

GOVERNMENT OF GHANA

GHANA SCHOOL FEEDING PROGRAMME

Programme Document
2007-2010

September 2006

BILATERAL PROGRAMME OF TECHNICAL COOPERATION

SUMMARY PROGRAMME OUTLINE

Programme number:

Programme title: Ghana School Feeding Programme

Tentative duration: 4 Years

Starting date: January 2007

Geographical coverage: All 138 districts in Ghana

Programme site: Ghana

Implementation unit: Ghana School Feeding Programme Secretariat

Sector ministry : Ministry of Local Government & Rural Development

Direct collaborating partners: Ministry of Education, Science & Sports
Ministry of Food and Agriculture
Ministry of Health
District Assemblies
Development Agencies

Major contributors: Government of Ghana
Donors
District Assemblies and Communities (in-kind)

Total budget: Programme Budget: US\$ 211.7 million
Collaborative Activities: US\$102.3 million

Expected donor contribution: US\$ 105.85 million

National contribution: US\$ 208.15 million plus in-kind

Preparation date: September 2006

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List of acronyms and abbreviations

ACSD	Accelerated Child Survival Development
ADP	Area Development Programme (WVI)
ADRA	Adventist Development and Relief Agency
AIDS	Acquired Immune Deficiency Syndrome
ARC	22 nd FAO Regional Conference of Africa
BMI	Body Mass Index
CAADP	Comprehensive African Agricultural Development Programme
CHPS	Community-based Health Planning and Services
CM	Collaborating Ministries
CRS	Christian Relief Services
DA	District Assembly
DAFC	District Assembly Common Fund
DGC	District GSFP Coordinator
DIC	District Implementation Committee
DOTS	Directly Observed Treatment Schedule
ED	Executive Director
ESA	External Support Agencies
ESP	Education Sector Plan.
FAO	Food and Agriculture Organization
FASDEP	Food and Agricultural Sector Development Policy
GDHS 3	1998 Ghana Demographic and Health Survey
GDHS 4	2003 Ghana Demographic and Health Survey
GDP	Gross Domestic Product
GFSAP	Ghana Food Security Action Plan
GHS	Ghana Health Services
GNSPS	Ghana National Social Protection Strategy
GoG	Government of Ghana
GPRS	Ghana Poverty Reduction Strategy
GSFP	Ghana School Feeding Programme
HIPCs	Highly Indebted Poor Countries
HIV	Human Immunodeficiency Virus
JSS	Junior Secondary School
M&E	Monitoring and Evaluation
MDAs	Ministries, Departments and Agencies
MDGs	Millennium Development Goals
MIS	Management Information System
MLGRDE	Ministry of Local Government, Rural Development and Environment
MM	Maternal Malnutrition
MMDAs	Metropolitan, Municipal and District Assemblies
MNM	Micro-Nutrient Malnutrition
MoESS	Ministry of Education, Science and Sports
MOFA	Ministry of Food and Agriculture
MoFARC&N	Ministry of Foreign Affairs, Regional Cooperation and NEPAD
MoFEP	Ministry of Finance and Economic Planning
MOH	Ministry of Health
MoWCA	Ministry of Women and Children Affairs
NDPC	National Development Planning Commission

NEPAD	New Partnership for Africa's Development
NS	National Secretariat
PCMU	Programme Coordinating and Management Unit
PEM	Protein Energy Malnutrition
PSC	Programme Steering Committee
PTA	Parents and Teachers Association
RC	Regional Coordinator
RCC	Regional Coordinating Council
RCOs	GSFP Regional Coordinating Offices
SIC	School Implementation Committee
SMC	School Management Committee
SNV	Netherlands Development Cooperation
SSS	Senior Secondary School
U5M	Under Five (5) Malnutrition
UN	United Nations
UNICEF	United Nations International Children Emergency Fund
USAID	United States Agency for International Development
WFP	World Food Programme
WVI	World Vision International

COUNTRY FACT SHEET

LOCATION

Ghana, a sub Saharan coastal country, is located in West Africa, immediately north of the Gulf of Guinea (Atlantic Ocean) between latitudes 12° North and 4° South and longitudes 4° West and 2° East. The Equator is only 750 kilometers south and the Greenwich Meridian runs through the port of Tema, thirty (30) kilometers east of Accra, the capital city. Ghana is bounded on the north and north- west by Burkina-Faso, on the east by Togo and on the West by Cote D'Ivoire. Accra, the capital is the largest city in the county and it is also an important commercial, manufacturing, service and communication center.

AREA

The total area is 238,540 square kilometers (92,100 square miles) separated into a landmass of 230,020 square kilometers (88,810 square miles) and water of 8520 square kilometers (3290 square miles).

CLIMATE

Ghana has a tropical climate, with annual mean temperatures ranging from 26° C to 29° C (78° F to 84° F). Relative humidity ranges between nearly 100% in the south, to 65% in the north.

POPULATION

The population is estimated at 21.4 million by 2005, reflecting 75 major ethnic groups. Women account for 51% and men also 49%. Population density is 84 persons per square kilometer, and the growth rate is estimated at 2.6% per annum.

LANGUAGE

English is the official language and is taught and used in all schools. Nine (9) other vernaculars are taught at basic school level. The literacy rate is estimated at 54%.

GOVERNMENT

Ghana attained independence from British colonial rule on March 6th, 1957. From 1966 to 1992, the country went through a series of civilian and military regimes with different ideologies and development policies. In 1992, the current democratic pluralism was established with a new constitution that guarantees customary freedoms and liberties to individuals, institution and entities on the platform of rule of law. The fundamental tenet for economic and social development is private sector development through the market economy. The current President, His Excellency J. A. Kufour was democratically elected in December 2000 through adult suffrage for a 4-year term, and reelected for a second 4-year term in December 2004.

RELIGION

Christians	-	14.77 million or 69%
Muslims	-	2.78 million or 13%
Traditionalists	-	3.85 million or 18%

THE ECONOMY (2005 year end and current)

GDP	USD 10,485 million (estimated)
	Per Capita USD 490
EMPLOYMENT:	Agriculture and Fishing - 54.7%

Industry - 18.7%
Services - 26.6% (including Professional, Administrative, Sales and Clerical 15.2%; Transport and Communication 7.7%)

TOTAL DEBT: USD 6,394 million (without MDRI)
DEBT SERVICE RATIO: 43.8% (PV as % Exports)
61.1% (PV as % Domestic Budget Revenue)
14.6% (PV as % Gross Domestic Product)
EXPORTS 2005: USD 2,730 million
IMPORTS 2005: USD 5,760 million
MINIMUM WAGE: USD 1.74/day (current prevailing 2006)
INFLATION RATE: 11.2% (at the end of August 2006)
BANK PRIME RATE: 14.5% (at the end of August 2006)
CORPORATE TAX: 25%
CURRENCY: The CEDI, which presently floats against all international currencies.
Prevailing exchange rates are (at the end of August 2006):-
¢9,200= USD1.00
¢11,806=EURO 1.00
¢17,485=£ 1.00
¢18=CFA 1.00

INVESTMENT POLICY

Ghana now offers potential business and investors a legal and regulatory framework that both encourages and protects private entrepreneurs and investors' activities.

Special zones, free ports and an open skies policy at the Kotoka International Airport are being created to provide support services to firms engaged in export business, the Export Processing Zones (EPZs) consist of areas in which infrastructure service, including bonded warehouses and utilities such as power, water, telecommunications and road network are provided to export-oriented businesses.

Ghana is also a member of the Multilateral Investment Guarantee Agency (MIGA) of the World Bank, which provides international insurance coverage for investors in developing countries to reduce non-commercial risks. Ghana has entered into bilateral investment promotion and protection agreements with a number of Governments to give further protection to those wishing to invest in Ghana.

EXECUTIVE SUMMARY

The Programme Design

This document presents the design of the Ghana School Feeding Programme (GSFP) for the four-year period from 2007 to 2010. The basic concept of the programme is to provide children in public primary schools and kindergartens in the poorest areas with one hot, nutritious meal per day, using locally-grown foodstuffs. The long term goal is to contribute to poverty reduction and food security in Ghana.

