic of Namibia

Ministry of Education

Namibian School Feeding Programme

Reference Manual

Enquiries:

Directorate of Programmes and Quality Assurance

Private Bag 13186

Windhoek, NAMIBIA

Tel: (+264-61) 293 3220

Fax: (+264-61) 293 3219



Republic of Namibia



Namibian School Feeding Programme Reference Manual

Developed with technical assistance from World Food Programme

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FOREWORD

This publication of the Namibian School Feeding Programme Reference Manual represents an important step in progressing the quality and impact of the school feeding programme. Building on the original manual, significant improvements have been incorporated with a focus to streamline operations and gain greater clarity, oversight and control in the programme's delivery.

For over 20 years the school feeding programme has attracted thousands of vulnerable children to school each day who otherwise might not have received an education – a basic right of every Namibian. This is no small feat. The Namibian School Feeding Programme has proved to be a valuable catalyst in providing access to education; and broader benefits can still be realized to influence the nutritional and general health of the child and thus contribute to the development of their full potential.

This programme has remained a high government priority since its launch in the early 1990s, the support of which has never wavered. Today more than 270,000 children are benefiting from a daily nutritional meal at school and plans are underway to expand the programme to include pre-primary children. This manual will help to guide this expansion and future programme growth and development in a logically structured and well-defined manner. The emphasis on monitoring and evaluation underpinned by a rigorous plan will contribute to the continued improvement, quality and ultimate impact of the programme.


In conclusion, I would like to acknowledge with deep appreciation the substantial commitment and contribution of all stakeholders: the World Food Programme for providing technical support that resulted in the development of this manual and also relevant training on school feeding procedures and standards; the Ministry of Education's Directorate of Programmes and Quality Assurance and other government ministries that have collaborated in the development of this reference manual and shared their technical expertise and resources to contribute toward the common goal of "Education for All".

Mr. A.M. Ilukena
Permanent Secretary, Ministry of Education



Introduction

The Namibian School Feeding Programme (NSFP) was first introduced as a WFP/Government project in 1992 after Independence to respond to the educational and nutritional needs of school children in drought-affected areas. The programme has since expanded and now supports about 270,000 school learners across the country (MOE Report 2011). The importance of the school feeding programme in Namibia cannot be overstated. The Namibian School Feeding Programme case study (2012) revealed that the NSFP has significantly contributed to relieving immediate hunger and equalising educational opportunities for orphans and vulnerable children (OVC).




School feeding remains a high government priority today and support for the programme is evident in numerous government policies and frameworks. In Namibia, the NSFP has been promoted as a safety-net programme for needy and extremely poor groups (1997 Drought Policy). The National Development Plan 4 (NDP4) calls for further expansion of school feeding to address the nutritional needs of children in Early Childhood Development Centres. The Education for All (EFA) National Plan of Action (2002 - 2015) recognises school feeding as an important strategy to address access particularly for children orphaned due to HIV/AIDS and other vulnerable children including marginalised groups.

Despite the strong policy and political support for school feeding, a number of challenges still constrain government efforts to realise improved nutrition and access. Pervasive poverty and food insecurity caused by recurrent drought and flooding, coupled with the soaring food prices are a constant threat that derail national efforts to ensure equal access to education and good nutrition. The Namibian Household and Income Expenditure Survey (NHIES) of 2009/10 indicates that 29% of households are poor and 3.9% extremely impoverished. Malnutrition rates are high with 29% of children under 5 stunted and approximately 150,000 OVC under 5 are micronutrient deficient (NAFIN, 2010).

Poor nutrition and health interfere with children's cognitive development and emotional well-being which can have a long-term impact on school performance. HIV/AIDS has aggravated the situation by upsetting traditional family roles, often forcing many children to assume responsibility as caregivers and breadwinners. The disease also has direct impact on learner absenteeism (EFA 2002–2015), school enrolment, attendance and drop-out rates. Of the 155,000 OVC in Namibia, 69,000 have been orphaned as a result of HIV/AIDS (MOHSS, 2009).

School feeding will continue to be an important strategy of the MOE to enable poor children to attend school and improve their nutrition. For



the utmost impact and value, other partners offering complementary programmes and activities are needed, especially school health and nutrition, to ensure a more holistic approach to help children develop their full potential.

This reference manual will guide the implementation of a meaningful, quality school feeding programme that offers the utmost value to its beneficiaries – the children – and the nation as a whole.

Acronyms

| | |
|--------|---|
| AIDS | Acquired Immune Deficiency Syndrome |
| ETSIP | Education and Training Sector Improvement Programme |
| HIV | Human Immunodeficiency Virus |
| IEC | Information, Education and Communication |
| kcal | kilocalories |
| kg | kilogrammes |
| kJ | kilojoules |
| ltr | litre |
| ml | millilitre |
| M&E | monitoring and evaluation |
| MAWF | Ministry of Agriculture, Water and Forestry |
| MOE | Ministry of Education |
| MGECW | Ministry of Gender Equality and Child Welfare |
| MOHSS | Ministry of Health and Social Services |
| mt | metric tons |
| NAB | Namibian Agronomic Board |
| NAFIN | Namibian Alliance for Improved Nutrition |
| NAMVAC | Namibian Vulnerability Assessment Committee |
| NaSIS | Namibian School Feeding Information System |
| NGO | non-governmental organisation |
| NHIES | Namibian Household and Income Expenditure Survey |
| NSFP | Namibian School Feeding Programme |
| PQA | Programmes and Quality Assurance |
| RDI | recommended daily intake |
| RE | retinol equivalents |
| RSFC | Regional School Feeding Coordinator |
| UNICEF | United Nations Children's Fund |
| UOM | unit of measure |
| VAA | Vulnerability Assessment and Analysis |
| WFP | World Food Programme |
| WHO | World Health Organisation |

About this manual

This document is intended as a reference manual for implementing the Namibian School Feeding Programme (NSFP) and will be used by managers and officials of the Ministry of Education (MOE) and other stakeholders with school feeding responsibilities or with complementary programmes and activities.

The material will also be used as a teaching aid in the delivery of periodic orientation and refresher workshops to new and existing MOE personnel and other partners participating in the school feeding programme.

The Manual addresses all the main features of the Namibian School Feeding Programme:

- Policies and principles
- Logistics management
- Food handling and management
- Essential complementary interventions and partnerships
- Monitoring, evaluation and reporting procedures

Copies of this document will be readily available and will remain current in the Ministry of Education's Directorate of Programmes and Quality Assurance, in each Regional Education and Circuit Level Office and at all schools participating in the programme.

Any questions regarding the content or recommendations for amending this guide should be submitted to the Regional Education Office for forwarding or directly to the Directorate of Programmes and Quality Assurance. All updates to the material will be distributed and incorporated into the manuals as appropriate.

The Policy Context

School feeding has remained a high government priority since the time of Independence, and the programme is embedded in numerous policies and frameworks which align with the countries long-term vision of 2030.

The programme supports the 1990 Constitution which declared basic education a universal right and free basic primary education compulsory for all Namibians. The NSFP efforts further support the Education Act of 2001 which focuses on access and meeting the educational needs of marginalised children.

The Government's policy document produced in 1993 – Towards an Education for All – describes the strategy for achieving universal education, of which expanding access, equity, quality and democracy was identified as crucial.

School feeding has been promoted as one of the strategies for increasing access for orphans and vulnerable children including disadvantaged minority groups.

Namibia's National Development Plans 1, 2, 3 and 4 have strengthened government goals of investing in human capital.

Institutional feeding in NDP 1 addressed issues of food insecurity and nutrition with school feeding cited as one specific strategy to help achieve educational priorities while serving as a safety net. NDP 4 is now calling for the expansion of the programme to pre-

primary school children in an effort to improve nutrition.

In a country that is prone to recurrent drought and floods, strategies that address the effects of these occurrences are important priorities. In 1997, the National Drought Policy and Strategy was launched to provide guidance and the framework for managing risks associated with severe drought conditions. In this policy school feeding is highlighted as an important safety net for extremely poor households whose survival and coping strategies are limited.

The Policy established a National Drought fund to support the scaling up of the programme during declared drought emergencies.

School feeding is referenced with recommendations to revitalize the programme and reach greater number of needy children in the National Policy Options for Educationally marginalised Children (EMC) which were issued by an Intersectoral Task Force for EMC, led by MOE with the goal to achieve universal access.

As a result of various regional and international initiatives aimed at reaching educational goals, the Education for All (EFA) National Plan

of Action (2002-2015) was introduced. It reaffirms its commitment of key educational priorities of access, equity, quality, and democracy under the coordination of MOE. School feeding is one of the recognised channels by which to achieve EFA.

The HIV/AIDS crisis in early 2000 placed enormous demand on government to address the impact of HIV/AIDS on children. The National Policy on HIV/AIDS for the Education Sector was established in 2003. The policy addresses the special needs of OVC affected by HIV/AIDS and identifies assistance available, including participation in school feeding schemes to ensure these vulnerable children have continued access to a free, quality basic education.

In 2005, MOE introduced the Education and Training Sector Improvement Plan (ETSIP), a 15-year roadmap designed to accelerate development and improve the education and training sector towards achieving the national priorities of Vision 2030. ETSIP offers funding opportunities (approximately 3% annually) which can

be used for improving the quality and implementation of the school feeding programme, especially in areas of capacity building.

The launching of the Education Sector Policy for Orphans and Vulnerable Children in 2006 and the National Plan of Action for OVC in 2007 provides the MOE an opportunity to help ensure economically vulnerable children have access to a basic education. The policy identifies school feeding as a vehicle to ensure those vulnerable children in rural areas, whose nutritional needs are not met at home, to receive a meal at school.

The recognition of the school feeding programme was further strengthened in the 2008 Ministry of Health's National Policy for School Health which supports a comprehensive school health programme, including offering food services and managing the nutritional needs of learners. School feeding is highlighted as a valuable contribution to learner nutrition, relief of short-term hunger and opportunities to stimulate home-grown food production.



1

POLICIES AND PRINCIPLES



Solid school feeding representation in national policy frameworks indicates high level government support, sets the stage for programme quality and sustainability, and harmonises partner support for complementary interventions (Bundy, et al., 2009). The strong policy environment in which the Namibian School Feeding Programme (NSFP) is designed provides a framework for the implementation of the school feeding programme and contributes to the achievement of intended programme goals and objectives.

1.1 Goal and objectives

The overarching goal of the Namibian School Feeding Programme is to promote equitable participation in quality learning and education for all children in Namibia, during all seasons, by providing nutritious and healthy food through schools that are a part of the social and economic life and development of communities.

The immediate objectives of the NSFP are to:

- Contribute to increased school enrolment, attendance and retention.
- Contribute to learning performance and progression through grades.
- Contribute to improved health and nutrition of children through the provision of foods that have been fortified with essential nutrients.

1.2 Targeting principles and beneficiaries

1.2.1 Targeting

Targeting will be conducted at the level of geographical areas with no selection of individual learners within schools. Geographical targeting will be based upon analysis of the country's situation and the problems which school feeding is addressing. This analysis will be informed by national vulnerability assessments, food and nutrition assessments and poverty studies, such as the Namibian Household Income and Expenditure Surveys (NHIES).

The following criteria for targeting will be applied when considering schools to be enrolled in the school feeding programme.

1. Gender-specific rates of enrolment, attendance, drop-out and promotion
2. Household food security indicators
3. Average walking distance of schools from homes of learners
4. Regional and/or household socio-economic and nutritional indicators

Priority will be given to rural (and peri-urban schools on a case by case basis) in the targeted geographic areas which have met the minimum requirements (such as hygiene, water and sanitation, adequate kitchen and storage facilities and community commitment) for the implementation of the programme. Schools which do not meet these conditions will be supported to bring them up to the standards.

During emergencies, such as severe drought and floods, expansion of the school feeding programme in areas most affected will be considered in accordance with the 1997 Drought Policy. Programme expansion to lessen the impact of other shocks and natural disasters will be assessed and determined based on resource availability.

The ultimate long-term goal of the MOE is to implement a universal school feeding programme that ensures a nutritious meal to all Namibian children.

1.2.2 Beneficiaries

The focus of the NSFP is on feeding all pre-primary and primary school learners in food insecure areas particularly in rural areas throughout the country. Special consideration may be provided to children outside targeted areas (including peri-urban) on the basis of their vulnerability and well-being indicators.



Beneficiaries of the school feeding programme include:

- All pre-primary and primary school learners, regardless of their socio-economic status, attending approved pre-primary, primary and combined schools.
- Cooks who volunteer their time to prepare the daily meals will, as an incentive, receive a daily meal at school and dry take-home rations on a weekly basis or other remuneration as determined by the Ministry of Education.

Teachers should also encourage parents who are capable, to send their children to school with a nutritious snack. It is important to note that the NSFP is only intended as a supplement to the meals children receive at home – not a replacement. The mid-morning meal provided at school will endeavour to meet between 30-45% of the daily energy requirement.

1.3 Guiding principles

The minimum standards serve to guide the implementation of the school feeding programme and are as follows:

- Food is conditional on attendance at school to help ensure children, especially those vulnerable and disadvantaged have access to one daily meal (1/3 of daily kcal requirements) while at school. Hunger will not be an obstacle to their development.
- The ration is based on a culturally accepted food, simple to prepare, low-cost containing the minimum nutrients required to contribute to the nutritional and health status of the child.
- Food will be provided to all children in approved targeted schools, regardless of socioeconomic background, to prevent stigma.
- Community participation and ownership are essential to programme success and sustainability.
- Programme delivery will be timely, reliable, and well- coordinated in a sustainable manner and adherence to standards will be followed.
- Deliberate efforts will be made to ensure orphans and other vulnerable

children are given priority when implementing the programme.

- Linkages with other ministries, development partners, civil society and the private sector with complementary and supportive interventions will be encouraged to the extent possible.
- Efforts will be made to ensure that 75% of the food used in school feeding is locally sourced.
- Deliberate efforts will be made to explore opportunities for linkages between school feeding and local production.

1.4 Guidelines for applying to participate in the NSFP

Eligible schools must apply to participate in the school feeding programme and adhere to the NSFP requirements. Any school (pre-primary, primary and combined school) wishing to participate in the NSFP will submit a formal request between January and the end of August in order to be considered for participation starting the next school year. The following outlines the steps in submitting an application for school feeding.

- The principal of the applying school will complete a written application expressing interest to participate in the school feeding programme. All applying schools are encouraged to complete the “Namibian School Feeding Baseline Checklist” as this tool provides information on the school statistics, availability of facilities required for the implementing school feeding and school infrastructure, community participation, etc. After signing, the principal will submit the application letter attached with a duly completed baseline form to the circuit inspector.
- The inspector will review and approve as appropriate the application and will submit the application to the Regional Education Officer for approval and forwarding on to the regional hostel officer (RHO).
- The RHO will oversee the data entry of the application into the NSFP Information System (NaSIS).
- MOE Head Office will extract the data from the system and forward the summary report of all applicant schools to the School Feeding Board at Central level.
- The School Feeding Board will review and select the school applications according to set criteria (including availability of minimum facilities

required for implementation of school feeding, community commitment, location of school and vulnerability indicators etc). Availability of resources (sufficient budget) will also be a key determinant factor.

- All schools will be notified if accepted or rejected in writing by MOE Head Office. Reasons for rejection will be provided so that necessary adjustments can be made at school level for future re-application.
- If the school is approved, the Regional Education Office will budget for the school to start participating in school feeding in the next school year.
- Schools approved for the programme will be included on the NSFP food distribution list and can start applying for food using the “NSFP Annual Food Requirements Form”.

1.5 Roles and responsibilities of key stakeholders

Maximising the collective strengths of complementary partners and activities can improve school feeding outcomes. By collaborating and building alliances, duplicating efforts can be avoided, expert technical support and knowledge can be shared and limited resources stretched through better utilisation – the impacts of which can have a far greater reach beyond just the school environment.

The following stakeholders are fundamental to an effective, sustainable school feeding programme.

- Ministry of Education
- Local Communities
- Civil Society and Private Sector
- Other Government Ministries
- Developmental Partners
- Beneficiaries (school learners)



1.5.1 Ministry of Education

The Ministry of Education is the designated institution in charge of the overall management of the school feeding programme in Namibia. The roles and responsibilities of the Ministry of Education are to:

- Provide overall strategic guidance and management of the programme implementation, monitoring and evaluation.
- Serve as the primary channel of communication on all issues related to the NSFP.
- Establish and lead the multi-sectoral coordination on issues of school feeding that extend beyond the Namibia Alliance for Improved Nutrition's (NAFIN) mandate.
- Contribute to programme sustainability through the efficient management of essential resources.
- Provide non-food items such as standard cooking equipment (fuel-efficient stoves, cooking pots) and measuring devices (1 litre jugs and 500 ml serving scoops), bowls and spoons, dishwashing tubs, whisks, pre-mixing buckets, aprons and head scarves to each participating school and ensure sufficient school level storage facilities and construction materials for kitchens/feeding shelters, as resources permit.
- Compile and analyse routine NSFP reports on a term and annual basis, collecting data on programme beneficiaries, food deliveries and utilisation, and any food losses and disparities.
- Establish and apply effective control measures on food distribution and food quality and prevent any irregularities in the NSFP.
- Coordinate and provide guidance implementing and controlling the programme at central, regional, circuit and school levels.
- Facilitate annual medical exams to ensure each cook is healthy and physically fit to prepare the food.

The programme will rely on the efforts of specific units and individuals within the MOE to carry out the functions at central, regional, circuit and school levels as follows:

1.5.2 NSFP Unit (Central Level)

The NSFP Unit roles and responsibilities are to:

- Conduct regular visits to regions and monitor food distribution and the supply chain.
- Supervise regional monitoring, evaluation and the reporting system.
- Compile regional reports and statistics.
- Compile food requirements and place timely orders including monitoring the delivery of food by suppliers.
- Facilitate timely communication of programme matters from national to regional levels.
- Support training of regional and circuit level staff on programme matters and support community awareness/ sensitisation campaigns.
- Maintain oversight, external control and conduct periodic checks of service providers.
- Facilitate the tender process for food and transport contracts every 3 years.

1.5.3 Regional School Feeding Focal Point (Regional Level)

The duties of the regional school feeding focal point are being filled provisionally by the hostel officer at regional level.

The regional school feeding focal point roles and responsibilities are to:

- Maintain oversight, external control and monitoring of service providers at regional level (specifically overseeing warehousing and transport movements).
- Review all reports and food orders received from circuit level on all NSFP schools, compile the information and enter the data in the NaSIS for access by central level and other MOE levels with internet connectivity.
- Support sensitisation and awareness campaigns with NSFP focal persons and School Feeding Sub-Committees at community level.
- Support schools in training community members (cooks, parents) on proper implementation of the programme.

- Ensure the NSFP is a standard agenda item at routine regional education meetings.

1.5.4 Inspectors of Education (Circuit Level)

The inspectors of education roles and responsibilities are to:

- Coordinate and supervise the NSFP implementation in all circuit schools in collaboration with the regional school feeding focal point.
- Review and approve all reports from school level (baseline, term and annual reports, food orders), compile and summarise as appropriate and forward to the Regional Education Office.
- Support the regional school feeding focal point in routine monitoring of regional warehouses and school feeding implementation.
- Conduct NSFP training at school level for principals, NSFP focal persons and teachers, and support community sensitisation and awareness campaigns.
- Facilitate timely communication on matters related to the NSFP to all circuit schools.
- Ensure the NSFP is a standard agenda item at routine circuit education meetings.
- Support schools in training community members (cooks, parents) on proper implementation of the programme.

1.5.5 School Board (School Level)

The School Board roles and responsibilities are to:

- Meet at least three times a year (once per term) to discuss school-related business, including issues about school feeding and community participation. The School Board consists of 3 to 5 members, including parents and teachers and the principal. The School Board is chaired by a parent.
- Manage the NSFP at school level with guidance from inspectors of education and the regional school feeding focal point.
- Form a School Feeding Sub-Committee consisting of a NSFP focal person (typically a teacher) and parents and members of the community. A

minimum of three meetings annually (one per term) will be held. The Sub-Committee will be directly responsible for the operations of the programme on a daily basis and will report to the School Board.

- Establish and maintain a separate school feeding account for all money generated for the NSFP through fund-raising activities, sale of recycled maize bags, etc. These funds will be used solely for the purpose of improving the school's NSFP.
- Sensitise and mobilise community participation.

1.5.6 NSFP Focal Person (School Level)

The NSFP focal person roles and responsibilities are to:

- Oversee the day-to-day management of the NSFP at school level, i.e. reception of food deliveries to the schools, storage, recording of stocks, counter signing delivery notes and facilitating completion of standard NSFP reports. This role may be rotated with other NSFP trained teachers and/or community members as the School Board deems appropriate.



- Routinely supervise programme logistics, including cook schedules, food preparation, compensation for cooks, etc.
- Ensure and supervise the proper storage of food, release of NSFP commodities, preparation and service to beneficiaries on a daily basis.
- Complete and submit the NSFP School Level Report to the school principal at term's end. This report will be forwarded by the principal to Circuit level along with learner statistics.
- Attend School Board meetings as requested, participate in School Feeding Sub-Committee meetings and cooperate with members on matters related to the NSFP and its management.

1.5.7 Communities (School Level)

The community roles and responsibilities are to:



- Nominate community members who will attend at least three meetings per annum (one per term) chaired by the School Feeding Sub-Committee to sensitise community members on issues related to the NSFP and to provide a forum for information exchange.
- Provide construction material when possible and physically construct and provide routine maintenance on the school cooking shelter/kitchen and storeroom, in coordination with the School Board.
- Report to school officials any suspicious behaviour observed on and around the school premises and storeroom facilities.
- Participate in fundraising activities to support programme sustainability and to improve school facilities, such as storerooms, kitchens, water and sanitation, cooking fuel and other projects.
- Keep minutes of community meetings and forward to NSFP Sub-Committee.
- Provide additional support to monitoring and evaluation as decided at school level.

1.5.8 Parents (School Level)

Parent roles and responsibilities are to:

- Fetch water and cooking fuel (wood, paper, coal, sticks, gas, etc.) and provide hygiene products (hand and dish soap) when possible for cooking the meal daily.
- Participate in fundraising activities.
- Recycle empty maize blend bags.
- Participate in community development projects that will benefit the NSFP.

- Assist with the school vegetable garden.
- Support the security system around the school by reporting any suspicious behaviour
- Attend NSFP community meetings called by the School Feeding Sub-Committee.

The following additional activities will be supported by parents as requested by each School Board:

- Assist with the supervision of hand washing before and after meals.
- Assist with the distribution of daily meals.
- Assist with storeroom cleaning.

1.5.9 Cooks (School Level)

Cook roles and responsibilities are to:

- Prepare and serve meals daily to the learners at school.
- Keep the kitchen and work areas clean.
- Wash the cooking equipment (pots, measuring devices, etc.) after food service.
- Ensure enough fuel is available for the next day's food preparation.



1.5.10 School Learners (School Level)

School learner roles and responsibilities are to:

- Demonstrate orderly conduct (proper behaviour while queuing and during meal time) to ensure timely food service and consumption of the meal within the 30-minute break.
- Wash their hands before and after consuming the meal.
- Wash their plate/bowl and spoon after the meal (primary school children).



1.5.11 Civil Society and Private Sector


Integrating civil society and private sector activities which support the NSFP can prove mutually beneficial to all parties. Opportunities exist for these sectors to introduce new products and provide technical assistance through their core competencies. Some examples of how these sectors can support the NSFP are by:

- Cash contributions and in-kind donations which fill gaps and help sustain the programme.
- Introducing new innovations and technologies (e.g. energy saving stoves).
- Sourcing and linking school feeding with local small-scale producers, food processors and distributors to strengthen local markets.
- Expanding farmer opportunities and know-how (new products, agricultural inputs, food, energy components) that could be used in school feeding.
- Supporting advocacy and awareness campaigns.
- Improving essential services and infrastructure support (health, nutrition, water and sanitation).

1.5.12 Other Ministries

Inter-sectoral collaborations can effectively harmonise the programmes and activities of various line ministries that complement school feeding and contribute to improving the overall educational outcomes and development of the child's full potential. The impact of the NSFP and overall well-being of the child can be enhanced for example by coordinating and cooperating on interventions in health, agriculture, data sharing, monitoring and evaluation, technical support and through food- and cash-for-work programmes.





The key ministries that will work with the MOE to strengthen and achieve the school feeding outcomes are Ministry of Gender Equality and Child Welfare (MGCW), Ministry of Health and Social Services (MOHSS), Ministry of Finance (MOF), Ministry of Agriculture, Water and Forestry (MAWF), Ministry of Regional and Local Government and Housing (MRLGH) and the National Planning Commission (NPC).

1.5.13 Development Partners

A multi-sectoral approach, collaborating with various development partners can lead to greater sustainability and capacity building within the ministry. Development partners can play a very important role in school feeding including the provision of the following support:

- Policy guidance and technical advice for MOE and other implementing partners.
- Provide cash and in-kind contributions to help sustain the quality of the programme's implementation.
- Build capacity of counterparts and beneficiary communities.

1.6 Coordination mechanisms

Effective coordination involves bringing together all stakeholders to ensure an approach that delivers impact in implementing the school feeding programme from national level to local level needs.

The following highlight the major coordinating bodies that facilitate collaboration between the various stakeholders and can add support directly and indirectly to achieving school feeding programme objectives.

- Namibia Alliance for Improved Nutrition (NAFIN) is a coalition of national and international organisations that are cooperating to guide and support the implementation of the national nutrition strategy. The Alliance consists of government ministries, UN agencies, civil society and the private sector and key focus areas are on addressing malnutrition amongst women and children, and improving food and



nutrition security amongst the most disadvantaged communities. School feeding is fully in line with the objectives of the Alliance and offers one response strategy for improving general nutrition of vulnerable and disadvantaged children. MOE's participation and input in NAFIN roundtables serve as part of an important information exchange to improve the nutrition of school meals and food rations, discuss alternatives and provide opportunities for linkages that will improve overall programme impact.

Under NAFIN, the following working groups meet to address issues related to nutrition and food security in the country:

- Food and Nutrition Security Taskforce convened by the Ministry of Agriculture, Water and Forestry.
- Maternal, Infant and Young Child Nutrition Taskforce convened by the Ministry of Health and Social Services.
- Food Fortification Taskforce convened by the Namibian Agronomic Board.

Civil society participates under Namibia Non-Government Organisations Trust to scale-up nutrition in communities. Private sector support includes financial assistance and direct engagement with fortification efforts, for example, by local milling and dairy businesses. The Ministry of Education will use the NAFIN forum/platform to advocate for school feeding and complementary services.

- **Education and Training Sector Improvement Programme.** This facility was designed to accelerate development and improve the education and training sector in meeting the goals of Vision 2030. The programme emphasises the development of information and communication technology which contribute to improved quality and management of the school feeding programme. One area of focus is on capacity building as a way of bettering work practices, such as planning, monitoring and analysis and improving data collection tools and equipment which will facilitate better management in the delivery of education. Stake holders attend Annual ETSIP Technical Review



Meetings to assess progress made and discuss the way forward. This meeting offers an important platform for NSFP management to raise and discuss matters related to the school feeding programme. Capacity building on school feeding will be brought to attention at ETSIP meetings to orient staff who are involved in school feeding on the new approaches and tools developed for the programme.

- **Namibia Vulnerability Assessment Committee (NAMVAC).** This multi-stakeholder committee, consisting of key line ministries, UN agencies, NGOs and national institutions, was established to monitor risks and conduct vulnerability assessments using agreed indicators and tools. NAMVAC also forms an institutionalised information system to collate vital information and conduct multi-disciplinary analysis required to tackle food insecurity. The adoption of the Livelihoods Vulnerability Assessment and Analysis (VAA) in 2009, provides a more in-depth profile of highly vulnerable groups. Thus the NAMVAC exercise is useful in identifying and providing information on the most vulnerable regions and communities which can inform targeting of school feeding. The MOE will participate in NAMVAC-led vulnerability assessments in order to obtain first-hand information on food security indicators that will eventually contribute to guiding appropriate targeting and decisions on school feeding design and implementation.

1.7 Links to local production

NSFP's guiding principles stipulate that production should be locally sourced whenever possible and the meal will consist of 75% local products to assist small holder farmers and help stimulate the local economy. This principle is supported by the Namibian Agronomic Board (NAB) which controls the import of maize, permitting imports only once all local production has been purchased.

Alternative rations processed from locally sourced products are under assessment by MOE (e.g. mahangu and milk products) with technical advice from ministries such as MAWF and MOHSS (nutritional aspects) for purposes of diversifying the school feeding ration. The NAB is also

involved in providing guidance on opportunities to procure foods that are well suited for school feeding. The goal is to encourage local farmers to grow recommended crops, motivated by the stable market which the programme provides.



2

LOGISTICS MANAGEMENT



Logistics forms an important part of the NSFP supply chain and involves planning, procurement, storage, transportation and distribution of food for the programme. Efficient management of programme logistics depends on the skillful coordination and attentive oversight of sequential interconnected activities from production through procurement to the timely delivery of food to the beneficiaries. The primary objective of logistics activities associated with the NSFP is to ensure that commodities are procured and transported in the most efficient, timely and cost-effective manner.

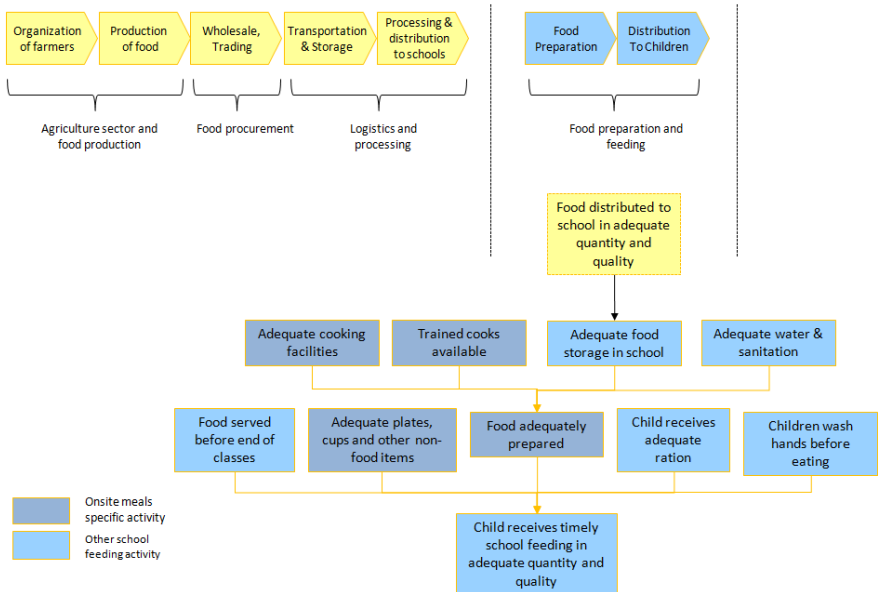
2.1 Overview of logistics supply chain


The NSFP core logistics activities include procurement, transportation, storage and distribution. The NSFP logistics supply chain process begins with an annual assessment of actual food needs for the current school year (Terms 2 and 3) and Term 1 for the following year. This assessment is conducted at school level during the first term of the current school year. Food needs are calculated using the 15 day statistics (EMIS 1) available in February each year and assessments must be completed and made available for Head Office (via the NSFP information system) by end of March.

Contracts for the food commodities and transportation are awarded under 3 national tenders for a period of 3 years each. The food order is placed by MOE at central level with the 2 millers (protein and maize meal) contracted to provide the food basket.

Millers procure the food both locally and through foreign suppliers. Locally sourced products remain the priority (75% locally produced) and millers

Figure 1. Logistical Flow of NSFP from Production to Beneficiary





are only able to source foreign suppliers of maize, for example, once all local production has been procured. NAB controls the import of maize. The miller of the protein blend delivers the commodity to the miller of the maize meal who also fortifies the food and blends all the products together to form the final maize blend – the current school feeding food basket. The final commodity is packaged in 12.5 kg by the miller of the final maize blend product and is delivered to the contracted transporter’s regional warehouses.