An initiative of the Comprehensive African Agriculture Development Programme (CAADP) Pillar 3 of the New Partnership for Africa's Development (NEPAD), the GSFP is part of Ghana's efforts towards the United Nations Millennium Development Goals on hunger, poverty and primary education. It is wholly consistent with the Growth and Poverty Reduction Strategy, the Education Sector Plan (2003-2015), Imagine Ghana Free from Malnutrition, Food and Agriculture Sector Development Policy, National Social Protection Strategy and decentralization policy of government.

The GSFP began in late 2005 with 10 pilot schools, drawn from each region of the country. By August 2006, it had been expanded to 200 schools covering 69,000 pupils in all 138 districts with a plan to reach a total of 500 schools and 155,000 children by the end of the year. The plan proposed here will scale up the programme gradually to cover 1.04 million primary school and kindergarten children in the most deprived communities and schools of the country by December 2010. Indeed, the design of the programme has benefited immensely from consultations at all levels and across sectors and partners: from the districts through the regional and national levels with strategic and technical partners involved in school feeding and also including donors, bilateral and multilateral agencies involved in funding or supporting school feeding initiatives.

Programme Focus and Impact

This is an initiative of major potential impact, which could serve as a model for community-based development. For, apart from reducing hunger and malnutrition, school feeding has also proven in Ghana and elsewhere (e.g. Chile) to be an effective strategy for increasing enrolment, attendance, retention and even performance. For example, the review of the GSFP pilot phase conducted in May/June 2006 found that, in just over 6 months of implementation, enrolment in pilot schools had risen by 20.3% compared to 2.8% in control (non-GSFP) schools in the same districts. Equally, attendance was up by 39.9%, 5% and 13% in three pilot schools compared to 9%, -0.5% and -19% in non-GSFP schools in the same communities/districts. All the schools enjoyed the capitation grant, which rendered the task of attribution easier.

A highly significant aspect of the formula for the GSFP is the emphasis on locally-grown foodstuffs, with a target to procure at least 80% of food from this source. The impact on food crop farmers and their families in the participating communities would be enormous. By 2010, the GSFP would have injected 1.35 trillion cedis (or US\$147 million at current exchange rates) into the local economy. This is not to mention other benefits to the private sector including the supply of kitchen/ancillary equipment and inputs as well as potential outsourcing opportunities in preparation and serving of meals.

Programme Strategies

The national roll-out of the GSFP comes at an opportune time, as the major partners who have been involved in the sector - most notably the WFP and the CRS – phase out their school feeding interventions. In designing the GSFP, lessons have been drawn from the experiences of these agencies and there are concrete measures to collaborate closely in building upon their work.

Other strategies to be employed, in pursuit of programme objectives, include strong local/community participation right from the onset, inter-sectoral approach (involving relevant MDAs), decentralizing operations and using existing structures of district assemblies and regional coordinating council offices in implementation. These should impact positively towards sustainability along with specific measures such as institutionalizing school feeding into the national and district assembly budgets and community contribution. It is also significant to note that some of these key strategies have emerged from district, regional and other consultations.

Implementation Arrangements

Institutional and implementation arrangements are critical to the smooth functioning of a project of this nature. Accordingly, following extensive consultation at national, regional and district levels including development partners, a workable framework has been designed, with the Ministry of Local Government, Rural Development and Environment (MLGRDE) as the oversight body, and the GSFP Secretariat as the implementation agency. Governance mechanisms comprise an existing Inter-Ministerial Committee (IMC) chaired by the Minister, MLGRDE which will phase out and be replaced with a Programme Steering Committee (PSC), with membership drawn from relevant MDAs by the end of 2007 when the program startup will have stabilized into the take-off phase.

The total budget for the four-year programme is US\$211.7 million. It is noteworthy that feeding comprises no less than 87% of total cost. It is equally important that the cost of providing a child with a hot, nutritionally-adequate meal per day works out at 33 cents a day, or US\$65 per year, in 2007 at current exchange rates, rising by 2.5% per annum to maintain purchasing parity. Available data suggest that this compares favourably with on-site feeding programmes in Ghana and elsewhere. It is also expected that collaborative institutions like the District Assemblies, MOH, and MOFA will also spend \$102.3m to complement the programme budget and support related activities like deworming, construction of kitchens, cooking areas, and platforms for water tanks, and supporting labour at the district (dedicated liaison officer) and subdistrict levels (e.g. cooks and helpers).

Finally, the review of the GSFP has shown that there is tremendous demand for this programme and that it is highly relevant to the country. Government has responded with a clear policy and acted decisively in setting up the GSFP National Secretariat. It has also shown strong commitment in allocating funds from the national budget to finance the initial phase. With high and increasing public interest in school feeding, there seems no turning back. This programme, properly funded and implemented as designed, has the potential to change the hunger, education and ultimately the food security and poverty landscape in Ghana for good.

I BACKGROUND AND JUSTIFICATION

1.1 Introduction

1.1.1 The evidence and linkages

It is generally agreed that the human resources of a nation not its capital or its natural resources ultimately determine the character and pace of its economic and social development. It is also evident that poverty and hunger are both the cause and the effect of ill health, creating a vicious cycle in which poor health inhibits an individual's ability to work, thus reducing earning capacity and deepening poverty.

The tremendous cost of food insecurity and hunger among children is also well documented. Evidence suggests a direct link between inadequate food and a variety of poor developmental outcomes. Poor nutrition and health among schoolchildren contributes to the inefficiency of the educational system. Children with diminished cognitive abilities and sensory impairments naturally perform less well and are more likely to repeat grades and to drop out of school than children who are not impaired; they also enroll in school at a later age, if at all, and complete fewer years of schooling overall. Irregular school attendance of malnourished and unhealthy children is one of the key factors in poor performance. Even short-term hunger, common in children who are not fed before going to school, can have an adverse effect on learning. Children who are hungry have more difficulty concentrating and performing complex tasks, even if otherwise well nourished.

Indeed, going hungry makes kids sick. As a result, they miss more days of school and are less prepared to learn when they are able to attend, making the relationship between hunger, health and learning and the cycle of poverty of crucial importance.

For children whose natural abilities and talents are diminished, the cost is obvious. But the cost also extends nationally in terms of higher rates of school failure, poorer returns on educational investments, and weakened workforce productivity when children reach the age of employment. Like other nations, Ghana can and should protect its children from hunger to safeguard the future of the nation. Research and programme experience show that improving nutrition and health can lead to better performance, fewer repeated grades and reduced drop out rates.

While school feeding provides an obvious avenue to impact short-term hunger in the immediate term, food security at the community and household level is recognized to hold the key to long-term solutions for hunger and malnutrition in children particularly the under-fives.

1.1.2 Ghana School Feeding Programme

Ghana has accepted the challenge and set up the GSFP. The programme is set within the wider context/framework of the CAADP Pillar 3, the MDGs on hunger, poverty and primary education, and the GPRS.

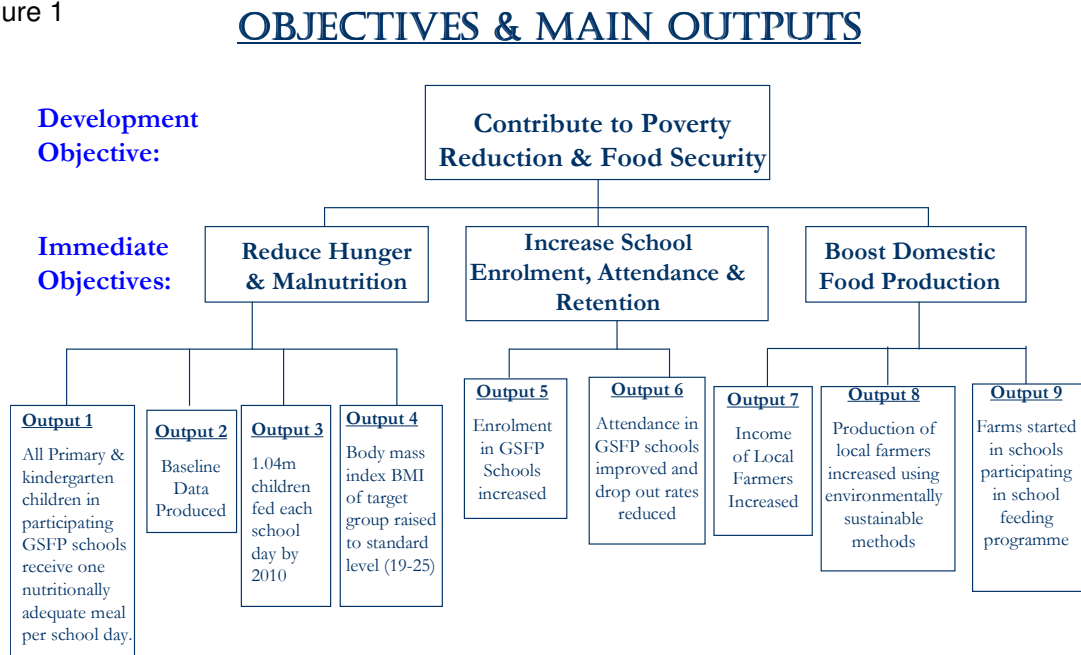
A hungry child is not a healthy child and therefore cannot learn. This leads to a less productive adult thus creating a cycle of poverty for the future generations. This theme

provides the link between the programme objectives and Ghana's national development objectives.