By the start of each school term, the regional distribution agent transporters will have delivered the food from the warehouse to the individual schools – the final delivery point. Each school requires a suitable storage area that is secure (lockable), dry and clean to prevent food damage and losses.

Once the food is received at school, the community is responsible for preparing and serving the daily meals during the first mid- morning break to the beneficiary learners. If a school is running an afternoon shift, a second school meal must be prepared and served in mid-afternoon. These needs must be budgeted for on the annual food order form.

The success of this programme is dependent partly on a number of activities and facilities within the supply chain including availability of resources for food procurement, adequate transport and storage capacity, good storage management practices, supervision and monitoring of food distribution etc.

2.2 Purchasing and tendering

The purchasing and tendering processes executed at Central level for food and non-food items are important elements to ensure the best quality, value and control of goods. With Central level management oversight, quality standards are maintained and unnecessary purchases are eliminated. Vendors are more able to hold to a high standard and confusion is reduced, helping to ensure the best expenditure of public funds through a fair and impartial exercise.

The following procedures will be followed during the purchasing and tendering periods.

2.2.1 Purchasing Steps

- NSFP focal person will complete the “NSFP Annual Food Requirements” form and the school principal will approve the form and submit to the Circuit level office.
- The inspector of education for each circuit will review, approve and summarise the food requirements for all schools in the circuit using the “NSFP Circuit Level Annual Food Requirements” form. This form will be submitted to the Regional Education Office Director and a copy will be filed in the Circuit level office.
- Regional Education Office Director will review the total food requirements for each circuit (including on-line entries), and forward the NSFP Circuit Level Annual Food Requirement form to the NSFP unit.
- Using this form, the data for each school in each region will be entered into the NSFP information system at the circuit level (if internet connectivity is assured and dependable) or regional level under the responsibility of the regional school feeding focal point no later than the end of March of the current school year for access by MOE Head Office. Copies of the original Circuit Level Annual Food Requirement forms will be filed at the regional level.
- MOE Head Office will extract the information from the database and place term orders with the contracted service providers. Food orders for each term must be placed well enough in advance to facilitate completion of deliveries to schools by the first day of school.

2.2.2 Tendering

The NSFP is managed under national level tenders for the procurement and distribution of food. As part of the policy, 75% of the produce must be locally procured. Each tender (including future tenders) will be awarded per region and tendering practices will follow normal Government procedures:

- MOE will advertise tenders in the local newspapers.
- Prospective suppliers will apply.
- MOE will evaluate the tenders and advise the Tender Board.
- Tender Board will assess and award the tenders and inform MOE of the successful bidders.
- MOE will inform the successful bidders in writing and contract agreements will be drawn up for signature.

a. Food Tenders

Currently, the NSFP food basket is provided through two tenders awarded on a 3-year basis:

Tender 1: Provision of protein blend (soya, sugar and salt)

- Supplier will source, process, package and deliver the commodity to the contracted supplier of the maize blend by order from MOE.

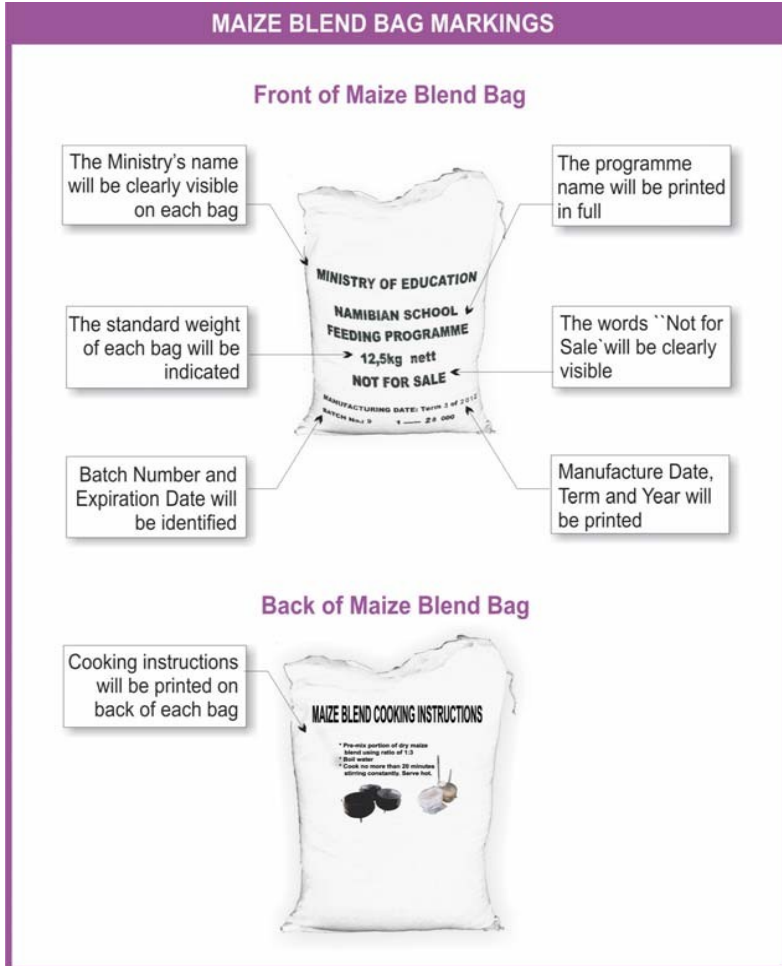
Tender 2: Provision of maize blend, packaging and delivery of commodity to transporters' regional warehouses.

- The supplier will source and provide maize meal and blend with the protein mix to produce the maize blend. The commodity will be packaged in 12.5 kg bags and be delivered by the supplier to the contracted transporter's regional warehouse as per order of MOE.

General specifications for food providers:

- The food providers must ensure the best available products are used and ensure at least the minimum required nutritional value as per international standards are met after preparation.
- Facilities must have suitable storage capacity for at least 200 mt and employ experienced staff.
- Maize blend will be packed in polypropylene bags lined with polythene and should be sewn closed or sealed securely.
- Shelf-life is 6 months from date of manufacture, stored dry and at temperatures prevalent in Namibia.

- 75% of the commodity will be locally produced.
- Supplier facilities will be subjected to monitoring visits as required by the MOE and the supplier's product will be subjected to periodic laboratory testing.
- Each bag will be clearly marked as follows:



b. Transportation Tender

Tender 3: This tender is for the transport, storage and handling of food and non-food items from regional warehouses to individual schools.

General transporter conditions:

- Provide storage capacity of 250 mt per region.
- Sufficient vehicles must be available with a minimum carrying capacity of one third of the tonnage to be delivered in the region.
- Comply with regulations concerning cleanliness, sanitation, fumigation, health and safety.
- Receive consignments from the contractor for maize blend.
- Deliver consignments of maize blend to the schools before the beginning of each school term if possible.
- Ministry of Education will issue the MOE Delivery Notes (bound books) to the transporters. The delivery notes identify the names of the consignor (MOE) and consignee (individual school), the point of origin of the consignment and its destination, commodity and quantity being shipped. Each provider will have a unique provider number identified on the delivery notes.
- The transporter facilities and trucks will be subjected to monitoring as required by the MOE to ensure compliance with contract conditions.

2.3 Commodity specifications

The maize blend will adhere to the following minimum nutrient requirements:

| MAIZE MEAL BLEND: The composition of the maize blend shall comply as follows: | | | |
|---|---------------|--|--------|
| Unsifted yellow or white maize meal | | | 63% |
| Protein Blend | | | 25% |
| Sugar | | | 10.8% |
| Iodised Salt | | | 1.2% |
| | | | |
| PROTEIN: The protein blend shall consist of NOT LESS than the following nutritional value per 100g dry product: | | | |
| Moisture | 4g | Energy | 1650kJ |
| Protein | 35g | Fat | 25g |
| Carbohydrate | 17g | Fibre | 6.5g |
| Calcium | 270mg | Copper | 0.7mg |
| Iron | 6mg | Magnesium | 80mg |
| Phosphorus | 350mg | Potassium | 995mg |
| Zinc | 4mg | Sodium | 8mg |
| Thiamine | 0.128mg | Riboflavin | 0.1 mg |
| Niacin | 2.3mg | Folic Acid | 60 |
| Vitamin B12 | 12 | Pantothenic Acid | 1.8 mg |
| Vitamin A | 30RE (100 IU) | | |
| The following Essential Amino Acids form part of the maize blend ration: | | The following Fatty Acids form part of the maize blend ration: | |
| Threonine | Histidine | Saturated Fatty Acids | 40% |
| Valine | Methionine | Mono-unsaturated Fatty Acids | 30% |
| Leucine | Lysine | | |
| Isoleucine | Tyrosine | Poli-unsaturated Fatty Acids | 30% |
| Phenylalanine | Cystine | | |
| Tryptophan | | | |

(MOE, Tender A9 -12/2009, Maize Blend and Transport to Regional Warehouse; Tender A9-12/2009B, Protein, Sugar and Salt)

2.4 Warehousing

Regional warehousing plays an important role in the process of final distribution to schools and maintenance of a quality product. Adequate warehousing must consider security issues, cleanliness, and proper storage to ensure that the food targeted for distribution to schools reaches the final delivery points in quality condition.

The procedures below will be followed with respect to regional warehousing.

- NSFP Unit will coordinate the transport of commodities from the maize blend supplier to the transporter's regional warehouse in collaboration with the Regional Education Office.
- Regional Education Office (regional school feeding focal point in cooperation with the circuit inspector) will control the reception and storage of the commodities at the transporter's regional warehouse.
- Maize blend ordered must be checked against the total stocks received at the warehouses prior to distribution using the NSFP Delivery Note (refer to Annexes for Delivery Note).
- The contracted transporter at regional level will store the commodity until authorisation is provided for transport to the final delivery point (schools).
- While food is in the custody of the transporter, officials from the Ministry of Health and Social Services will conduct spot checks on the conditions of warehouses to ensure that proper storage procedures/practices are followed.





2.5 Food transportation

Effective communication and coordination is essential in the transport of food from the regional warehouses to the schools. Regional/circuit levels will coordinate with the transporters and school authorities for the delivery of food using the distribution list produced from the NSFP information system. Each school must be notified in advance and prepared to receive the food on the scheduled day.

The following procedures will facilitate the transportation of food:

- Regional Office will control the distribution process in collaboration with the contracted regional transporter and schools. The Regional Office will produce the distribution schedule using information provided for in the database identifying the schools and quantities of food to be delivered to each.
- The transporter will use a standard NSFP delivery note as the official document accompanying food deliveries to schools. Once MOE has requested the food to be transported, the transporter issues the Delivery Note to the driver who will sign, accepting responsibility of the food until delivered and duly signed by the school representative receiving the stock.
- Distribution to schools should be completed by the first day of each school term.

2.6 Food storage and distribution

MOE at school level will ensure commodities are received in optimal condition from the transporter and are safely and securely stored. Distribution will be done on a trimester basis.

- The NSFP Delivery Note must accompany all deliveries arriving at the school and the following should be checked to account for the commodities:
 - The quantities indicated on the delivery note should be checked against the actual quantity delivered. Any discrepancies should be reported to the circuit and/or regional school feeding focal point for follow-up.
 - Before unloading the consignment, the general condition of the bags should be checked and the bags should be counted as they are offloaded.
 - The transporter is responsible for unloading the maize blend into the school storerooms. Bags should be carried, not dragged to the storeroom.
 - Damaged bags or food with signs of spoilage should be refused. Record any rejected food on the Delivery Note and recalculate the final quantities received before signing and handing over to the transporter's driver. The transporter must replace any damaged bags or spoiled food.
 - The transporter will submit the Delivery Note to the NSFP focal person at each school or designated representative, who signs and stamps the document with a valid school stamp. There are five carbon copies of the Delivery Note. (i) The recipient of the commodities will retain the blue copy; (ii) the original signed and stamped white copy will remain with the supplier and will be attached to the invoices when submitting payment claims to the

MOE Head Office; (iii) the transporter will retain the pink copy as record of the delivery; (iv) the yellow copy will remain in the book for reconciliation and future audit purposes and (v) the green copy is for the issuing office.

- Food will be stored on pallets in a dry, clean, well ventilated secure (lockable) room, preferably with additional outside lockable door with bars.
- The storage facility should be inspected routinely for any damaged bags, spoiled food, signs of mould, infestation by insects and rodents and theft.
- Theft or attempted break-ins to the stores must be reported immediately to the police, circuit and regional education offices.

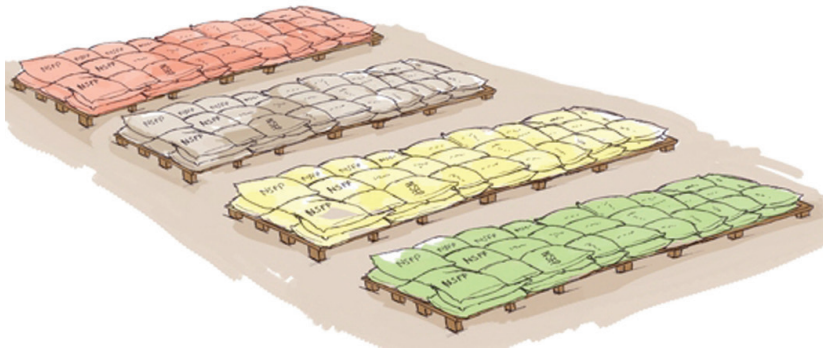
2.7 Stock keeping and control

Stock keeping is an important mechanism for accounting for resources, forecasting needs and preventing wastage. Accurately controlled, documented and communicated stock reports can assist significantly in making sound assessment and planning of future food needs.

School feeding focal points responsible for stock control and management will use a Food Logbook to record food received, food issued, food losses and food balances at school level on a daily basis. Proper recording of the utilization of food and comparing this information to the number of learners fed will give an indication of whether food stocks will be sufficient for the entire term.

2.8 Managing spoiled food rations

Minimising the spoilage of food is important to ensure public funds are not wasted, resources are better utilised and that the food is available to feed the children on a daily basis. Managing food suspected of being spoiled should be undertaken as quickly as possible to prevent spread of damage and to salvage as much food as possible. Action must be taken and if uncertain, contact the NSFP focal person at the circuit/regional levels for further guidance on how handle and manage spoiled food.



Spoilage of maize blend at school level may be a sign of bad management and is often caused by:

- Water or dampness causing rot or mould to develop. This problem often occurs because of rain or by dampness penetrating floors and walls. Damp bags should immediately be separated from dry bags. Use the damp maize blend first while it is still edible (tastes and smells sweet and fresh).
- Infestation of storage facilities by rodents, insects and other vermin can contaminate the bags and spoil the food, especially in areas that are unclean and where older bags of food have been stored dormant for long periods.

The following steps should be followed to assess and manage spoiled food.

a. Assessing Spoilage

- Taste the dry maize blend to determine if it is still fit to eat. If it tastes sweet and fresh it can still be used.
- Maize blend infested with substantial quantities of weevils over a long period of time may taste sour, acidic and smell "off" and will generally be unpleasant to eat. This food is no longer recommended for human consumption and is considered spoiled.
- Refer to a health authority for further guidance if it cannot be determined whether the food is fit for consumption.

b. Taking Action

- The NSFP focal person will record the quantity of food spoiled in the Food Logbook and the NSFP School Level Report and inform the regional school feeding focal point for further action.
- Move the contaminated food immediately from the storeroom, away from uncontaminated food to prevent cross-contamination and store in a secure room.
- The NSFP focal person in collaboration with the regional school feeding focal point will arrange for removal of the spoiled food from the premises. Spoiled food will be burned and buried.
- Prevent further and future spoilage of food by routinely inspecting food stocks at least once a week for physical damage (staining of bags caused by water, torn bags and spilled grain), and for evidence of insects and rodent droppings. Use sight, smell and hearing to detect signs of insects, rodents and other vermin.
- Storerooms should be fumigated according to government regulations.
- Sweep the storage room daily to prevent further damage and infestation.

2.9 Environmental considerations

Actions that will reduce environmental impact must be considered when implementing school feeding programmes if they are to be sustainable. The following proactive measures explain ways in which the programme addresses basic environmental concerns related to school feeding.

a. Recycling Empty Maize Blend Bags

In consultation with the School Feeding Sub-Committee and community, empty maize blend bags are to be recycled for the benefit of the school feeding programme at the school. Bags may be sold and revenues used for school feeding activities at the school

Examples of how empty bags could be creatively recycled:

- Stitch the bags together to create a cover for the feeding shelter.
- Use stitched bags as a fence to protect trees and plants in the school garden.
- Make school or shopping bags and sell within the community to raise funds.

b. Fuel-Efficient Stoves

Stripping the land of forests and trees for firewood has environmental consequences, one which contributes to food insecurity. Inefficient cooking stoves emit high levels of smoke and consume vast amounts of wood. One means of reducing the impact is through the use of fuel-efficient stoves that require far less wood to cook. Using energy-efficient stoves and cooking pots should be encouraged and used by all schools, including viable alternative cooking technologies such as solar stoves.

2.10 Role of stakeholders

Various stakeholders can contribute or are contributing to the quality and on- going improvement of the school feeding programme. The following highlights some of the support that can be or is already being provided.

- Local laboratory companies analyse periodic samples of the food as part of monitoring the quality.
- Line ministries can provide technical/logistical support, e.g. assist with monitoring, provide nutritional assessments of food.
- NAB controls the import of maize. Import restrictions are removed once all local maize has been procured. NAB can also recommend possible alternative crops that could be used in school feeding to stimulate local production and job creation



3

FOOD HANDLING AND MANAGEMENT

Preparing and serving a nutritious meal to learners in identified schools involves a series of properly executed steps to ensure each child receives the right amount of food free of contamination. The process of transporting, receiving, preparing and cooking needs the implementation of hygiene and safety practices. Good supervision and execution from the start of preparation through the food service delivery and after service routines will ensure children are fed and able and ready to concentrate and fully benefit from class.



3.1 Food ration

The size of the ration depends on the children's ages. The WFP school feeding handbook (1999) recommends the following nutrition value of rations for pre-primary and primary half-day schools.

| School type | Age range | Energy (kcal) | Protein (gram) | Fat (gram) |
|-------------|------------|------------------|----------------|------------|
| Pre-primary | 3-5 years | 480-720 (30-45%) | 13-19 (30-45%) | 6-8 |
| Primary | 6-12 years | 600-900 (30-45%) | 16-24 (30-45%) | 7-11 |

* At least 10% of energy intake should be provided from fat

The present NSFP maize blend ration (125 grams/child/day) provides about 478 kcal, 15% protein and 6% of fat. A diversity of commodities is under evaluation for possible introduction into the school feeding food basket. Efforts will be made to ensure that any new rations meet the minimum energy requirements as recommended by the WHO. Any introduction of new products into the NSFP should take into consideration important local production opportunities, nutritional content, affordability and culturally acceptable.

In a country where the prevalence of malnutrition is high and the local diet is known to be poor in micronutrients and where micronutrient deficiencies are a problem of public health, school feeding can help (WFP Basic School Feeding Guide). The MOE will ensure that food provided through school feeding is fortified with essential vitamins and minerals in order to improve the health of learners.

3.1.1 Food Basket

The standard food ration is a meal of hot porridge made from a fortified maize blend consisting of 63% maize meal and protein blend (soya 25%, sugar 10.8%, salt 1.2%). In addition to the standard food basket, each school is encouraged to improve the taste, texture and nutritional value by mobilising the local community and businesses for contributions of local foodstuffs. Efforts are being made to introduce new commodities as a means of diversifying the current school feeding basket.

3.1.2 Meal Portions

The portion size of the maize blend meal is 500 ml for each child (pre-primary and primary) which meets approximately 1/3 of their daily nutrient requirement. The meal is intended only as a supplement to the food they receive at home, not a replacement.

However, for some of the smaller pre-primary children (5-6 year olds), the quantity of 500 ml may prove too much to consume at one sitting. Thus they may not receive their full 1/3 daily recommended nutrient intake. In this case, the meals should be spread across the first half of the day e.g. at the start of classes and at mid-morning). Each school will make the assessment of whether an additional snack provided later in the day is necessary for any child who is unable to eat the entire bowl of porridge. Note: Any additional snack provided will be the responsibility of the individual schools.

3.1.3 Determining Maize Blend Portions for Beneficiaries

This section explains how to determine the maize blend amounts needed on any given school day and how to measure the portions and number of cooks needed to prepare school meals.



Number of meals is equal to the number of learners participating in the school meal on a given day.

Step 1: To determine the number of children to be fed and number of cooks needed to prepare the meals

- Consult the NSFP registers available daily from class teachers and sum up the number of children present. The amount of food released to the kitchen for cooking on a given day should be based on attendance. This way, food wastage will be minimized.
- For every 75 learners, plan for one cook to prepare the meals. The actual number of meals to be prepared must also include additional meals for the cooks as compensation for their time and labour.

Step 2. Determining quantity of dry maize blend needed to prepare the required meals


- Refer to Standard Table 2 below to determine total quantity of maize blend needed each day.

Standard Table 2. Measures for Calculating Daily Maize Blend Meals

The following standard formulas should be used to calculate quantities of dry maize blend needed to prepare required daily meals.

- 1 x 12.5 kg bag maize blend equals 100 meals
- A 12.5 kg maize blend bag will feed 100 learners using 125 gms of dry maize blend for each meal or learner


1 x maize blend bag (12.5 kg) will provide 100 meals



To calculate the quantity of maize needed for less than 100 meals (i.e. using only a partial bag of maize), use the following standard measures:


- 200 ml level measure of dry maize blend equals 1 meal or portion

To measure 1 single meal:
Fill level to 200 ml of dry maize blend



- 1 litre level measure of dry maize blend equals 5 meals (200 ml x 5 = 1 litre)

To measure 5 single meals:
Fill 1 level litre of dry maize blend

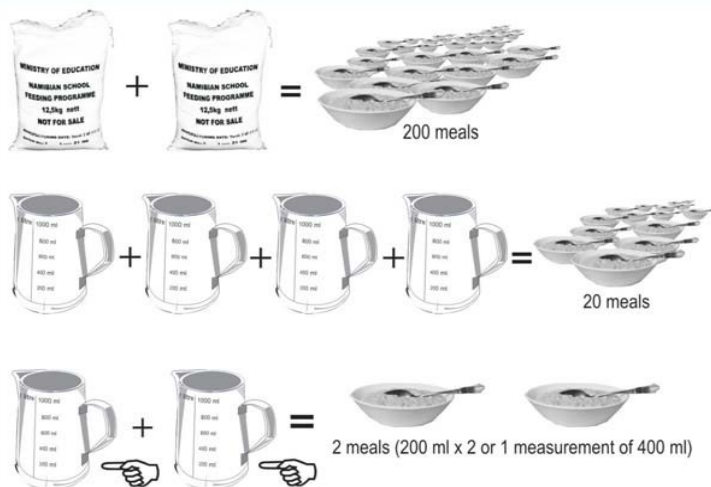


Remember the principle of “first-in first-out” (FIFO) when utilising the maize blend for school feeding. The oldest food should be used first.

Example of How to Measure Correct Quantity of Maize Blend

Measure the correct quantity of blend using the example above for 222 meals as follows:

- a. $2 \times 12.5 \text{ kg bags (100 meals/bag)} = 200 \text{ meals}$
- b. $4 \times 1 \text{ litre measuring jugs (5 meals/litre)} = 20 \text{ meals}$
- c. $2 \times 200 \text{ ml (1 meal) using 1 litre measuring jug} = 2 \text{ meals}$
- Total Meals = 222



- The quantity of food issued each day and the balance should be recorded in the NSFP Food Logbook at the school level. The log book should be kept in a secure place.
- After measuring out the maize blend required for meals, the bags should be securely closed to prevent spoilage and spillage.
- The storeroom should be kept clean and swept daily and any food shortages at School level should be reported to the circuit or Regional MOE office.
- The NSFP focal person is responsible for ensuring the storeroom is locked and the key safeguarded.

3.1.4 Calculating Dry Take-Home Rations for Cooks

- Each cook is compensated for one day's work with 3 dry take-home rations of maize blend.
- Cooks should be encouraged to prepare school meals on a weekly rotation for operational and planning purposes.
- Each cook who works 5 days in the school week will receive 15 dry take-home rations or 3 litres of maize blend. Maize should not be issued to cooks in maize blend bags.
- Take-home rations should be distributed every Friday of the week worked.

Example of Calculating Dry Take-Home Rations for Cooks

Calculate the correct quantity of dry take-home rations for a cook who works 5 days in 1 week:

- 3 rations/day cooked x 200 ml (1 meal or ration) = 600 ml maize blend/day cooked
- 5 days x 600 ml/day = 3 litre dry maize (3000 ml) blend for 5 days worked
- Fill dry maize level to 1 litre mark on measuring jug x 3



3.2 Food preparation and service

Cooks should prepare food only when they are in good healthy physical condition on the day they are scheduled to work. Cooks who are suffering from diarrhea, flu or have open cuts and sores, especially on the hands should be discouraged from preparing meals for the children. The NSFP focal person will arrange for a replacement cook on the day if necessary.

The NSFP encourages good personal hygiene practices for all participants (food handlers and beneficiaries) throughout the delivery of the meal as follows.

3.2.1 Preparing to Cook

- When preparing meals, cooks should be dressed in clean clothes and an apron and their hair will be covered with a head scarf.
- Cooks will remove all jewellery before handling any food and will wash their hands with soap and water before beginning to cook, after using the toilet or anytime they contaminate their hands during the food preparation and service.
- The kitchen/cooking area should be well-ventilated with enough space and should be within proximity of the storeroom. Surfaces should be easy to clean with adequate countertops or table space available to prepare the food. The kitchen should be kept free from trash and distanced from trash disposal areas.
- Accessible clean water is essential with a well maintained drainage system. Ensure adequate water is available at the cooking area.
- Position the cast iron cooking pots or make ready the fuel-efficient stove.
- Assemble the required cooking utensils (whisk, 1 litre measuring jug, mixing bucket for maize blend). Spoons/plates/bowls (provided in adequate numbers) should be available.
- Measure the correct quantity of dry maize blend under the supervision of the NSFP focal person.
- Start the fire to boil the water using the fuel made available from the previous day. The process should begin 1-1/2 hrs before children are to consume the food to avoid over cooking and destroying the nutrients.
- After issuing food for cooking, the NSFP focal person should calculate the quantity of food used and the balance and record this information in the Food Logbook daily.

3.2.2 Cooking Instructions

Standard Measures:

- 200 ml of dry maize blend is used to make 1 portion
- 200 ml of dry maize blend + 300ml of boiling water = 500ml cooked portion
- 1x12.5 kg bag of dry maize blend = 20l (or 100 portions)
- 20l of dry maize blend + 30l of water = 100 portions of 500ml each (cooked)

Instructions:

- Pre-mix 1 part maize blend with water (to prevent lumps) to form a smooth paste.
- Boil the correct amount of remaining water required to cook the meal portions.
- Add the pre-mixed maize blend to the boiling water and stir thoroughly.
- Slowly add the remaining dry maize blend to the pot stirring constantly. The porridge will begin to thicken and should take no more than 15–20 minutes to cook.
- The final porridge should be thick, not watery. This is controlled by the amount of water used.
- Any additives to the porridge should be as one would normally serve at home (e.g. sugar, gravies, vegetables, etc) to improve the taste and to increase the nutritive value.



Food exposed to high temperatures for long periods will destroy vitamins and the nutritional value of the food. Follow the cooking directions on the maize blend bag. Do not begin the cooking process too early (no sooner than 1–1/2 hours before food service) as the food will then continue cooking in the pots up to the time the porridge is served. All nutrients will be destroyed.

3.2.3 Food Service

- Food service will be conducted in an orderly fashion and will be supervised by one or more teachers depending on the number of children to be fed. If large numbers of children are participating, there may be more service points needed and monitoring required to ensure the entire service time is completed within 30 minutes.
- All beneficiaries will wash their hands with soap and water before and after eating their food and after using the toilet.
- All beneficiaries will cover their nose and mouth when sneezing or coughing and will wash hands afterwards.
- Cooks will serve 500 ml (one cooked portion) of porridge to each child. Accurate measurement is essential to ensure each child receives their full portion along with nutritional benefits.
- Each child will consume their meal from an individual bowl/plate and spoons provided by the Ministry. (Note: Some cultures use hands and fingers to eat food, but use of spoons should be encouraged for hygiene reasons).
- Primary school children will clean their own bowls and utensils before returning to class.
- The mid-morning meal at first break will be kept to 30 minutes so as not to interfere with class lessons.

3.2.4 Post-Food Service Routines

- Cooks will properly clean the cooking equipment (pots, measuring devices, cooking utensils) with soap and water and clean the work area daily after food service.
- Cooks will ensure the cooking fire is well extinguished.
- Care should be taken when cooking with gas. Be certain all gas is turned off and the gas source/tank should be stationed in a secure, well-ventilated area.
- Cooks will ensure firewood and other fuel is available for the next day.
- Cooks will contact the NSFP focal person if any problems arise.

3.3 Food safety in schools

Ensuring food safety throughout the school feeding food handling chain is a very important aspect and a priority of the MOE. Food safety addressed issues on the safe handling of food during transport, storage and cooking to minimize contamination and ensure that all food delivered to schools is of acceptable quality and is safe to eat. It is everyone's responsibility to practice good hygiene and to ensure that food is safe in all places where it is stored, prepared, served and consumed.

Safe transportation of food to schools is important to ensure that food quality is maintained, that food products are not damaged during transportation as improper and unhygienic transportation of food can lead to food contamination and spoilage. Food manufacturers and transporters share the responsibility for food safety in the supply chain and must adhere to the following specific food safety control measures;

- Adequately clean and sanitise transport vehicles using hot water or bleach to kill germs
- Separate food and non-food items during transportation
- Cover the food during transportation especially during rainy season

Care should be taken when handling food to ensure that food is not contaminated with germs. Food handlers must ensure good personal hygiene, wash hands with antibacterial detergents before starting work and practice good kitchen hygiene. Remember good hand washing is the first line of defense against the spread of many illnesses. Principals should ideally adopt a school-wide approach in the prevention of foodborne illness.

During food storage, hygiene should be a priority practice. All food must be stored on shelves or on pallets and not directly on the floor surface. The space beneath the lowest shelf or pallet needs to be enough for effective cleaning. Food should never be stored with chemicals and non-food items. Expiry dates should be clearly marked on the package to indicate the shelf life of commodities.

Waste should be handled and stored in a manner that will not lead to food contamination. Pests (cockroaches, rats) that carry bacteria in the kitchen, storage and onto food should be controlled as these can lead to potential food poisoning and damage and spoil food stocks.

The following checklist (adapted from the WHO "Golden Rules for Safe Food Preparation.") highlights some additional points to remember when preparing and handling food.

| Checklist for the Safety of Food Preparation | |
|--|---|
| <input checked="" type="checkbox"/> | Cook food thoroughly to kill any disease-causing organisms, especially when preparing raw foods. |
| <input checked="" type="checkbox"/> | Cooked food should be eaten immediately. When left to cool, bacteria can spread. |
| <input checked="" type="checkbox"/> | Food prepared in advance must be kept hot until served. |
| <input checked="" type="checkbox"/> | Any stored cooked foods should be reheated until "piping" hot. |
| <input checked="" type="checkbox"/> | Fresh produce should be thoroughly cooked. If irrigated with untreated waste water, the food may be contaminated with bacteria. |
| <input checked="" type="checkbox"/> | Avoid contact of cooked food with raw food or utensils used in preparing raw food. |
| <input checked="" type="checkbox"/> | Hands should be washed thoroughly before starting to prepare food and after every interruption. |
| <input checked="" type="checkbox"/> | All surfaces used for food preparation must be kept clean. |
| <input checked="" type="checkbox"/> | Food should be covered or stored in closed containers to prevent contaminations from insects, rodents and other animals. |
| <input checked="" type="checkbox"/> | Water should be filtered and chlorinated or boiled before adding it to food. |

3.4 Community participation

Active participation of the community is an integral part of the NSFP. Without community support and ownership, the programme would not be sustainable. However, increasing hardships for many households have weakened community support in many areas. Community mobilisation and cooperation must be encouraged and emphasised and support for the programme should be all inclusive, welcoming young and old.