1.2 Development context

The long term objective of the school feeding programme is to contribute to poverty reduction and food security in Ghana. This should create the foundation for community based development. The three main components of the programme, which relate to the MDGs, are agriculture, education, and hunger and malnutrition (with implications for water and sanitation).

Figure 1



1.2.1 Agriculture

Despite the fact that the agricultural sector provides most of the employment in Ghana, it accounts for a much lower share of the output. If accelerated development is to take place, and become self sustaining, it will have to start in rural areas and in the agricultural sector in particular, through strengthening the capacity of poor rural communities to generate wealth on sustainable basis. The core problems of poverty, hunger, poor health, unemployment, diminished productivity and reduced life expectancy all find their origins in the stagnation and often retrogression of economic life in the rural areas.

Ghana's overall performance in terms of agricultural production and productivity remains inadequate and the country has failed to make substantial progress on the food security front. Average yields have remained stagnant. Commercial food imports and food aid have constituted about 4.7% of food needs in the last fifteen years. The slow growth of agriculture is due to a combination of factors that reduce farmers' incentives to invest and produce. These include inappropriate policies, lack of technological change and poor basic infrastructure.

Subsequent to a successful but limited Special Programme for Food Security (SPFS) pilot phase, the Government of Ghana has initiated a comprehensive framework for food security in Ghana. The development of the strategic framework document has involved the reviewing of existing policies and lessons learnt from past experiences, on-going and planned interventions and presenting concrete action proposals in order to significantly reduce food insecurity in Ghana and to obtain long-term impact at a scale consistent with MDG1.

The GSFP will, thus, contribute to enhanced agricultural production by assisting farmers increase productivity, lower post-harvest losses and improve national food security. This will be achieved by providing greater demand for food crops, efficient procurement and marketing practices and improved storage of food crops that are basic/central to the school feeding programme. Indeed, it is targeted that 80% of feeding cost for the programme will go into the local economy.

1.2.2 Education

In spite of the existence of free, compulsory, and universal basic education (FCUBE) in Ghana, children of the poor especially in rural areas are seldom able to proceed beyond the first few years of schooling. This situation merely reflects their disadvantaged economic circumstances.

In many developing countries, formal education is the largest “industry” and greatest consumer of public revenue including huge investments in education. The benefits are numerous, and directly impact poverty reduction. For example, literate farmers with at least a primary education are thought to be more productive and more responsive to new agricultural technologies than illiterate farmers, the more schooling and certificates a child can accumulate, the better his/her chances will be to escape poverty.

The FCUBE programme was launched in 1995. Since then, there have been some modest improvements in national education indicators. Between 1995 and 2003 the number of primary schools increased from 12,134 (public and private) to 15,708 while the number of primary school pupils increased from 2,154,646 to 2,713,346, reflecting an improvement in the gross enrolment ratio (GER) from 75.9% in 1995 to 81.3% in 2003. The gender parity index (GPI) also steadily increased from 0.87% in 1995 to 0.92% in 2003 at the primary level and from 0.76 to 0.87 at the JSS level.

The introduction of the capitation grant (free basic schooling) in 2005/2006 school year has also boosted primary school enrollment. Still, if Ghana is to meet its commitments to the MDGs for Gender Parity and Universal Primary Education by 2015, an accelerated growth in the improvement of school enrolment, attendance and retention rates will be required.

In the broad education sector, a holistic package of interventions has been identified as priorities for attaining middle income country status with a minimum per capita income of US\$1000 by 2015. The strategy begins with early childhood development where the critical foundations are laid for psycho-social, emotional, and intellectual development. Initiatives that will give the best start in life for every Ghanaian child will be pursued. This includes providing a good enabling environment in which teaching and learning can take place. Presently, the school environment is hindered by short term hunger and malnutrition which can distract children from their lessons. The school feeding

programme, by providing a solution to these problems, can be a vehicle for improving the quality of teaching and learning within schools.

1.2.3 Hunger and malnutrition

Most studies reveal a relationship between poor health and lower levels of education. Educating children, particularly girls, has been shown to be a critical ingredient in breaking the multigenerational cycle of poor child health, low educational performance, low income, high fertility, and poor child health. The socio-economic implications of these poverty cycles are equally clear.

Protein Energy Malnutrition (PEM) and micronutrient deficiencies in children under five and primary school children are major nutritional challenges in Ghana. PEM manifests itself by stunting, wasting and underweight among the under-fives. The 1998 Ghana Demographic Health Survey (GDHS) indicated that the incidence of stunting, underweight and wasting were 26%, 25% and 10% respectively. The 2003 Core Welfare Indicators (CWIQ) survey report suggests that the proportion of children under five years with stunted growth increased from 28.5% in 1997 to 32% in 2003. Children in rural areas are twice as likely to be malnourished than those in urban areas.

Studies conducted by the Ministry of Health estimated that 81% of pre-school children were anaemic and that the prevalence of severe anaemia was 10%. In addition to anaemia, vitamin A, helminths infections and iodine deficiencies are high amongst children particularly in the northern sector of the country. The combination of all these deficiencies and infections negatively impact on a child's learning ability, motivation, school performance and general cognitive function.

The GSFP is one of several interventions that can address some of the nutrition and health problems of school-age children. It can also motivate parents to enroll their children in school and to see that they attend regularly. Experience shows that, properly designed and effectively implemented, school feeding programmes can:

- **Alleviate short-term hunger in malnourished or otherwise well-nourished schoolchildren.** This helps to increase the attention and concentration of students producing gains in cognitive function and learning.
- **Motivate parents to enrol their children in school and have them attend regularly.** When programmes effectively reduce absenteeism and increase the duration of schooling, educational outcomes (such as performance and graduation) improve.
- **Address specific micronutrient deficiencies in school-age children.** Most important of these are iodine and iron, which directly affect cognition. Meeting the iron and iodine needs of school-age children can translate into better school performance.
- **Increase community involvement in schools,** particularly where programmes depend on the community to prepare and serve meals to children. Schools with their communities behind them are more effective than schools with less community involvement.

1.2.4 Water and Sanitation

The health and economic costs associated with lack of potable water and adequate sanitation facilities are enormous and present formidable obstacles to the improvement of living standards. The prevalence of disease and the potential of epidemics are closely linked to the accessibility of clean water and good sanitation practices. The enormous cost of lost productivity and medical care represent a drag on economic development.

The proportion of rural households with access to potable water increased from 51% in 1991/92 to 66% in 1998/99. Much of the changes were due to increased use of water from wells. For example, 81% of the population in Greater Accra (both rural and urban) have access to safe water. The figure is 38% for the Eastern region. Moreover, the level of sanitation in Ghana is low. This contributes to high morbidity rates and environmental pollution. The lack of adequate separate sanitary facilities in schools is also thought to be one of the main factors preventing girls from attending school.

The GSFP as part of a wider water and sanitation government strategy seeks to ensure that all participating schools are provided with potable water and adequate sanitation facilities thus contributing to the enhanced availability of these services and as a result improving the health of school children and the community at large.