Community members should provide, when possible:

- Construction materials to build cooking shelters/kitchens, feeding shelters and improve storage facilities.
- Persons to routinely check the school feeding facilities and equipment to ensure they are well maintained.
- Help ensure an adequate number of cooks are available on a rotational basis to prepare and cook the food daily.
- Daily fuel to cook the food, soap and dishwashing liquid.
- Additional nutritional foodstuffs to enhance the flavour and texture of the ration (ie. vegetables, sugar, gravy etc.)
- Assistance in fund-raising to improve the programme, including recycling of maize bags into usable items for sale.
- Added security for the school grounds to prevent any possible theft.
- Assist in delivery of the daily programme by monitoring handwashing and cleaning the storeroom as required by individual School Boards.
- Support through active participation in school feeding community meetings to discuss ways to improve the programme.

4

ESSENTIAL COMPLEMENTARY SERVICES

School feeding programmes are best implemented with other activities that support quality education, health, hygiene and nutrition. The following essential services when delivered as a package can maximize opportunities to benefit the child's full development. Collaborative efforts through a multi-sectoral response are more cost-effective and can lead to better educational outcomes by increasing enrolment, attendance and concentration and promoting and sustaining good health.



4.1 School health, hygiene and nutrition education

School-going children in Namibia confront a number of challenging health and nutrition problems and chronic malnutrition is one of the most prevalent. Children suffering from malnutrition have difficulty concentrating on their schoolwork and are often too ill or weak to attend school, leading to drop out often in the lower education levels. Without the proper knowledge and a good understanding of the causes of malnutrition, even wealthier families may suffer.

Nutrition education can improve the chances school-going children have in combating malnutrition. By learning how to grow, prepare and store food properly children become more aware of the importance of various foods. By learning the principles of sound nutrition, learners will understand the importance of balanced meals and how it directly relates to their good health.

Good health, hygiene and nutrition education benefits not only the child, but it also has the potential to influence the families of these learners. The NSFP itself supports good lessons in hygiene practice, health promotion and principles of good nutrition reinforced by a nutritious food ration.

The NSFP contributes towards nutrition education by:

- Providing children with opportunities to learn how to store food hygienically and prepare nutritious food;
- Promoting good nutritional habits;
- Helping children improve cognitive abilities and self-confidence;
- Increasing resistance to illness; and
- Using nutrition education as a learning tool for other subjects i.e. science, geography, etc.

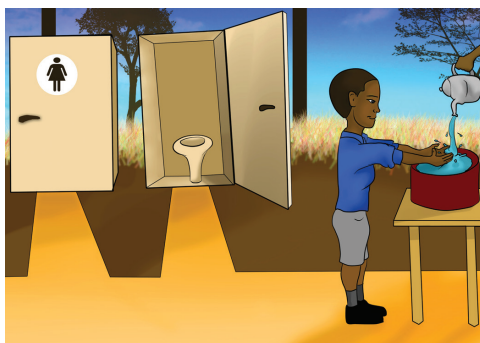
On-going partner interventions:

- The MOHSS supports school health activities, such as health control and hygiene, vitamin A and deworming campaigns, HIV/AIDS

prevention and strengthening general health, nutrition and hygiene through education and information, education and communication (IEC) materials. The MOE will work closely with the MOHSS to ensure that nutrition and health education is in line with national guidelines and is introduced in all schools participating in school feeding. MOHSS will liaise with MOE during School Health Inspector's visits to survey school storerooms, hostels, etc. and make recommendations.

4.2 Water and sanitation

Every school needs a clean water supply and safe sanitary facilities, not only for the school feeding programme, but to prevent the spread of infection, intestinal parasites and disease. School water and sanitation projects are an excellent entry



point for community involvement in food-for-work programmes. Projects for example that install potable water (hand pumps and latrines) and provide safe and healthy sanitation facilities, especially those that ensure a child-friendly environment for girls will encourage regular attendance.

On-going partner interventions:

- Under MOHSS, the School Health programme educates and provides technical advice on water and sanitation matters, including the construction of sanitation facilities, e.g. pit latrines at school. The MOE will together with MOHSS work to ensure schools providing school feeding have access to clean water and adequate sanitation facilities to ensure good hygiene practices and health safety.
- UNICEF is providing technical support and advice on school infrastructure including water and sanitation. The MOE will also consult with UNICEF on matters of clean water and sanitation as appropriate.

- The Ministry of Regional and Local Government, Housing and Rural Development (MRLGHRD) offers food and cash-for-work programmes that can benefit school infrastructure. The MOE will support communities by assessing the viability of relevant community proposals for school feeding projects and coordinate with the MRLGHRD for support. Projects such as building and improving access to safe, clean water points, school storerooms, kitchens and feeding shelters would greatly enhance the NSFP for many schools.

4.3 Deworming

Systematic deworming can address anaemia, poor physical and intellectual growth and cognitive damage caused by infection of worms in school children. Significant improvement in educational performance and school attendance has been recorded following treatment.



School feeding programmes that integrate deworming have the potential of augmenting educational benefits (Bundy, et al., 2009).

On-going partner interventions:

- The MOE and MOHSS will collaborate to provide twice yearly deworming campaigns and services for children in primary schools (and ECD through 15 year olds) across the country.

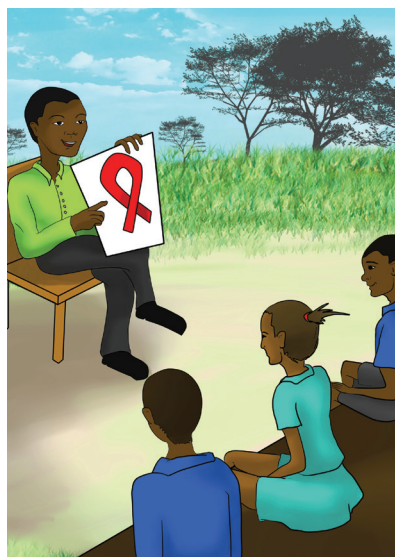
4.4 HIV/AIDS education

Sexual and reproductive health education is more effective if started before children become sexually active. Life skills programmes can offer information and skills that youth need to protect themselves. Education is vital in addressing this threat by encouraging responsible behaviour and attitudes.



On-going partner interventions:

- The MOE with support from UNICEF, will continue to run the “Window of Hope” programme which is an after school programme educating children through games, stories, role playing, etc. All primary schools will offer the programme which provides information and education on HIV prevention.
- The MOE will continue to offer the “MyFuture is MyChoice” programme, an extracurricular course for secondary and combined schools with the purpose of building knowledge and skills on prevention amongst young people.
- NGOs, communities and other organisations support the programme “Stepping Stones” which is a training package designed to address issues on HIV and gender. It is supported in over 100 countries through the Stepping Stones community network and aims to help young people make responsible decisions regarding their sexual behaviours. The MOE will refer youth to this programme as appropriate.
- The MOHSS supports school health education in the prevention of HIV/AIDS. The MOE will collaborate with MOHSS on relevant information



and materials on HIV/AIDS education for classroom education. MOE life skills teachers and counselors will contact MOHSS to refer any child in school with suspected severe malnutrition for treatment and follow-up.

4.5 Micronutrient supplementation

The level of micronutrient deficiency among young children in the country is significant, particularly iron and vitamin A. About 22 percent of children under 5 years in Namibia are micronutrient deficient (NAFIN, 2010). The effects can arrest cognitive growth, learning and mental development.

Fortification of foods, complemented with deworming programmes, can improve performance and reduce micronutrient deficiencies. The MOE is currently providing maize blend porridge enriched with vitamins and nutrients to all participating school learners. Other nutrient rich products are being investigated for future introduction in the programme.

On-going partner interventions:

- The MOHSS is focusing on reducing malnutrition in Namibia under the Food and Nutrition section through a number of programmes including nutrition surveillance, child nutrition and prevention of micro-nutrient deficiency. The MOE will consult with MOHSS on matters related to fortification, supplementation and alternative nutritional food baskets to improve the school feeding programme benefits.
- NAFIN – The Alliance is centered on reducing malnutrition amongst children and women and general food and nutrition security to the most vulnerable communities. The school feeding programme offers one opportunity to contribute to the nutritional status of learners, especially for OVC. The MOE will participate in meetings to discuss



matters related to improving the school feeding programme delivery and nutritional content.

4.6 School gardens

Establishing school gardens near or around schools provide children with agricultural knowledge and skills, and practical participation can make the education more meaningful. The gardens can also improve the diversity of food and nutritional content of the school meals and provide income-generating opportunities that can benefit the school feeding programme directly. Communities are encouraged to become involved.

On-going partner interventions:

- The MAWF is assisting with establishing school gardens by providing education and technical support through the MAWF extension workers in all regions. Schools will be encouraged to establish school gardens with the guidance of MAWF, and will submit requests for support through the MOE circuit and Regional offices.

4.7 Psychosocial support

School performance is tied to the overall health of a child, a measure of not just physical but also psychological well-being. Psychosocial interventions that nurture, promote social interaction, and offer encouragement are examples that can positively influence the emotional well-being of a child. Children spend a significant percentage of time in class, therefore school is an ideal environment in which to provide emotional support to children, especially for those who have suffered the effects of trauma from abuse or losing a parent to HIV/AIDs, etc. Schools that offer a friendly, safe and secure environment to learn, free from bullying and other psychological trauma, and that provide a nurturing, supportive atmosphere, encouraging open communication with gender sensitivity will help build confidence and contribute to a child's overall health and educational achievement.

On-going partner interventions:

Regional counsellors in MOE are trained in areas of basic counselling, bereavement counselling, and guidance and career counselling. Schools will use this support as needed to assist children in need (e.g. OVC, victims of child abuse, etc.) by submitting requests through the MOE Regional Office.

- The MGECW employs social workers who are skilled to provide any Namibian child and family members with emotional and psychological support during times of difficulty. Schools will request support for any school child as necessary by contacting the MOE Regional Office.
- UNICEF provides technical support in skills-based health education and life skills to prevent HIV/AIDS, including psycho- social needs. Targeting includes orphans and other vulnerable children and addressing gender sensitivity issues at school by promoting child-friendly schools. The MOE will collaborate with UNICEF as required for technical support and education on improving the quality of child-friendly schools and addressing psychosocial needs of school children.

5

MONITORING, REPORTING & EVALUATION

“Effective monitoring and evaluation (M&E) is essential if comprehensive school feeding programmes...are to be scaled up and sustained.”

Fresh Partners,
School Feeding M&E
Guidelines, 2010



5.1 The role and purpose of monitoring and evaluation

While monitoring and evaluation are often used as one combined, fixed term, they are in fact two very distinct concepts. Monitoring is an on-going effort to gather data, analyse it and report on results. By this, it tracks developments and alerts management as to whether results are being achieved as planned. A monitoring system must be based on an agreed-upon results framework and defined performance indicators: the logical framework.

By contrast, evaluations are carried out as needed (during or after the time-frame set for an operation), address more in-depth specific issues that were identified during performance monitoring. Evaluations regularly address specific aspects of an operation, namely relevance, effectiveness, efficiency and sustainability. Meaningful evaluations depend on a solid logical framework. In addition, they require access to the information that has been collected and analysed through continuous monitoring.

5.2 Overview of the NSFP monitoring and reporting system

A monitoring system is a structured combination of collecting, verifying, reporting and using information that allows management and stakeholders to take informed decisions allowing strategic, proactive and efficient use of resources to attain agreed-upon objectives. The comprehensive monitoring system of the NSFP consists of the following elements.

- A Logical Framework for the programme that defines which indicators have to be monitored in relation to which element of the logical hierarchy;
- An activity chart that shows how the monitoring and reporting activities are linked to the overall management of the programme;
- A monitoring matrix summarising relevant details with respect to each indicator;

- A number of work flow charts which describe how information is collected, compiled, analysed and reported within the system;
- An overview of the M&E responsibilities of the actors at each level of the programme;
- A collection of tools for data collection and reporting, in particular formats for questionnaires or reports; and, where applicable;
- A software application that allows for reliable and uniform entry of data into a uniform framework, from which reports can be drawn.

The following sub-sections focus on the Logical Framework of the NSFP; an overview of the actors involved in the monitoring system; and the workflows required for the NSFP-specific tools.

5.3 The NSFP logical framework

The Log Frame Matrix is the foundation of monitoring and evaluation. Meaningful monitoring and evaluation are impossible without clarity on the intended results of an intervention, its targets and how these are supposed to be measured. The Log Frame Matrix of the NSFP focuses on the programmes intended impact, outcomes and outputs. All these are considered “results” that relate to each other through a logical hierarchy, where outputs are produced through activities, and lead to a number of outcomes which in turn cause the long-term impact of a programme. For each of these results, a number of indicators were identified. An indicator is a specific unit that can be measured, and that provides information on the achievement of a result. Indicators are thus crucial for monitoring and evaluation: they are the units that an M&E system actually measures.

For each indicator, specific targets are set based on available information on the present performance of the NSFP and the education system as a whole. Three targets need to be achieved by the end of the present Fourth National Development Plan (2013–2017). They are considered, both realistic and ambitious, and require that the NSFP intervention logic works and the NSFP is implemented in a reliable, high-quality and efficient way.

The NSFP Logical Framework has one long-term impact (with 2 indicators); 5 outcomes; and 2 main outputs (3 indicators for output 1 and 6 indicators for output 2). The programme’s monitoring system must constantly watch the column of data sources for the information required to carry out this monitoring.

Table 4: The NSFP Logical Framework

| Logical Hierarchy | Indicator | Data source | Assumption |
|--|--|---|--|
| Overall objective: Promote equitable participation in quality learning and education for all children in Namibia during all seasons by providing nutritious and healthy food through schools that are part of the life and development of communities. | The share of the Namibian population with a completed primary education is increased by 2 percent between 2011 and 2017. | National census and education statistics (EMIS) | Linking objective and outcomes School feeding continues to be a Government priority No major crisis occurs that would disrupt approved school feeding strategy and plans |
| | The adult literacy rate is increased by 2 percent between 2010 (89%) and 2020. | National census and education statistics (EMIS) | |
| Outcome 1 – Access All eligible primary learners are enrolled at schools | The enrolment rate for 6 and 7 year old learners is increased by 15 and 5 percent respectively between 2011 and 2017 | Education statistics (EMIS) | |
| | The gender ratio in all primary school grades is 50:50 | Education statistics (EMIS) | |

| Logical Hierarchy | Indicator | Data source | Assumption |
|---|---|--|------------|
| Outcome 2 – Adherence / reduced drop-out Enrolled learners adhere to their schooling. | The drop-out rate from grade 1 to grade 7 is reduced from 14.5% in 2010 to under 10% in 2017. | Education statistics (EMIS) | |
| | By 2017, the completion rate for primary education is increased to 90%. (Baseline 2010: 83.8%, EMIS 2011, table 31) | EMIS – new information on attendance | |
| Outcome 3 – Attendance Enrolled learners attend classes regularly. | The attendance rate per term is 80 % or higher for all learners by 2017. | Education statistics (EMIS) | |
| Outcome 4 – Promotion Enrolled learners successfully graduate to subsequent terms. | Promotion rates are at least 85% for all grades in all primary schools of Namibia by 2017. | Specifications of food delivered to schools; | |
| Outcome 5 – Food and Nutrition Guaranteed minimum caloric intake of all school learners regardless of their household's capacity to provide food. | Amount of caloric intake (quantity and % of RDI) received by child by gender per school day of at least the level recommended for school feeding. | Tables of RDI; NSFP beneficiary register | |

| Logical Hierarchy | Indicator | Education statistics (EMIS) | Assumption |
|--|--|--|--|
| Output 1 Food is distributed to schools in adequate quantity, quality and time | Quantity of food delivered to schools as share of food ordered (target: 90%). | Delivery notes, combined with food orders | Linking outcomes and outputs |
| | Quantity of food delivered before the first day of the term as percent of total quantity delivered (target: 90%). | Delivery notes (cross-checked through food logbooks) | School feeding is accompanied by de-worming activities in all assisted schools |
| | Quantity of food delivered that corresponds to quality specifications (based on spot checks (target: 100%). | Delivery notes, food logbooks, confirmation of food specifications | |
| Output 2 Learners receive timely school feeding in adequate quantity and quality | Number of learners by gender who received school meals on at least 95% of school days (target: 350,000 by 2017). | NSFP register | |
| | Number of learners by gender who have received a school meal ration that covers at least 33% of their daily caloric requirements on at least 95% of school days. | NSFP register and food specifications | |
| | Share of schools that provide school feeding with adequate storage infrastructure and practices (target: annual increase by 20%). | Educational statistics (EMIS) NSFP register | |

| Logical Hierarchy | Indicator | Education statistics (EMIS) | Assumption |
|-------------------|--|--|------------|
| | Share of school meals that were prepared by cooks with access to adequate cooking facilities and have received adequate cooking instructions (target: 100%). | NSFP register | |
| | Share of school meals that were served at 11 o'clock or earlier during the school day (target: 80%). | NSFP register | |
| | Number of school feeding recipients that have access to adequate water and sanitation facilities and are trained to wash their hands before eating. | Educational statistics (EMIS) NSFP register | |

5.4 Actors in the NSFP monitoring system

The following table summarises the roles and responsibilities of the actors involved in the NSFP monitoring and reporting system at four levels, i.e. school, circuit, regional and central.

Table 5: Actors Roles & Responsibilities in Monitoring & Reporting

| Level | Entity | Responsibility |
|--------------|---|---|
| School level | Principal | <ul style="list-style-type: none"> Accountable for overall running of NSFP Verification and summary of teacher and NSFP focal point reports (attendance, enrolment, drop-out, etc.) Verification of ordering and delivery forms Completing NSFP School Level Progress Report |
| | NSFP focal person | <ul style="list-style-type: none"> Verify food reception and school feeding activity Maintain food logbook, and control stocks weekly Maintain NSFP register Provide food and beneficiary information for NSFP School level Report Prepare food orders for principal's approval |
| | Teachers | <ul style="list-style-type: none"> Attendance register (present tool, plus calculation 1x/term) NSFP register (daily information on total female and male learners' participation in school meals) Supervise hand-washing and serving of food |
| | School board (school feeding sub-committee) | <ul style="list-style-type: none"> Help mobilise and lobby communities for support Verify school meals – size, quality, customer satisfaction NSFP register (daily information on total female and male learners' participation in school meals) Supervise hand-washing and serving of food |
| | Cooks | <ul style="list-style-type: none"> Report to NSFP focal point on condition of food – mites, moisture, etc |
| | Learners | <ul style="list-style-type: none"> NSFP register (daily information on total female and male learners' participation in school meals) Customer satisfaction feedback (inspector asks during visit) |

| Level | Entity | Responsibility |
|---------------|---|---|
| Circuit level | Chief Education Officers / chief inspectors | <ul style="list-style-type: none"> Overall regional responsible for supervision of schools Monitor implementation of NSFP – follow up on reports coming from schools and inspectors |
| | Regional School Feeding coordinators (incl. clerk assistance) | <ul style="list-style-type: none"> Verify delivery of consignment at warehouses Data entry Prepare regional level reports from the system as required |
| Central level | PQA and MPAT | <ul style="list-style-type: none"> Support to budgetary planning and oversight Contract & monitor food processing and transport tenderers Oversee and support the implementation of the NSFP, including strengthening the capacity of all actors Document NSFP activities, outputs produced and outcomes achieved (maintain M&E system and prepare annual report) Monitor implementation of NSFP |

5.5 Workflows for NSFP tools

Three specific tools for the NSFP will facilitate data collection:

1. Food logbook;
2. NSFP register; and
3. Calculation sheets for attendance rate (class and school levels).

All other data will be available either through education statistics produced through the Education Management Information System (EMIS) or the national census. New monitoring tools are introduced below.

5.6 Workflows for the food logbook

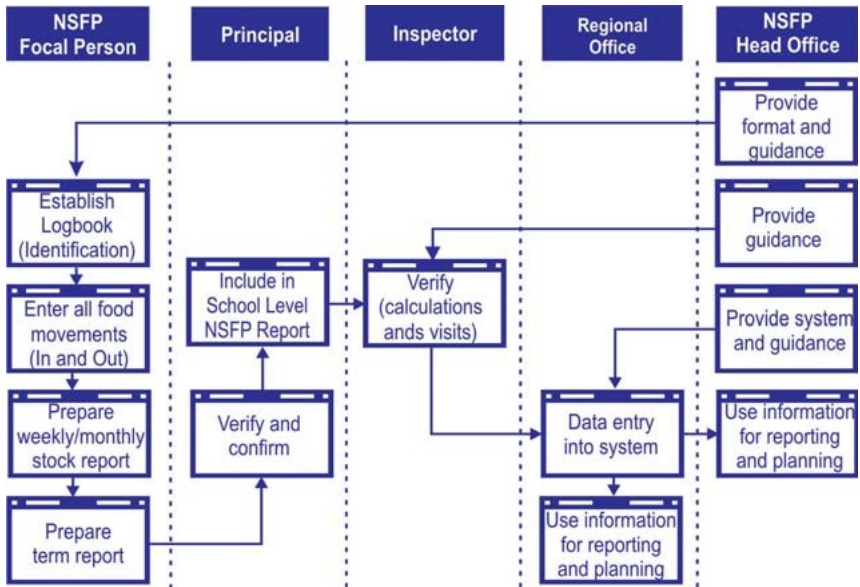
The food logbook reflects at any time an accurate picture of the food available inside a school's food storage room. The logbook includes information on all food carried over from a previous term or month, and registers:

- all food that is received at school level;
- all food that is handed out to cooks for school meals preparation;
- food that is handed out to cooks for their compensation;
- food that is found unfit and discarded; and
- any other form of food losses, records food received from the community (either bought by the school or donated) and also the value of this food (i.e. its price on the local market).

With this information, every school can at any time account for the food that has been made use of and can accurately plan the actual food needs for the coming term, thus contributing to the reduction of waste.

The figure below shows how each actor involved in school feeding contributes to collecting information on food utilisation that later becomes available in the NSFP database system.

Figure 3: Workflow for the food logbook



All information required for the school level food logbook is collected and entered by the NSFP focal person. The format and guidance on its use is provided by the head office to ensure consistency and comparability of all schools' food reports.

The NSFP focal person at each school is responsible to ensure that recorded food receptions tally with the information on the "delivery note" which transporters submit as documentation to support payments claims to the Ministry of Education. Furthermore, the NSFP focal person ensures that calculations of remaining stock in the school's food storeroom tallies with the end-of-the month physical stocktaking. At the end of each term, the NSFP focal person submits the completed term report to the school principal for clearance. The principal, upon verification, enters the summary information from the food logbook into the NSFP School Level Report and submits the report to the inspector at the circuit level.

The circuit inspector verifies the report received (e.g. by comparing with own notes from the last school visits), and passes it on to the regional level, where the unit responsible for NSFP management ensures that the data received are entered into the on-line M&E system. This system and guidance for its use is provided by the NSFP head office. The regional as well as central level can begin using data from the database for their reporting and planning.

5.7 Workflow for the NSFP register

Figure 4 shows, that there is one additional actor involved in the workflow for the NSFP register, teachers need to provide the NSFP focal person with daily information on the number of boys and girls that have participated in the school meals. All other information required on the NSFP register is collected and registered by the NSFP focal person.

It is important that the register sheet is kept up-to-date on a daily basis – this will allow accurate monitoring of how many girls and boys actually receive school meals. Furthermore, it will provide evidence on the interrelation of school meal provision and school attendance; and not least it will enable

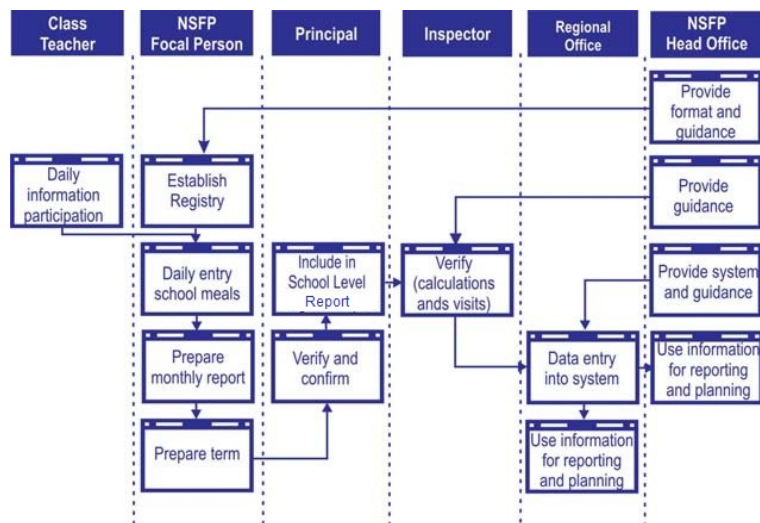


Figure 4: Workflow for the NSFP register

NSFP management to follow trends, e.g. over different seasons, allowing more accurate forecasts on the quantity of food actually required for each term (thus ensuring that enough food is available without risking excessive waste of resources). This information may be captured by the class teacher, the class captain (i.e. one elected learner) or a parent and provided to the NSFP focal person so that he/she could compile the monthly register sheets for the entire school. On a daily basis, the NSFP focal point enters information:

1. if the day is a school day;
2. if school meals are provided;
3. if school meals were provided before 11 o'clock am;
4. if school meals were prepared and served in a nutritious and healthy manner (i.e. according to cooking instructions) and eaten in a hygienic way; and
5. if learners were supervised to wash their hands before and after eating.

At the end of each month and term, the NSFP focal person calculates the totals and percentages recorded in the register format. If s/he can

work on the electronic file, these are calculated automatically. The totals and percentages are then reported to the principal who includes this information in the NSFP School Level Report. This report is submitted to the circuit level for approval and then forwarded to the regional office for approval and data entry.

5.8 Workflow for school attendance registration

School attendance is at present registered by teachers on a daily basis. However, this information is presently not entered into the educational statistics produced by EMIS. With the information available from the class attendance registers collected at school level, it is easy to calculate if a learner has attended 80% of school days, and to sum up how many of the enrolled learners have attended 80% or more during the term. The information on the share of learners with an attendance of 80% or more, an important indicator for the NSFP outcome on attendance, is presently not available in EMIS.

The tools attached, as Annex 4 & 5, provide a simple format for teachers to calculate the attendance rate for the learners and report on the number of learners with an attendance of 80% or above. The second sheet helps the principal to collect this information for all classes and calculate the respective totals for the school as a whole.

As this information is relevant for the performance of the school as a whole, it should not be captured and reported through the NSFP M&E system, but through the comprehensive Education Management Information System (EMIS). This requires that the two rounds of EMIS (EMIS 1 and 2), request information from schools on attendance which will be obtained with the help of attendance registration tools. This data should be entered into the EMIS database so that it can be available to review by the NSFP focal points.

The work flow of the school attendance registration is shown in Figure 5. Note that the actor responsible at central level is not the NSFP Unit but rather the EMIS unit and the data is not entered in the NSFP M&E database but rather the EMIS.

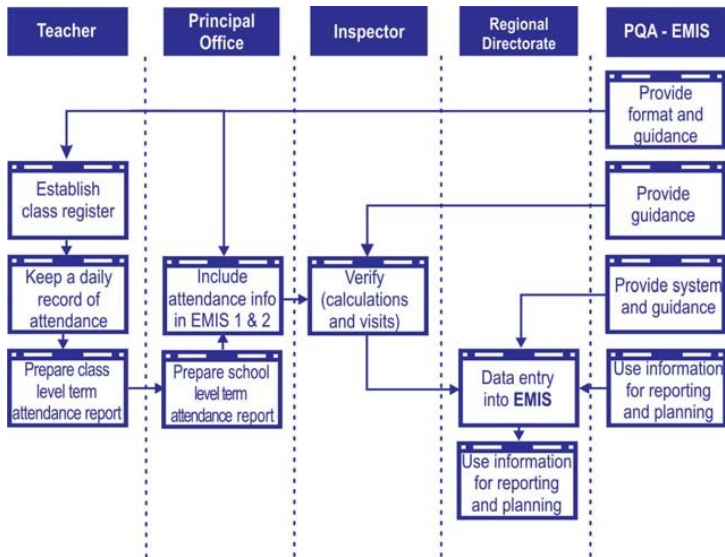


Figure 5: Workflow attendance register

5.9 Monitoring visits

School inspectors and hostel officers at circuit and regional level will play the crucial task of ensuring the interface between the national education system and the individual school. Without the function of the inspectors and hostel managers, it would be impossible to maintain good contact with every single school in the vast but sparsely populated territory of Namibia. Visits to schools are thus among the most important tasks of inspectors and hostel managers. During these visits, they carry out a whole range of tasks related to supervision and support to school as part of the management of education in Namibia. These visits also have an important function in relation to school feeding.

Table 6 provides a general overview of the tasks of inspectors and hostel managers as part of the NSFP monitoring system.

Table 6: Standard list of tasks in relation with school visits (with respect to monitoring NSFP)

| |
|---|
| <p>1) Prepare each visit by:</p> <p>a) Announcing to the school when she/he will be visiting, asking the school to prepare:</p> <ul style="list-style-type: none"> • ensuring that all can be seen, • that community representatives/SF management committee is present • that concerns and proposals are discussed on beforehand <p>b) Studying the previous report including agreed-on follow-up action, ensuring:</p> <ul style="list-style-type: none"> • to be ready to provide own information on follow-up • to take set-of NFI for potential replacement along |
| <p>2) During each visit, inspect and report on:</p> <ul style="list-style-type: none"> • physical condition of the school • physical condition of the storage room for NSFP food • physical condition of the shelter/kitchen – working condition of cooks • existence and condition of refectory • inventory of NFI for school feeding: cooking utensils, eating utensils • presence of quantities of food that is spoiled (report for destruction) |
| <p>3) During each visit, ask for and – if relevant – report on perceptions, level of satisfaction as well as requests and proposals of:</p> <ul style="list-style-type: none"> • NSFP beneficiaries • teaching staff • school management • community (SF management committee) • cooks |
| <p>4) During each visit, seek to:</p> <ul style="list-style-type: none"> • follow-up on last visit (check report from that visit and agreed on follow up action) • provide advice and on-the-job training on specific issues as relevant, such as food preparation, hygiene, food storage, record keeping and reporting; • replenish – if found reasonable – NFI taken to the visit • agree on follow-up action by all involved (including inspector, e.g. proposing certain improvement measures in her/his report) |
| <p>5) Prepare concise reports on each visit, following provided format</p> |
| <p>6) Pass on reports to region – including for budgetary reasons proper feedback to schools</p> |
| <p>7) Cross-check reports received from schools (EMIS or other) with own observations</p> |
| <p>8) Follow-up with regional level on own and school reports to be able to provide proper feedback to schools</p> |

5.10 The NSFP Information Management Database

Under the leadership of PQA, an online database for the NSFP has been created. Data made available from delivery notes, school reports and the specific NSFP monitoring tools and reports introduced above are entered into the database at regional level. The data is now available to every actor with access to the system, and can be used to prepare comprehensive reports (e.g. part of the annual NSFP report), specific regional reports or more other reports on specific questions.

While this system is separate from the Education Management Information System (EMIS) or the comprehensive Ministry of Education monitoring system under elaboration, all systems complement each other and will enable administrators to access and use data available in the respective systems.