1.2.5 Sustainable Development

Sustainability refers to meeting the needs of the present generation without compromising the needs of future generations. Implicit in this statement is the fact that future growth and overall quality of life are dependent on the quality of the environment. The natural resource base of a country and the quality of its air, water, and land, represent a common heritage for all generations. To destroy that endowment indiscriminately in the pursuit of short term economic goals penalizes both present and future generations. The GSFP therefore seeks to incorporate environmentally sustainable strategies with regards to farming methods and fuel sources for cooking.

1.3 Situation analysis

1.3.1 Government Policy

The United Nations adopted the MDGs for developing countries with a view to reversing the continual impoverishment of the citizens of these countries. Ghana joined the community of nations and subscribed to the MDGs which, under the Highly Indebted Poor Countries (HIPC) initiatives, were incorporated into domestic policy. In return, the country received debt relief.

The MDGs span the critical development issues of poverty and hunger, education, health (especially child and maternal mortality), gender equality and women's empowerment, environmental sustainability and global partnership for development. Ghana has since 2000 adopted the targets of the MDGs as the minimum requirements for socioeconomic development and poverty reduction. Ghana began the monitoring of progress towards achieving the MDGs from 2002 even prior to the formal launching of the Ghana Poverty Reduction Strategy (GPRS I). The government has since focused on removing the constraints hindering the realization of the MDGs.

The GPRS I published in 2003 reflected a policy framework that was directed primarily towards the attainment of the anti-poverty objectives of the MDGs. The main objective

of GPRS II, however, is to accelerate the growth of the economy so that Ghana can achieve middle-income status within a measurable planning period

On the 8th February 2002, at the 22nd FAO Regional Conference for Africa (ARC), the African Ministers for Agriculture unanimously adopted a resolution laying down key steps to be taken in relation to agriculture in the framework of the New Partnership for Africa's Development (NEPAD). The Ministers endorsed the NEPAD CAADP. The African Union Assembly of Heads of State and Government during its Second Ordinary Session, held in Maputo in July 2003, provided strong political support to the CAADP. During this session, the Heads of State and Government agreed to adopt sound policies for agricultural and rural development and committed themselves to allocating at least 10% of national budgetary resources for their implementation within five years (Maputo Declaration).

The CAADP comprises five pillars:

- 1) Expansion of area under sustainable land development and reliable water control systems.
- 2) Improvement of rural infrastructure and trade-related capacities for improved market access.
- 3) Enhancement of food supply and reduction of hunger.
- 4) Development of agricultural research, technological dissemination and adoption to sustain long-term development.
- 5) Sustainable development of livestock, fisheries and forestry resources.

Food Utilization and Promotion of Good Nutrition

Traditional food practices which rely on local products are being gradually replaced with imported substitutes that are acting as disincentives to local production. Local animal production is equally undermined through importation of poultry and other animal products. Few households that rear animals or engage in fishing actually consume their produce unless there is a threat of spoilage.

Food, eating habits and culinary practices vary between the ten regions of Ghana and households depending on beliefs, knowledge about nutrition and available crops. Disposable incomes and other accessible resources influence consumption patterns of households which contribute to variations in the nutritional status of Ghanaian households over a period. It is estimated that 50% of the 29% of Ghanaians identified by GPRS II as living in absolute poverty (approximately 2,400,000), are food insecure for significant periods annually.

The Strategic Framework for the Ghana Food Security Action Plan (GFSAP) of March 2006 defines food security as access by all people at all times to the food needed for a healthy and active life. To achieve this goal, four conditions have to be met, namely: (i) ensuring adequacy of food supply or availability, (ii) ensuring stability of supply, (iii) ensuring access to food and (iv) ensuring the safe utilisation of food.

The long-term goal of the Food Security Policy in Ghana is to significantly improve the food and nutrition security of the population. The policy focuses on the elimination of food insecurity and creates a visible and sustainable impact on human welfare in Ghana. The objectives include:

- Ensuring food availability in sufficient quantities, adequate quality and variety through production, procurement, trade and donations to meet the demands of Ghanaians at all times.
- Guaranteeing physical, social and economic access to adequate and nutritious food at all times.
- Achieving and sustaining nutritional and health status through effective utilisation of food at all household, community and national levels.
- Establishing a food security monitoring system for early warning and planning purposes.

Among the basic causes of the high incidence of chronic food and nutrition insecurity are: (i) low productivity in agriculture associated with policy, institutional and technological constraints; (ii) high seasonal and year-to-year variability which is often linked to insufficient water or inadequate water control for crop and livestock production as well as price fluctuations; (iii) scarcity of off-farm employment opportunities; and (iv) inadequate and uncertain incomes in both rural and urban areas. These causes are closely inter-related and they are also the root causes of poverty.

There are regional disparities regarding food security in Ghana due to seasonal food deficits in the northern sector namely Northern, Upper East and Upper West regions where the lean season ranges between three to five months annually. Pockets of food insecure populations exist in all the other regions because of acute resource limitations and lack of livelihood opportunities for some individuals and households to augment their dietary needs with purchased food.

Education Strategic Plan

The government has gone beyond the MDGs and set educational targets that are more related to the manpower needs of a future middle-income Ghana. The original poverty reduction proposals of GPRS I, incorporated the MDG objectives which included raising the access of all the nation's children and youth to a defined minimum of basic education, unhampered by the particular economic circumstances of their parents or guardians.

Deprivation in some social strata leading to low school enrolment in the rural and savannah areas, and high drop-out rates for girls, are being overcome through policies such as the capitation grant and the school feeding programme.

The government has decided to eventually make school attendance obligatory for all children for 11 years - from ages 4 to 15 - including two years of kindergarten, and three years of Junior High School with genuine secondary school content. The plan also includes improving the physical environment of schooling, and assuring quality standards, especially in basic numeracy and literacy. Curricula are being reshaped at every level so as to raise the standard targets of educational attainment for the bulk of Ghana's youth and to bring them eventually up to standards around the world.

The relationship between the educational level of a nation's work force and attainment of economic success is strong. The Government has accordingly decided that Ghana must nurture a workforce which is equipped with more than the basic levels of educational attainment, as defined in the MDG goals.

1.3.2 Features of related sectors

Agriculture

The agricultural sector is made up of five sub-sectors, which are crops other than cocoa (60% of agriculture GDP), cocoa (14%), livestock (4%), fisheries (5%) and forestry (11%). The non-cocoa sector includes cereals (maize, rice, sorghum and millet); roots and tubers (cassava, yams, cocoyam and sweet potatoes); industrial crops (tobacco, cotton, kola nuts, oil palm, rubber, groundnuts, copra, cashew, soybean, groundnuts and sugar cane; horticultural crops (pineapples, mangoes, peppers, onions, ginger, lime, oranges and exotic vegetables) and other crops (plantain, banana, beans, tomatoes, pawpaw etc.). The sub-cocoa sector includes cocoa, coffee and sheanuts. The fisheries sub-sector includes marine and fresh water products (tuna, shrimps, tilapia, mudfish, lobsters, herrings etc.). The livestock sub-sector includes cattle, sheep, goats, pigs and poultry. The forestry sub-sector includes well-known tropical species (odum, mahogany, etc) and lesser-known secondary species.

Agriculture is predominantly practised on a smallholder basis on family-operated farms using low output technology to generate about 80% of the total agricultural production. It is estimated that about 2.74 million households operate a farm or keep livestock. The total labour force in 2000 was estimated at 8.3 million and agriculture accounted for 4.2 million (50.6%). About 90% of farm holdings are less than 2 hectares in size. There are some large-scale farms and plantations especially for oil palm, rubber and coconut and to a lesser extent, maize, rice and pineapples. Agricultural production is dependent on the amount and distribution of rainfall. Most food crop farms are intercropped. Mono cropping is mostly associated with large-scale commercial farms.

During 1988-2004, agricultural growth rate averaged 3.1 percent and the population growth rate during the same period was 2.7 % per annum, which meant that the real growth rate was only 0.4 percent. The average growth of agriculture was less than other sectors of the economy; industry was 4.4 percent whilst services was 6 percent.