This means, by entering information available in EMIS that is relevant for monitoring the indicators of the NSFP (e.g. enrolment, drop-out, promotion and completion rates), the NSFP system will be used to capture information that is not captured through EMIS but is relevant to report on other aspects of the NSFP. Specific training is carried out for regional staff responsible for data entry, and for regional and central level staff responsible for school feeding on how to generate reports from the system. Regional IT-administrators will be trained to provide technical support to regional school feeding focal points.

5.11 Evaluations

Evaluations are carried out as needed (during or after the time-frame set for an operation). Evaluations regularly address very specific aspects of an operation, namely relevance, effectiveness, efficiency and sustainability. They also address in more depth specific issues that were identified during performance monitoring.

For the NSFP at least one external evaluation should be carried out in March/April 2018 to assess the achievements of the programme, within

the time frame of the present fourth National Development Plan (NDP). Ideally, there should be a mid-term evaluation in 2015, which would assess progress being made towards the expected results of the programme, and propose adjustments which would be valuable inputs for the design of the NSFP under the following NDP.

These evaluations should specifically address the following aspects of the NSFP:

Relevance:

- To what degree does the NSFP objective correspond to the actual needs of the population and the national development context?
- To what extent does the NSFP take into account and benefit cultural diversity and ethnic inclusion?
- How does the NSFP fit into the Government's overall policies and priorities?
- Is there an adequate policy framework on which the NSFP is built?
- Is the intervention strategy of the NSFP adequate in principle?
- To what extent are the indicators identified for measuring progress towards desired results useful and SMART?
- To what extent are the targets identified realistic?

Effectiveness:

- What progress has been made towards the desired results of the programme? Compare outcome and output information with set targets.
- Did the intervention logic work? e.g. Can conclusions be drawn from an analysis of school meal provision and attendance/adherence?
- Is the food basket appropriate to achieve desired outcomes (customer satisfaction, nutrition and food security value, local economy, etc.)?
- Have complementary activities taken place, e.g. de-worming, improved access to water and sanitation, etc.?
- Have there been any additional or external factors that have contributed to the success or the failure of achieving set targets? If so, how can

positive influences be maximised and negative effects be minimised?

- Were the assumptions underlying the intervention strategy realistic, and were they fulfilled?
- What bottlenecks have been experienced?

Efficiency:

- How many schools and learners (disaggregated by gender as well as by pre-primary, primary and secondary school) are benefitting from the NSFP?
- Are school meals provided on all school days?
- Which share of school meals has been provided before 11 a.m. so it can be expected to have a positive influence on learners' capacity to concentrate and learn?
- Is food prepared and served according to instructions, i.e. in a healthy environment and hygienic way?
- How much time do school meals take?
- Is there full accountability of all resources spent on the NSFP?
- What is the total cost per learner of the NSFP, including all costs (e.g. management, M&E, infrastructure investments, etc.)
- Can the same outputs be produced in a simpler, faster or cost-effective way?
- Does the monitoring and reporting system work? Is required information available in reliable quality and in a timely manner?
- Are the reports produced by the monitoring system useful? Are they used? Could the reports – the use of them – be improved?
- How time-consuming are the tasks related to the management and monitoring of the NSFP at all levels – can this time be reduced? Is this time appropriately budgeted compensated for?

Sustainability:

- How well does the planning and budgeting of the NSFP work? Can the process be improved?
- Is there a regular, specific budget for the NSFP? Is the NSFP budget sufficient to implement a high-quality programme?

- Is the NSFP predictable and reliable enough, and is it approved early enough to allow efficient programme implementation and investments?
- What are the prospects in the medium term for the NSFP budget?
- Is the programme, including its management and monitoring implemented in a way that can be sustained by all the actors at all levels? Are there any adjustments that can be made to increase this ability (e.g. reduce workload, reduce expectations, strengthen capacity, increase compensation, etc.)?
- Which contributions do communities make to the NSFP, and which benefit do communities gain from it?

For each of the questions above (and all other relevant questions for the comprehensive evaluation of the NSFP) evaluators have to document their findings and extract clear conclusions, on which their ensuing recommendations are built.

To arrive at the required findings, evaluators should make use of the following methodologies:

- Desk review of relevant documents, including national policies and strategies (education, health, agriculture, food security, etc.), analysis of the national and regional development context, NSFP reports, educational statistics, national census, etc.
- Bilateral interviews with stakeholders at central, regional, circuit and school level (from within and outside the education and government system), including contractors.
- Interviews with groups of key informants, including learners, parents, cooks, NSFP focal persons, school principals, inspectors, and regional school feeding coordinators, transporters, etc.
- Spot-checks of school meals (taste, nutrition, hygiene, etc.)
- Site inspection of school feeding infrastructure (food storage, kitchens, etc.) and non-food items (stoves, plates, spoons), including access to and use of water and sanitation facilities; and warehouses and food processing plants.



Findings, conclusions and recommendations of evaluations should be discussed at a multi-sectoral workshop with the participation of all relevant government ministries, as well as representatives from the regional circuit and school level. Evaluation reports must be concise, comprehensive and clear, with specific action-oriented recommendations for follow-up action by designated actors.

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6

ANNEXES

- Annex 1: NSFP School Level Monthly Beneficiary Register
- Annex 2: NSFP School Level Term Beneficiary Register
- Annex 3: NSFP Food Logbook
- Annex 4: Attendance Rate Calculation Sheets (Class)
- Annex 5: Attendance Rate Calculation Sheets (School)
- Annex 6: NSFP Delivery Note
- Annex 7: NSFP School Level Term Report
- Annex 8: NSFP Annual Food Requirements Form (School Level)
- Annex 9: NSFP Annual Food Requirements Form (Circuit Level)
- Annex 10: NSFP Programme Baseline Checklist



Annex 2: NSFP School Level Term Beneficiary Register

Namibian School Feeding Programme

School Code:

School Level Term Beneficiary Register

Year

Term

| | Month 1 January | Month 2 February | Month 3 March | Month 4 April | Total |
|--|--------------------|---------------------|------------------|------------------|-------|
| Total number of school days in month: | 0 | 0 | 0 | 0 | 0 |
| Total number of days on which school meals were provided | 0 | 0 | 0 | 0 | 0 |
| Total number of days on which school meals were provided before 10:00 a.m. | 0 | 0 | 0 | 0 | 0 |
| Total number of days on which meals were prepared in healthy and nutritious way: | 0 | 0 | 0 | 0 | 0 |
| Total number of days on which learners were supervised to wash hands | 0 | 0 | 0 | 0 | 0 |
| Total number of female learners that participated in school meals per month: | 0 | 0 | 0 | 0 | 0 |
| Total number of male learners that participated in school meals per month: | 0 | 0 | 0 | 0 | 0 |
| Total number of school days on which no school meals were provided: | 0 | 0 | 0 | 0 | 0 |

Reasons why school meals were not provided:

No food was available.


No cooks were at work.

No fuel was available.

Other

Write examples for "other":

Annex 3: NSFP Food Logbook


NSFP FOOD LOGBOOK

School Year _____ Term: _____ Month: _____ Food Commodity: _____ Carry over bags _____
(Add to balance on first entry line below)

| Day of month | FOOD IN | | FOOD OUT | | | Balance (bags) | Comments |
|-------------------|----------------------|---------------------------|------------------------------------|---------------|----------------|----------------|----------|
| | Food Received (bags) | Daily Meals Issued (bags) | Take-home rations for cooks (bags) | Losses (bags) | Total Food out | | |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
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| 14 | | | | | | | |
| 15 | | | | | | | |
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| 18 | | | | | | | |
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| 22 | | | | | | | |
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| 24 | | | | | | | |
| 25 | | | | | | | |
| 26 | | | | | | | |
| 27 | | | | | | | |
| 28 | | | | | | | |
| 29 | | | | | | | |
| 30 | | | | | | | |
| 31 | | | | | | | |
| TOTAL BAGS | | | | | | | |
| TOTAL KGS* | | | | | | | |

Date: _____ NSFP Focal Person: _____ Focal Point Signature _____

CALCULATE BAGS TO KGS:

1 bag = 12.5 kg

0.75 bag = 9.375 kg

0.5 bag = 6.25 kg

0.25 bag = 3.125 kg

Calculation sheet for attendance rate

Class level

Importance: The indicator to be monitored is the share of learners per school with an attendance rate of 80% or more during the current term.

At the end of the term, the teacher responsible for the class register enters the total number of days attended per learner as below:

| | | (A) | (B) | (C) |
|--|---------------------------|--|--|--|
| | | Total number of school days during term: | Total number of female learners in class | Total number of male learners in class |
| Female learners | Learner ¹⁾ 1 | (D) | (E) | (F) |
| | Learner ²⁾ 2 | | | |
| | Learner ³⁾ 3 | | | |
| | Learner ⁴⁾ 4 | | | |
| | Learner ⁵⁾ 5 | | | |
| | Learner ⁶⁾ 6 | | | |
| | Learner ⁷⁾ 7 | | | |
| | Learner ⁸⁾ 8 | | | |
| | Learner ⁹⁾ 9 | | | |
| | Learner ¹⁰⁾ 10 | | | |
| | Learner ¹¹⁾ 11 | | | |
| | Learner ¹²⁾ 12 | | | |
| | Learner ¹³⁾ 13 | | | |
| | Learner ¹⁴⁾ 14 | | | |
| | Learner ¹⁵⁾ 15 | | | |
| | Learner ¹⁶⁾ 16 | | | |
| | Learner ¹⁷⁾ 17 | | | |
| | Learner ¹⁸⁾ 18 | | | |
| | Learner ¹⁹⁾ 19 | | | |
| | Learner ²⁰⁾ 20 | | | |
| Total number of female learners with an attendance rate of 80% or above | | (G) ²⁾ | Total number of male learners with an attendance rate of 80% or above | |
| | | | | (K) ³⁾ |

Male learners

¹⁾ It is not necessary to enter the names of the learners, as only their number is required.
²⁾ This information is provided by the class register that is already kept and routinely updated.
³⁾ The attendance rate for female learners is calculated using the following formula:
 "Number of days attended" multiplied by 100 divided by "Total number of school days during term"
The formula reads: $E = \frac{D \times 100}{A}$

⁴⁾ If the attendance rate (E) is 80% or higher, write "1" in column F.
⁵⁾ The attendance rate for male learners is calculated using the following formula:
 "Number of days attended" multiplied by 100 divided by "Total number of school days during term"
The formula reads: $I = \frac{H \times 100}{A}$

⁶⁾ The total numbers of female and male learners (cells G and K) are transferred to the school level sheet.

Annex 6: NSFP Delivery Note



MINISTRY OF EDUCATION

Delivery Note Namibian School Feeding Programme

NO:

* Conditions of Carriage as indicated overleaf are applicable

Original / Transporter Copy / Receiving Office / Issuing Office / Delivery Note

| I Transaction Details | | | | | | | | | | |
|--|--------------|-----------------------|-------------|-------|--|--------------------|----------------------|---------------------------------|-----------------------|---------------------------|
| 1. Origin (Region) | | 2. Origin (Warehouse) | | | 3. Destination (Region) | | | 4. Destination Warehouse/School | | |
| 5. Tender # | | 6. Order # | | | 7. Date of Dispatch | | | | | |
| II Loading Details | | | | | | | | | | |
| 8. No | 9. Commodity | | 10. Packing | | 11. Number of Units | | 12. Unit Weight (kg) | | 13. Total Weight (kg) | 14. Tonnage (mt) |
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| Dispatch remarks: | | | | | | | | | | |
| | | | | | | | | | | |
| III Certification of commodities loaded (Please endorse this section with an official stamp) | | | | | | | | | | |
| 15. Warehouse dispatch point | | | | | 16. Transport contractor: | | | | | |
| 17. Name: | | | | | 18. Transport Subcontractor: | | | | | |
| 19. Title: | | | | | 20. Drivers name: | | | | | |
| I hereby certify the loading of the commodities described above | | | | | 21. Drivers Licence / ID | | | | | |
| | | | | | 22. Vehicle registration: Trailer no: | | | | | |
| Name, signature and stamp | | | | | On behalf of the Transporter I hereby certify the receipt of the commodities as described above in good condition, unless otherwise endorsed here above. | | | | | |
| | | | | | Name, signature and stamp | | | | | |
| IV Certification of commodities received | | | | | | | | | | |
| 23. Location | | | | | 24. Arrival Date: | | | | | |
| 25. Consignee | | | | | 26. Start discharge date: | | | | | |
| 27. Name: | | | | | 28. End discharge date: | | | | | |
| 29. Title | | | | | 30. Distance in km: | | | | | |
| V Observations (If goods are lost or damaged enter their weight and the cause of loss or damage.) | | | | | | | | | | |
| Reception condition | | Good | | | Lost or damaged cargo | | | | Total received | |
| Commodity | Units | Net kg | | Units | Net kg | (L)oss or (D)amage | Type (Specify) | | Units | Net kg |
| | | | | | | | | | | |
| | | | | | | | | | | |
| Receipt remarks: | | | | | | | | | | |
| | | | | | | | | | | |
| On behalf of the transport Contractor I hereby certify delivery of the commodities loaded, unless endorsed as above. | | | | | On behalf of the consignee I hereby certify receipt of the commodities loaded, unless endorsed as above. | | | | | |
| | | | | | | | | | | Name, signature and stamp |
| ENDORSE THIS SECTION WITH AN OFFICIAL STAMP | | | | | ENDORSE THIS SECTION WITH AN OFFICIAL STAMP | | | | | |

Annex 8: NSFP Annual Food Requirements Form (School Level)



NAMIBIAN SCHOOL FEEDING PROGRAMME ANNUAL FOOD REQUIREMENTS FORM

The NSFP Annual Food Requirements Form is completed by the NSFP focal person at each school and identifies the school year's food requirements for the entire year. The information will be collected and assessed during the first term of the school year in focus for Terms 2&3 and Term 1 of the following year. Once completed, the principal will approve prior to submitting to circuit level and on to regional level for data entry. All orders **MUST** be received by MOE Head Office by end of March of the applicable year. Head Office will then place the orders with the relevant service providers.