Economic growth and structural transformation must be propelled by the agricultural sector in order to maximize the benefits of accelerated growth. The emphasis on an agriculture-led growth strategy is predicated on some of these factors:

- agriculture is the highest contributor to GDP and provides employment for over 60 percent of the population;
- the bulk of the poor, especially women, are engaged in agriculture – food crops, livestock and fisheries;
- increased productivity in agriculture will ensure food security and contribute immensely to the health and well being of the population;
- modernized agriculture will prepare the ground for structural transformation between agriculture and industry.

A number of factors limit optimal production in agriculture, especially production of crops, livestock and fisheries. Agriculture as a whole will always be dependent on natural conditions. Rainfall is unreliable with regard to its onset, duration, intensity and amount, and can disrupt food crop production. For completeness of the agricultural strategy, attention has to be paid to cross-cutting issues such as gender, environment,

human resource development and capacity building to complement and reinforce production and increased productivity for accelerated growth.

Environmental issues

In line with MDG 7, the GPRSII has intended interventions in the areas of, (i) the environment aimed at restoring the degraded natural resources especially water and land, (ii) ensuring sustainable use of natural resources for economic growth, and (iii) protecting and conserving unique habitats, natural treasures and bio-diversity. The strategies to achieve these objectives as indicated in the GPRS II include the following:

Environment: (i) initiate measures to stem land degradation and towards regulating the impact of climate variability/change; (ii) promote an efficient and accessible industrial and domestic waste management system that deals with the plastic menace and promotes composting; (iii) promote integrated ecosystem management as well as human centred biodiversity conservation initiatives; and (iv) promote the use of environmentally friendly technologies and practices. Others include enacting relevant environmental laws to protect the environment at all times, as well as ensuring the enforcement of the existing environmental laws; and development of multi-agency approach to enhance resource management and the environment.

Lands and forestry: (i) encourage reforestation of degraded forest and off-reserve areas; (ii) promote the development and use of alternative wood products, as well as plantation/woodlot development among communities; (iii) manage and enhance Ghana's land and permanent estate of forest and wildlife protected areas; (iv) ensure that socioeconomic activities are consistent with sound land administration practices; (v) develop a sustainable strategy for forest and wildlife to support eco-tourism and generate foreign exchange.

Health

Strategies to be implemented under the policy objective of the Government in Bridging Equity Gap in Access to Quality Health and Nutrition Services include: develop 'close to client' services to the poor; develop resource allocation criteria and a facility distribution plan to improve targeting of poor groups and geographical areas; redistribute health workers in favour of deprived areas; provide outreach services and clinics in deprived rural and peri-urban areas; improve Community-based Health Planning and Services (CHPS); develop and implement high impact yielding strategies for U5M & MM and malnutrition; including scaling-up the successful Accelerated Child Survival and Development (ACSD) interventions; develop at least one fully functioning and well equipped hospital in each district; eradicate guinea worm and intensify implementation of DOTS strategy of the National Tuberculosis programme; improve access to reproductive health services by reducing unmet needs of family planning; improve essential obstetric care to reduce maternal mortality; and improve availability and access to essential and affordable drugs on sustainable basis.

Nutrition Status

Nutrition Security has broadly been referred to in the GFSAP, as access to adequate quantities of safe quality foods by people at all times, in respect of the basic daily requirements of the individual. The prevailing status is generally characterized by:

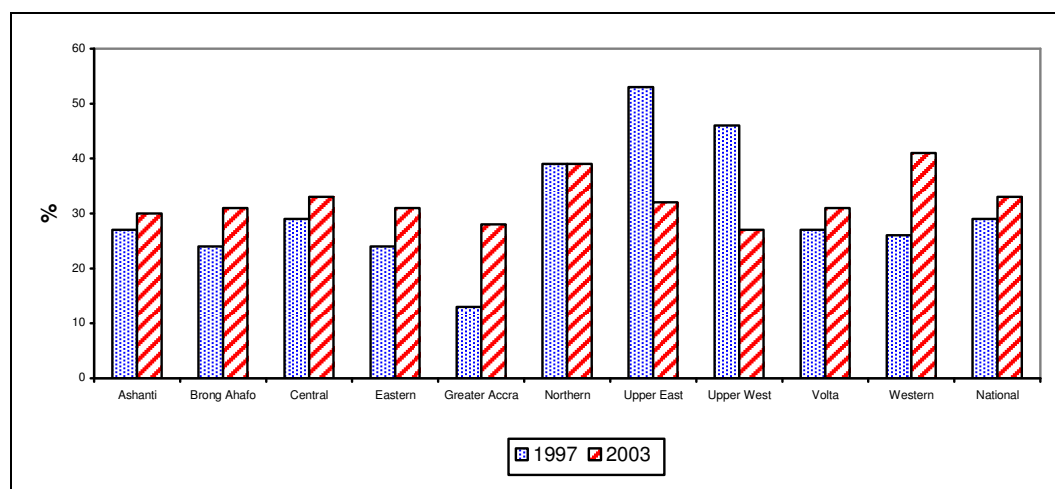
- Protein Energy Malnutrition (PEM).
- Maternal Malnutrition.
- Micro-Nutrient Malnutrition.

The issue of access is also critical in nutrition security, and it is determined mainly by (i) the continuity of adequate dietary intake, and (ii) low level of incidence of infectious diseases.

Nutrition status is a combined outcome of health, food security and care practices. Malnutrition is a serious problem among children, adolescents and women. The major causes are low dietary intake, inappropriate weaning practices, household food insecurity and parasitic infections. These frequently result in protein energy malnutrition, stunting, vitamin and mineral deficiencies in children under-five years, school-aged children, pregnant women and lactating mothers. Maternal and under five mortality rates are factors that contribute to poor educational attainments, limited socio-economic opportunities and high fertility which also influence the nutritional status of individuals.

The 1998 Ghana Demographic and Health Survey (GDHS 3) indicated that the incidence of stunting, underweight and wasting were 26%, 25% and 10% respectively. Results from the 2003 GDHS 4 indicate that the proportion of children under-five (U5) years with stunted growth increased from 28.5% in 1997 to 30% in 2003, and 11% were severely stunted, 7% of children U5 were wasted, and 1% severely wasted; while 22% were underweight, with 5% severely underweight.

Figure 2 Proportion of children under five years of age with stunted growth, by region, 1997 and 2003



Source: GFSAP 2006

According to the GFSAP, key challenges to reducing hunger are manifested through the proportion of underweight children, which is 25% of the child population of approximately eight hundred thousand. There has been an increase in child malnutrition in all regions, and under nourishment prevalence is above the national average in the Ashanti (46%), Greater Accra (40.4%) and Western (36.9%) regions. About 45% of all child deaths beyond early infancy are due to malnutrition.

In the three northern regions which represent 17.5% of the country's population, the proportion of children under five years that are underweight ranges from 34% to 38%. Similarly, while the overall national stunting rate is 26% of children under five (approximately 1,040,000), in the three northern regions where the total infant population is estimated at 700,000, stunted children number approximately 280,000 which is 40% of the child populace.

Generally, rural children are twice as stunted (30%) as urban children. To achieve the target of halving the number of underweight children from 800,000 to 400,000 by 2015, Ghana needs to reduce the rate of malnutrition by about 0.9% annually by interventions that reach 72,000 pregnant women each year.

Water and Sanitation

Improving access to potable water and sanitation is critical to achieving favourable health outcomes, which in turn facilitate economic growth and sustained poverty reduction. Improvement in access to safe water enhances school attendance, reduces women's workload and frees them to participate effectively in economic empowerment and governance activities. Adequate sewerage and sanitation facilities are important for environmental cleanliness and prevention of many infectious diseases such as diarrhoea and dysentery.

According to the GPRSII, the following priorities will guide the delivery of safe water and sanitation in the next four years:

- accelerate provision of safe water in rural and urban areas;
- accelerate the provision of adequate sanitation;
- improve environmental sanitation in urban and rural areas;
- local Government.