I. BASIC INFORMATION

| | |
|--------------------------|-------------------------------|
| 1. School Name: _____ | 6. Region: _____ |
| 2. School Code: _____ | 7. Circuit: _____ |
| 3. School Address: _____ | 8. NSFP Focal Person: _____ |
| 4. Telephone Nr.: _____ | 9. Rank: _____ |
| 5. Date Assessed: _____ | 10. Year Food Required: _____ |

II. FOOD REQUIREMENTS

CALCULATION OF ANNUAL FOOD REQUIREMENTS:

a. Calculate daily meal requirements (This is the same for each term within a given school year.)

| | | | | | | |
|--|---|--|---|---|---|--------------------------------|
| Number of Learner Meals (= Learner Enrolment) | + | Number of Cook Meals (= Daily Cook Numbers) | + | Total Number of Dry Rations for Cooks/Day (3 portions/cook) | = | Total Number of Daily Meals |
| | | | | | | |

b. Calculate total number of meals required for Trimester 2, Trimester 3 and Trimester 1.

| | | | | | |
|-----------------------------|--------------------------------|---|---------------------------------|---|---------------------------------|
| TERM 2 (May-Aug) | Total Number of Daily Meals | × | Number of School Days/Term 2 | = | Total Number of Meals Term 2 |
| TERM 3 (Sept-Dec) | Total Number of Daily Meals | × | Number of School Days/Term 3 | = | Total Number of Meals Term 3 |
| TERM 1 (Jan-Apr) | Total Number of Daily Meals | × | Number of School Days/Term 1 | = | Total Number of Meals Term 1 |

c. Calculate total number of maize blend bags required for Trimester 2, Trimester 3 and Trimester 1.

| | | | | |
|------------------------------|---|---|---|----------------------------|
| Total Number of Meals Term 2 | ÷ | Meal Portions in 12.5 kg Bags 100 | = | Total Bags Required Term 2 |
| Total Number of Meals Term 3 | ÷ | Meal Portions in 12.5 kg Bags 100 | = | Total Bags Required Term 3 |
| Total Number of Meals Term 1 | ÷ | Meal Portions in 12.5 kg Bags 100 | = | Total Bags Required Term 1 |

d. Calculate **TOTAL AMOUNT OF FOOD (Maize Meal Bags) TO ORDER ANNUALLY**

| | | | | | | |
|----------------------------|---|----------------------------|---|----------------------------|---|----------------------------|
| Total Bags Required Term 2 | + | Total Bags Required Term 3 | + | Total Bags Required Term 1 | = | TOTAL FOOD FOR YEAR |
| | | | | | | |

Date / Signature of Principal

Date / Signature of Circuit Inspector

Annex 10: NSFP Programme Baseline Checklist

| NAMIBIAN SCHOOL FEEDING PROGRAMME BASELINE CHECKLIST | | | | | | | |
|--|--------------------------|----------------------------|---|----------------------------|--------------------------|--|--|
| This baseline information will be collected once and used as a basis for measuring the performance of the programme over time. The checklist will accompany the application for participation in the NSFP. The data will be used, along with information from other assessment tools, to determine whether the school meets the basic requirements to participate in the programme. Information on this form must be completed in full by the NSFP focal person and reviewed and approved by the principal. The checklist will then be submitted to circuit level for review and approval and forwarded to regional level for data entry in the NSFP Information System. | | | | | | | |
| I. BASIC INFORMATION | | | | | | | |
| 1. School Name: | _____ | 6. Region: | _____ | | | | |
| 2. School Code: | _____ | 7. Circuit: | _____ | | | | |
| 3. School Address: | _____ | 8. NSFP Focal Person: | _____ | | | | |
| 4. Telephone Nr.: | _____ | 9. Rank: | _____ | | | | |
| 5. Date of Survey: | _____ | 10. Reference School Year: | _____ | | | | |
| II. TYPE OF SCHOOL | | | | | | | |
| 11. This school is a: (Please tick all that apply) | | | | | | | |
| Pre-primary (Age 6 yrs) | <input type="checkbox"/> | Primary (Grades 1-7) | <input type="checkbox"/> | Secondary (Grades 8-12) | <input type="checkbox"/> | Combined (Grades 1-12) <input type="checkbox"/> Mobile <input type="checkbox"/> | |
| 12. The school's location is considered to be: (Please tick only most appropriate) <input type="checkbox"/> Rural <input type="checkbox"/> Urban <input type="checkbox"/> | | | | | | | |
| 13. What is the approximate distance (kilometres) from the furthest point in the school's catchment area/village to the school? _____ km | | | | | | | |
| III. PHYSICAL INFRASTRUCTURE OF SCHOOL | | | | | | | |
| 14. Is there a kitchen at the school? Yes <input type="checkbox"/> No <input type="checkbox"/> 15. Is there a special eating shelter? Yes <input type="checkbox"/> No <input type="checkbox"/> | | | | | | | |
| 16. Is there an adequate storage facility at the school? Yes <input type="checkbox"/> No <input type="checkbox"/> If not, where do you store the food? _____ | | | | | | | |
| 17. What type of fuel is used to cook the meal? (Please tick all that apply) | | | | | | | |
| Electricity | <input type="checkbox"/> | Wood | <input type="checkbox"/> | Gas | <input type="checkbox"/> | Solar Energy <input type="checkbox"/> Charcoal <input type="checkbox"/> Other <input type="checkbox"/> (Specify) _____ | |
| 18. If wood or charcoal is used as fuel, what type of stove is used? (Please tick all that apply) | | | | | | | |
| Three-stone Fireplace | <input type="checkbox"/> | Improved Energy Saving | <input type="checkbox"/> | Three-Legged Pot | <input type="checkbox"/> | Other <input type="checkbox"/> (Specify) _____ | |
| 19. Does the school have access to a water source(s) which is: | | | | | | | |
| Improved & located within school compound | | | Improved & located within a 10 minute walk from school | | | | |
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Reliable throughout the school year | | | Are there hand-washing facilities with soap on the school grounds | | | | |
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 20. Does the school have sanitation facilities (pit latrines, bucket system, flush toilets, etc) within the school that are: | | | | | | | |
| Improved (with vent pipe) | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Well maintained (clean surfaces & walls) | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Separate for teachers & learners | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Separate facilities for boys & girls | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Do boys use the facility | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Do girls use the facility | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Do children wash their hands after using the facilities | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | Do children wash their hands before eating | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 21. Is there a school garden at school? Yes <input type="checkbox"/> No <input type="checkbox"/> | | | | | | | |
| IV. SCHOOL FEEDING PROGRAMME IMPLEMENTATION | | | | | | | |
| 22. Is there a current school feeding programme? Yes <input type="checkbox"/> No <input type="checkbox"/> | | | | | | | |
| 23. When is the school snack or meal served? | | | | | | | |
| a. At the beginning of the school day/shift | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | | |
| b. Half-way through the school day/shift | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | | |
| c. At the end of the school day/shift | | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> | | |
| 24. How long does it take to distribute the food to children each day? | | | | | | | |
| Less than 30 min. | | <input type="checkbox"/> | 30 min. | <input type="checkbox"/> | Between 30 min. to 1 hr | <input type="checkbox"/> | More than 1 hr <input type="checkbox"/> Other <input type="checkbox"/> |
| 25. Place a tick in the boxes below of those players involved in any of the school feeding implementation activities | | | | | | | |
| Activity | Principal | Teacher | Learners | Parents | Community | Others | |
| Receipt of Food | | | | | | | |
| Storage | | | | | | | |
| Cooking | | | | | | | |
| Management | | | | | | | |
| Reporting | | | | | | | |
| School Gardens | | | | | | | |

26. Have the people involved in the implementation of the NSFP above been trained in project implementation?
 Yes No If yes, how many people were trained? _____

V. COMMUNITY PARTICIPATION

27. Is there an active School Board or School Feeding Sub-Committee Yes No
 If yes, indicate the numbers on the following table:

| Membership Categories | Males | Females |
|---|-------|---------|
| Number of School Board Members | | |
| Number of School Feeding Sub-Committee Members | | |
| Number of Committee Members in Leadership Positions | | |

28. Place a tick where the School Board/School Feeding Sub-Committee contributes in the following:

| Construction of NSFP infrastructure | | Providing Utensils | | Firewood or Fuel | | Compensation of Cooks | | Other | |
|-------------------------------------|---------|--------------------|---------|------------------|---------|-----------------------|---------|-------|---------|
| Cash | In-Kind | Cash | In-Kind | Cash | In-Kind | Cash | In-Kind | Cash | In-Kind |
| | | | | | | | | | |

VI. COMPLEMENTARY ACTIVITIES AT SCHOOL

29. Which of the following learner training and/or services provision took place during the reference school year?
 (Please tick 'Yes' or 'No' for each activity and if yes, type of partner(s) and partner names(s).)

| Activity | Yes | No | Local | | | Name of Organization |
|--|--------------------------|--------------------------|-------|-----|------|----------------------|
| | | | I/NGO | NGO | GOVT | |
| 29.1 Nutrition education sessions provided to learners | <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| 29.2 De-worming treatment given to learners | <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| 29.3 Education on HIV/AIDS prevention taught to learners | <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| 29.4 Training provided to learners on school gardening | <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| 29.5 Micronutrient supplementation provided to learners | <input type="checkbox"/> | <input type="checkbox"/> | | | | |

30. How important is the feeding at school in relieving the children's hunger during class?

| Extremely Important | Very Important | Important | Somewhat Important | Not Important |
|---------------------|----------------|-----------|--------------------|---------------|
| | | | | |

31. How important is the school feeding in improving the children's learning capacity and educational performance as a result of relieving immediate hunger?

| Extremely Important | Very Important | Important | Somewhat Important | Not Important |
|---------------------|----------------|-----------|--------------------|---------------|
| | | | | |

32. Do you observe changes in the children's classroom behaviour after they eat their meals?

| Behaviour Changes Noted | Positive Change | Negative Change |
|----------------------------------|-----------------|-----------------|
| Learner's concentration in class | | |

If negative, specify: _____

VII. SCHOOL LEARNER'S ENROLMENT

33. Number of learner's enrolled by grade and gender.

| Nr | Grade | Previous School Year | | | | Current School Year | | | |
|-------|--------------|----------------------|-------|---------------------|-------|---------------------|-------|---------------------|-------|
| | | Total Enrolled | | Total Beneficiaries | | Total Enrolled | | Total Beneficiaries | |
| | | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| 33.0 | Pre-Primary | | | | | | | | |
| 33.1 | Grade 1 | | | | | | | | |
| 33.2 | Grade 2 | | | | | | | | |
| 33.3 | Grade 3 | | | | | | | | |
| 33.4 | Grade 4 | | | | | | | | |
| 33.5 | Grade 5 | | | | | | | | |
| 33.6 | Grade 6 | | | | | | | | |
| 33.7 | Grade 7 | | | | | | | | |
| 33.8 | Grade 8 | | | | | | | | |
| 33.9 | Grade 9 | | | | | | | | |
| 33.10 | Grade 10 | | | | | | | | |
| 33.11 | Grade 11 | | | | | | | | |
| 33.12 | Grade 12 | | | | | | | | |
| | Total | | | | | | | | |

| VIII. SCHOOL LEARNER'S ATTENDANCE | | | | | | | | | | | | | |
|--|--------------|----------------------|-------|--------------------|-------|---------------------|-------|---------------------|-------|--------------------|-------|---------------------|-------|
| 34. Number of learners who attended 80% of school days | | | | | | | | | | | | | |
| Nr | Grade | Previous School Year | | | | | | Current School Year | | | | | |
| | | 1st Term (Jan-Apr) | | 2nd Term (May-Aug) | | 3rd Term (Sept-Dec) | | 1st Term (Jan-Apr) | | 2nd Term (May-Aug) | | 3rd Term (Sept-Dec) | |
| | | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| 34.0 | Pre-Primary | | | | | | | | | | | | |
| 34.1 | Grade 1 | | | | | | | | | | | | |
| 34.2 | Grade 2 | | | | | | | | | | | | |
| 34.3 | Grade 3 | | | | | | | | | | | | |
| 34.4 | Grade 4 | | | | | | | | | | | | |
| 34.5 | Grade 5 | | | | | | | | | | | | |
| 34.6 | Grade 6 | | | | | | | | | | | | |
| 34.7 | Grade 7 | | | | | | | | | | | | |
| 34.8 | Grade 8 | | | | | | | | | | | | |
| 34.9 | Grade 9 | | | | | | | | | | | | |
| 34.10 | Grade 10 | | | | | | | | | | | | |
| 34.11 | Grade 11 | | | | | | | | | | | | |
| 34.12 | Grade 12 | | | | | | | | | | | | |
| | Total | | | | | | | | | | | | |

35. Reasons for Absenteeism
The reasons and their ranking should be collected separately for boys and girls. The ranking of the 3 most important reasons for absenteeism should then be inserted in the table below, according to order of importance.
1 = Most important reason; 2 = Second most important reason; and 3 = Third most important reason.

| Reasons for Boy's Absenteeism | Ranking | Reasons for Girls' Absenteeism | Ranking |
|--|---------|---|---------|
| 35.1 Due to sickness/health reasons | | 35.11 Due to sickness/health reasons | |
| 35.2 Due to bad weather (rain, floods, storms) | | 35.12 Due to bad weather (rain, floods, storms) | |
| 35.3 Due to family, household economy and other employment commitments | | 35.13 Due to family, household economy and other employment commitments | |
| 35.4 Due to teacher absenteeism | | 35.14 Due to teacher absenteeism | |
| 35.5 Due to socio-cultural beliefs and practices | | 35.15 Due to socio-cultural beliefs and practices | |
| 35.6 Due to distance from school | | 35.16 Due to distance from school | |
| 35.7 No feeding at school | | 35.17 No feeding at the school | |
| 35.8 Lack of interest | | 35.18 Lack of interest | |
| 35.9 Lack of motivation | | 35.19 Lack of motivation | |
| 35.10 Due to other reasons | | 35.20 Pregnancy | |
| | | 35.21 Due to other reasons | |
| | | (Please specify): | |

| IX. SCHOOL LEARNER'S PERFORMANCE | | | | | |
|--|--------------|-----------------------------------|-------|-----------------------------------|-------|
| 36. Learner's performance by grade and gender. | | | | | |
| Nr | Grade | No of learners assessed last year | | No of learners promoted last year | |
| | | Boys | Girls | Boys | Girls |
| 36.0 | Pre-Primary | | | | |
| 36.1 | Grade 1 | | | | |
| 36.2 | Grade 2 | | | | |
| 36.3 | Grade 3 | | | | |
| 36.4 | Grade 4 | | | | |
| 36.5 | Grade 5 | | | | |
| 36.6 | Grade 6 | | | | |
| 36.7 | Grade 7 | | | | |
| 36.8 | Grade 8 | | | | |
| 36.9 | Grade 9 | | | | |
| 36.10 | Grade 10 | | | | |
| 36.11 | Grade 11 | | | | |
| 36.12 | Grade 12 | | | | |
| | Total | | | | |

| X. SCHOOL LEARNER'S DROP-OUT | | | | | | | | | | | | | |
|--|--------------|----------------------|-------|--------------------|-------|---------------------|-------|---------------------|-------|--------------------|-------|---------------------|-------|
| 37. Number of learners who dropped out by grade and gender | | | | | | | | | | | | | |
| Nr | Grade | Previous School Year | | | | | | Current School Year | | | | | |
| | | 1st Term (Jan-Apr) | | 2nd Term (May-Aug) | | 3rd Term (Sept-Dec) | | 1st Term (Jan-Apr) | | 2nd Term (May-Aug) | | 3rd Term (Sept-Dec) | |
| | | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls |
| 37.0 | Pre-Primary | | | | | | | | | | | | |
| 37.1 | Grade 1 | | | | | | | | | | | | |
| 37.2 | Grade 2 | | | | | | | | | | | | |
| 37.3 | Grade 3 | | | | | | | | | | | | |
| 37.4 | Grade 4 | | | | | | | | | | | | |
| 37.5 | Grade 5 | | | | | | | | | | | | |
| 37.6 | Grade 6 | | | | | | | | | | | | |
| 37.7 | Grade 7 | | | | | | | | | | | | |
| 37.8 | Grade 8 | | | | | | | | | | | | |
| 37.9 | Grade 9 | | | | | | | | | | | | |
| 37.10 | Grade 10 | | | | | | | | | | | | |
| 37.11 | Grade 11 | | | | | | | | | | | | |
| 37.12 | Grade 12 | | | | | | | | | | | | |
| | Total | | | | | | | | | | | | |

38. Reasons for Drop-Out

The reasons and their ranking should be collected separately for boys and girls. The ranking of the 3 most important reasons for drop-out should then be inserted in the table below, according to order of importance.

1 = Most important reason; 2 = Second most important reason; and 3 = Third most important reason.

| Reasons for Boy's Absenteeism | | Ranking | Reasons for Girls' Absenteeism | | Ranking |
|-------------------------------|---|---------|--------------------------------|---|---------|
| 38.1 | Due to sickness/health reasons | | 38.11 | Due to sickness/health reasons | |
| 38.2 | Due to bad weather | | 38.12 | Due to bad weather | |
| 38.3 | Due to family, household economy and other employment commitments | | 38.13 | Due to family, household economy and other employment commitments | |
| 38.4 | Due to teacher absenteeism | | 38.14 | Due to teacher absenteeism | |
| 38.5 | Due to socio-cultural beliefs and practices | | 38.15 | Due to socio-cultural beliefs and practices | |
| 38.6 | Due to distance from school | | 38.16 | Due to distance from school | |
| 38.7 | No feeding at school | | 38.17 | No feeding at school | |
| 38.8 | Lack of interest | | 38.18 | Lack of interest | |
| 38.9 | Lack of motivation | | 38.19 | Lack of motivation | |
| 38.10 | Due to other reasons | | 38.20 | Pregnancy | |
| | | | 38.21 | Due to other reasons | |
| (Please specify): | | | (Please specify): | | |