Decentralization

In the area of decentralization, the following achievements have been made:

- Greater fiscal, administrative and political empowerment at the sub-national levels has occurred through a number of policy initiatives.
- The District Assembly Common Fund (DACF), HIPC and other grant transfers are now regular sources of revenue for district development programmes.
- The piloting of the cost-saving composite budgeting system which started in 3 districts now involve 25 districts being taken through training, preparation and testing of the concept.
- There is also growing collaboration between civil society groups and District Assemblies in managing district development programmes.
- In the area of development planning and monitoring, GPRS II recognizes that implementation and monitoring of policies and strategies is a shared responsibility between sub-national level institutions and agencies, and those at the national level.

A number of implementation difficulties have, however, emerged since the introduction of the District Assembly concept in 1988. These include the fact that:

- existing practices have been highly centralized and supply driven;
- the ownership and involvement of regional and district authorities in project planning, implementation and monitoring are not strong;
- social accountability is not strong to improve the environment for citizen involvement in the development process;
- Regional and District Development Monitoring Groups are not adequately empowered to participate effectively in monitoring implementation of the GPRS;
- progress towards the implementation of fiscal decentralization remains slow as MDAs still retain large fiscal decision-making powers at the expense of MMDAs
- the appropriate legal framework to support fiscal decentralization is absent;
- there is low revenue generating capacity of most MMDAs.

Indeed, the GSFP can provide an impetus to cut through these challenges through the strategy to focus implementation on the District Assembly, and to empower the District Implementation Committee (DIC) as the focal point for coordination. This provides an immediate reinforcement to decentralization. Decentralization of GSFP procurement can also provide a significant impetus. By making resources available in the short to medium term to complement DA resources to directly feed school children in the poorest communities, the DAs will also receive a strong boost in the fight against poverty.

Furthermore, the DICs can serve as a model platform for cross-sectoral and inter-sectoral collaboration usually lacking in district level initiatives. The community-focused operation of the school level activities at the School Implementation Committee can also give a bottom-up, demand driven, direction to the effort to address core poverty problems endemic in rural communities, and hence reinforce initiatives to empower them and build capacity to engage actively in the development process.

Gender

The Ministry of Women and Children Affairs (MOWAC) was established in 2001 to foster gender equity and equality through the empowerment of women and the protection of boys and girls from practices that endanger their development and that may ultimately affect their health, and livelihood prospects. MOWAC seeks to mainstream women into national development by focusing on enhancing the capacities of women to effectively participate in decision making from household level through to policy design and implementation.

In Ghana women form about 51 per cent of the population yet the inter-relationship between men and women, and boys and girls, are generally determined by traditions and stereotyped roles for the sexes. For instance, in the agricultural sector, the traditions include land tenure systems that do not favour land ownership by women; practices that discourage women from owning certain types of livestock (e.g. cattle), and unequal distribution of household chores.

Many households rely on agro-forestry products for cooking fuel as well as in augmenting incomes and dietary requirements during lean seasons. Females in the savannah belt are particularly dependent on the proceeds from the sale of charcoal and shea-nuts which are harvested in the wild and processed. In the forest zone of the country, fruits, including traditional mangoes, oranges, lemons, avocados, papayas and berries are also harvested and traded in markets and by roadsides by women.

In the agrarian communities arduous tasks such as fetching water, collecting fire wood, cooking and providing care for the infirm and children are left to women and young girls in addition to regular subsistence farming (mostly food crop farming), petty hawking and gardening activities. The task of shepherding livestock is generally allotted to young boys in rural areas. Many of the chores performed by boys and girls in the home may also prevent uninterrupted school attendance by children.

Marketing of a proportion of produce is the commonest means of income creation by small scale crop farmers. The small size of land holding of female crop farmers demands diversification in household activities with the view to moving the focus of food security in the direction of nutritionally valuable farm products that can also be processed to generate off-farm income and improve access to additional purchased food in diets.

Some of the core indicators for 1998/99 and 2003 as captured in the GPRS II indicate that males who never attended school increased from 21% to 25.9% and decreased from 41% to 37.4% for females respectively. Literacy rates for males increased from 63% to 66.2% while that of females increased from 36% to 42%.

There is geographical and gender disparities in access to education. Strategies for attaining gender parity in access to education and meeting the objectives of MDG 3 include, (i) provision of incentives/scholarship schemes to increase girls enrolment, retention and completion, particularly in the deprived areas, (ii) delayed marriage and child bearing, (iii) promote compulsory education for children especially the girl child up to secondary, and (iv) sensitising parents and communities on the importance of girls' education.

Cases of neglect and abuse of spouses and children are on the increase, leading to increased dislocation of youth and absence of parental authority and guidance. Increasing single parent and female headed households also indicate stresses on family members especially children.

Disparities among women and men are being reduced through specific interventions. Some of these interventions include:

- addressing the imbalance and the reform of outmoded customs that violate women's rights;
- the need for mainstreaming gender into policy formulation and budgeting processes; and
- closing the existing gaps in the legal framework that limit the opportunities of women to participate in public decision-making on an equitable basis .

The GSFP, by emphasizing food security at the rural community and household level will enhance the progress being made to address gender inequality in access to opportunities for poverty reduction created through the development process.

1.3.3 Problems to be addressed by the Ghana School Feeding Programme

The problems to be addressed by the GSFP have been discussed in the sections above and may be summarized as follows:

- Poverty, that generally impact rural households and communities, and has bigger impact on children particularly under-fives;
- Hunger, particularly short-term hunger in children including under-fives;
- Malnutrition in children and rural households that results in stunting, wasting, poor health including greater incidence of infections, and reduced access to opportunities to escape poverty altogether;
- Food Insecurity that reinforces the poverty in rural households and reduces the capacity of children to take advantage of the opportunities provided through education to improve their chances of escaping poverty;
- Low Enrolment Rate due to short-term hunger and poverty among other reasons; and,
- Low Attendance and Retention also due to the same reasons outlined above.

The long-term objective of the GSFP to contribute to poverty reduction and food security in Ghana will help to address these problems. By the end of the Programme in 2010, it is expected that there will be 8% real increase in incomes at national and community levels. There is also expected to be an 8% increase in employment at the community level from the injection of up to 80% of all feeding expenditures into the local economy.

The Programme will also create opportunities for greater availability, access, utilization, and stability of food crops at the community level. Income of farmers supplying to the GSFP will also be increased. The increased demand for food production will lead to development of other economic activities such as processing and cottage or small and medium enterprises using the surplus agricultural produce as inputs. Women are envisaged to benefit more because they are those mostly involved in food crop production.

Improved food security through increased rural household wealth will greatly impact human capital formation which has been noted to start from early childhood. As noted in the GPRS II, early childhood care and development for children before birth to 8 years old covering care, infant stimulation, social and cognitive development, health, nutrition and early learning yield the highest rate of return of any child development activity at later stages in the life cycle.

Poor rural households will achieve improved food security from the prioritisation of food purchases in the programme as follows:

- First order of priority, from the local community;
- Then second order of priority, purchases at the District level;
- Third and last order of priority, purchases at the national level.
- The purchases will be recorded by the SIC and the DIC to allow for follow-up tracking, monitoring and evaluation.
- Imported items such as rice, if any is purchased, will also be recorded.

Moreover, schools will develop viable **school gardens** to raise extra food and reduce the cost and quantity of purchased food items. The gardens will also contain economic trees (fruits, etc.) as well as nutritious options like moringa which can complement the diet. An important emphasis in the establishment of the school

gardens will be to prepare school children in their study of agriculture and future appreciation of agriculture.

Furthermore, the programme implementers will give specific attention to ensure that:

- Under no circumstances should working on the school gardens be used as punishment since these could negatively impact attitudes by reinforcing the consideration of agriculture as a form of punishment.
- Working on the school gardens must strictly be within the period allocated for the agricultural science as a subject in the school timetable in order not to affect the study of other subjects.
- Communities will be used (and not children) to develop and maintain school farms. The farms will apart from being food crop farms, include establishment of wood lots for energy sources, plant fruit trees and moringa grass, and these farms will also be environmentally friendly.

Reinforcing household food security will also require intensification of health education particularly on the link between good food, hygiene, clean drinking water, and personal cleanliness including washing of hands. Through the GSFP health and nutrition education and awareness creation, children will learn about these critical issues and bring these messages home. By continuous exposure, the children will get used to certain good hygiene practices at school and will proactively promote such behavioural change within the household through the examples they consistently set and the positive impact of such good practices on their health.

1.4 Prior and on-going initiatives in school feeding

1.4.1 Government policy on school feeding

The Government of Ghana (GoG) has decided to implement the school feeding programme in public primary schools in the country, starting with a pilot phase in September 2005. The programme, an initiative of the Comprehensive African Agriculture Development Programme (CAADP) Pillar 3 of NEPAD, seeks to enhance food security, reduce hunger and improve enrolment and retention among school children. Ghana is one of ten countries in Sub-Saharan Africa selected to implement the programme under CAADP. National school feeding is part of Ghana's efforts to attaining the United Nations Millennium Development Goals on extreme hunger and poverty as well as achieving universal access to primary education and reducing under-five mortality by 2015.

The school feeding programme, based on locally-grown food, is consistent with various development strategies of the GoG. These include the Ghana Poverty Reduction Strategy (2003-5), the Education Sector Plan (2003-2015), Imagine Ghana Free from Malnutrition (a concept paper produced by the Ministry of Health), Food and Agriculture Sector Development Policy (Ministry of Food and Agriculture), Ghana National Social Protection Strategy –GNSPS- (Ministry of Manpower, Youth and Employment), and decentralization policies.

The GNSPS, for example, targets the GSFP through the improvement of the capacity of MoESS, DSW staff, School Management Committees, and PTAs, to implement, supervise, monitor, and evaluate the GSFP at the community and district level where implementation is focused.

1.4.2 School feeding programmes in Ghana

The GSFP began in September 2005 with 10 pilot schools, one from each region of the country, and has since been expanded to 200 schools covering 69,280 pupils (as at August 2006), with plans to reach 500 schools by the end of 2006. The basic concept of the GSFP is to provide each kindergarten and primary school child with one hot, nutritious meal per day, using locally-grown foodstuffs.

Several development agencies, however, have been involved in school and supplementary feeding over the years in the country, from whom important lessons have been drawn in formulating this programme document. These include the World Food Programme (WFP), Catholic Relief Services (CRS), World Vision, Adventist Development and Relief Agency (ADRA), Netherlands Development Organization (SNV) and SEND. Three main models can be identified from the activities of these agencies¹.

WFP has been operating a take home ration programme targeted at 40,000 girls and their families in 25 districts across the three northern regions of Ghana. Over the years, the WFP has supported Community Health and Nutrition Education Centres, operated by the Ghana Health Service, with integrated supplementary feeding, health and nutrition education activities targeting 60,000 malnourished pregnant/lactating women and children aged from 6 months to 5 years. These centres serve not only as outreach points for health teams for pregnant women and mothers but also as a focal point for education on health, nutrition, HIV/AIDS prevention. At the same time, they are used to provide supplementary meals to children aged 6 months to 5 years. Feeding takes place twice a day throughout the year. The menus vary according to the season and the ability of parents to contribute in kind. Meals incorporate WFP rations of fortified corn soy blend, vegetable oil, palm oil, iodized salt and sugar, with the community contributing condiments, spices, tomato paste, vegetables and protein supplements (e.g. dried fish). Some centres charge weekly canteen fees per child for rewarding cooks and attendants as well as to contribute to the cost of ingredients. Some mothers attending the centres have organized themselves into associations, carrying out income-generating activities with the aim of supporting supplementary feeding for their children. WFP thus views its food aid programmes as a catalyst for community organization, early child development and women's empowerment. The new WFP Country Programme proposes to support the GSFP to reach 100,000 children in five regions.

CRS provides school meals in the three northern regions, covering all districts there and reaching on average about 50 schools and nurseries per district. Recently, the agency has concentrated its efforts on rural communities and phased out urban and peri-urban schools. CRS integrates food assistance with other interventions such as water, education and school health. The community provides some of the ingredients in the preparation of food, fuel (wood) and water, either through canteen fees for

¹ WFP Ghana. 2006. Models for designing, implementing and targeting school feeding programmes in Ghana. Final report.

contributions in kind. Equally, infrastructure and other accessories are the responsibility of the community and increasingly the District Assembly. In most places, the community now controls the food, which was formerly stored at the school and managed by the teachers. CRS does not provide assistance with local production and storage. The agency is now gradually phasing out of school feeding.

World Vision provides lunch during the lean season to children in primary schools in the Gushiegu and Bongo Districts only, where it also operates Area Development Programmes. Food items are purchased by World Vision staff on the local market and sent to the schools, with parents responsible for ingredients such as salt and pepper. The community is responsible for the construction of the kitchen and store room as well as for cooking utensils and each child brings their own bowl. The stores are usually located in the compound of one of the members of the Parent Teacher Association, with food management delegated to the PTA and teachers. Parents also contribute to operational cost through the payment of canteen fees of C2,000 per month.

1.5 Target group, beneficiaries and selection criteria

1.5.1 Target group and beneficiaries

The GSFP is targeted essentially at children in primary schools and attached kindergartens in government-controlled establishments in Ghana. These will be the direct beneficiaries. The programme will be scaled up gradually to reach 1.04 million of the pupils in the poorest areas by the end of 2010.

In addition, various other stakeholders should benefit from the programme, most notably:

- Agricultural enterprises/food crop farmers, especially women—over 1.35 trillion cedis (or US\$147 million at current exchange rates)- should accrue to these through food purchases by the end of 2010.
- Other private sector firms – including suppliers of agri-inputs, vehicles including motor bicycles, capital equipment, amounting to over 750 million cedis.
- Caterers/Outsourcing firms who may gain opportunities to provide private sector support to the feeding programme.
- School teachers – who are routinely fed with the children.
- Parents/Guardians of pupils in participating schools.
- The community (through employment and infrastructure).

1.5.2 Criteria for selection of communities/schools

Communities/Schools

- Willingness of the community to put up basic infrastructure (e.g. kitchen, store room, latrines) and to contribute in cash or kind
- Commitment of the district assembly toward the programme and the level of readiness and interest towards sustaining the programme
- Poverty status based on GLSS data and NDPC poverty mapping
- Low school enrolment and/or attendance rate and gender parity index
- High drop-out rate
- Low literacy levels
- Presence or planned provision/expansion of health and nutrition interventions

- Communities/schools not already covered by other feeding programmes
- Poor access to potable water
- High communal spirit and/or community management capability

1.6 Programme strategy

The overall strategy for achieving the objectives of the GSFP is presented below. The strategy incorporates several lessons drawn from agencies which have been involved in school feeding in Ghana and elsewhere.

Overall Strategy

- Ensure the commitment of district assemblies towards the programme including their readiness and interest to sustain it beyond the project period
- Involve community leaders right from the onset in decision-making including design and implementation
- Secure community willingness to construct or provide necessary infrastructure (e.g. kitchen, store rooms, latrines, platform for water tank) as a pre-condition
- Involve community members in cooking, serving or in providing some of the ingredients as well as fuel and water provision through fees or contributions in kind
- Concentrate on the most deprived districts/communities and the poor
- Provide one hot meal for lunch using locally-grown foodstuffs
- Ensure diversification of diets and micro-nutrient balance
- Develop linkages with local farmers and agro-processing firms
- Use the programme as a tool to boost domestic food production
- Adopt an inter-sectoral approach to programme implementation
- Collaborate with development agencies involved in local school feeding
- Work through a ministry that has grassroots structures in place
- Maintain political commitment at the highest level
- Position the programme near health platform, through the Ministry of Health, and integrate with interventions such as water, sanitation, deworming, malaria control and physical growth measurements
- Benchmark the programme against others in Ghana and Africa to ensure efficiency, quality and good performance

Clearly, the above strategy has several implications for programming and operations and these will be reflected in the implementation plan and operational manuals. The strategy also impacts upon the criteria for the selection of beneficiary districts, communities and schools (see Section 1.5 above).

1.6.1 Model Schools

The programme will also institute a competition to motivate DA's to support selected schools to become Model GSFP Schools. The target is to encourage the creation of 20 schools, two from each region, from as many districts, to serve as flagships of the programme in 2007. Rather than outright grants to the DAs for the purpose, the GSFP will establish competitive criteria including community ownership indicators (e.g. commitment, contribution, willingness to support the school), to rank schools in each district.

A panel consisting of M&E staff from the national secretariat and the regions will conduct the final selection of the winning schools. Each winning school will be highlighted in the media, and the DA will be provided with 50% matching funds for the cost of fully equipping them with all remaining infrastructure to fully support their status. In

addition, programme implementation will be fast-tracked including activities such as facilitating support for local farmers, health and nutrition education, regular deworming.

In 2008, an additional 30 schools from 30 other districts will be selected as models and this scheme will be replicated yearly to ensure that virtually all districts have one model school by the end of 2010.

Finally, this is one of the expenditure items intended to be covered by the contingency line in the programme budget, if the model school concept is implemented.

2.0 OBJECTIVES AND INDICATORS

2.1 Development objective

The long-term goal of the GSFP is to contribute to poverty reduction and food security in Ghana. The former will be achieved through increase in employment and incomes of farmers at community and national levels. In addition, greater availability, access, utilization and stability of food crops at community level should enhance food security.

2.2 Immediate objectives

The immediate objectives of the programme are three-fold:

- i. Reduce hunger and malnutrition
- ii. Increase school enrolment, attendance and retention
- iii. Boost domestic food production

2.3 Indicators of achievement

Objectives	Indicators of achievement
Long-term: Contribute to poverty reduction and food security	<ol style="list-style-type: none"> 1. 8% real increase in incomes at national and community levels 2. 8% Increased employment at community level 3. Greater availability, access, utilization, and stability of food crops at community level
Immediate 1: Reduce hunger and malnutrition	<ol style="list-style-type: none"> 1. The rate of growth in height and weight for age is more than the national average. 2. The height, weight, upper arm circumference of under fives in the GSFP should be greater than the national average. 3. Meals produced and consumed by school children during the school days
Immediate 2: Increase school enrolment, attendance and retention	<ol style="list-style-type: none"> 1. Increase enrolment in GSFP schools above the national baseline 83.3% 2. Improve attendance in GSFP schools by 20% by the end program 3. Reduce drop out rate by 20% in GSFP schools
Immediate 3: Boost domestic food production	<ol style="list-style-type: none"> 1. Production of farmers (linked to the GSFP or supplying to GSFP) increased 2. Income of farmers supplying to the GSFP increased 3. 40% of GSFP beneficiary schools have established school farms.

3.0 MAIN OUTPUTS AND ACTIVITIES

In pursuit of the above objectives, the following activities will be carried out by the programme leading to the production of the main outputs specified.

[Objective 1: Reduce hunger and malnutrition]

Output 1: All primary and kindergarten children in participating GSFP schools receive one nutritionally adequate meal per school day

Activities:

1. Provide kitchens, stores, cooking equipment, water tanks and utensils
2. Contract/Recruit caterers and help hands to cook and serve meals
3. Procure and transportation of food items to school stores
4. Prepare and serve a nutritious, well balanced meal with micro nutrients supplements every day to every child in participating schools, including specifically separating under-fives in pre-school when serving food
5. Construct water facility or otherwise ensure access to potable water through mains pipe, boreholes, rain harvesting techniques or water tankers
6. Construct or otherwise ensure access to sanitation (notably toilet and washing) facilities
7. Provide nutrition and health education to households in community, especially female members
8. Build capacity of communities/schools in maintenance of water and sanitation facilities as well as nutrition and health education.
9. Competitively select and fully equip model flagship model schools and fast track implementation to serve as demonstration centres.

Output 2: Baseline data produced

Activities:

1. Design a format and structures for programme data gathering as prelude to baseline
2. Train DAs in use of baseline instrument to collect and collate data
3. Conduct and institute a baseline survey as part of the MIS for the programme
4. Liaise with MDAs and partners at national and district level, in data collection to leverage the resources of the programme.
5. Train the SIC, DIC, regional coordinators and monitoring staff to be able to capture, enter and analyse data on programme performance and report accordingly
6. Hold monthly or bi-monthly meetings at district level to assess progress and performance and report accordingly to GSFP Secretariat

Output 3: 1.04 million children fed every school day by 2010

Activities:

1. Scale up the feeding programme over the period to cover 1.04 million pupils in primary schools in the poorest areas by 2010 as follows (rounded up): 2007 - 900 schools; 2008 – 1,600 schools; 2009 – 2,220 schools; 2010 – 2,900 schools (assuming about 12% growth in number of public primary schools over the period)
2. Secure adequate programme funding, from national budget allocation and donors, to meet increasing numbers
3. Contract private sector caterers, alongside employment of cooks, to prepare and serve meals
4. Put in place structures and systems to manage and monitor performance
5. Incorporate the programme in national budget, district assembly common funds and at community level to ensure continuity

Output 4: Higher growth rate of height and weight for age than national average

Activities:

1. Provide lunch (of adequate quantity, fortified with micronutrients and prepared with iodated salt), following set menus, to all children in participating schools every school day
2. Supply at least one functioning water tank per school
3. Improve/ensure access to safe, potable water and sanitation facilities
4. Conduct regular checks of BMI of a sample of children and report findings to SIC, DIC and GSFP Secretariat for appropriate action
5. Provide nutrition and health education to parents, especially female members of households

[Objective 2: Increase school enrolment, attendance and retention]

Output 5: Enrolment in GSFP schools increased

Activities:

1. Community education to create/increase awareness of GSFP
2. Approach community leaders/chiefs for assistance in publicising the programme
3. Provide nutritious meal every school day
4. Continuous sensitization of parents on their roles and responsibilities toward the supervision of their children's education
5. Facilitate clustering of schools

Output 6: Attendance in GSFP schools improved and drop-out rate reduced

Activities:

1. Provide a nutritious meal every school day
2. Deworm the children
3. Provide potable water for school children
4. Provide adequate and timely supply of teachers and learning materials
5. Provide adequate infrastructure based on GES standards (classrooms and furniture) and essential learning package (toilets, urinals, water, etc.)
6. Implement GES norms on pupil teacher ratios (PTR).
7. Provide health education in all schools
8. Ensure regular marking and closing of registers in all schools
9. Provide equipment for co-curricular activities (e.g. football, volley ball and formation of school clubs)
10. Regularly organise open days

[Objective 3: Boost domestic food production]

Output 7: Income of local farmers increased

Activities:

1. Purchase food for school feeding from local producers
2. Facilitate credit from rural banks and other financial institutions for farmers involved in the programme
3. Specially target women farmers supplying the programme for provision of credit and other services.

Output 8: Production of local farmers increased using environmentally-sustainable methods

Activities:

1. Liaise with MoFA and interested NGOs (e.g. Technoserve) to provide extension services to participating farmers
2. Facilitate the provision of inputs – water, seedlings, agro-chemicals, implements, organic manure etc
3. Facilitate access to credit to rural banks, micro finance institutions or other financial institutions
4. Fast track above activities in model schools to serve as demonstration centres.
5. Facilitate the formation of Farmer Based Organisations (FBOs) with particular emphasis on women's cooperatives to receive targeted services

Output 9: Farms started in participating schools

Activities:

1. Secure land in the consultation with the local chiefs and community leaders
2. Arrange with MOFA and related programmes to provide inputs for the school farms
3. Recruit a farm manager and labourers from the community
4. Plant crops based on the school menu
5. Fast track above activities in model schools to serve as demonstration centres.

4.0 IMPLEMENTATION ARRANGEMENTS AND PROGRAMME MANAGEMENT

The implementation arrangements aim to leverage the institutional and collaborative resources of existing public sector institutions while retaining flexibility in programme management in order to optimize effectiveness, impact, results-orientation, and programme accountability.

It is also important to note that the programme design places emphasis on the flexibility, small number of staff, high quality and caliber of the senior management and experts to be recruited, to assure implementation effectiveness. Moreover, decentralization of key activities involved in the school feeding itself (e.g. buying food), to the district level, will obviate the need for large overheads at the National Secretariat to administer the program. It is equally important to note that national level oversight is also structured for effectiveness.

4.1. Institutional Arrangements

The institutional arrangements specifically seek to ensure:

- Clarity in the operational mandate to support the operations of the programme.
- Clear delineation of institutional roles (who does what) and definition of institutional responsibilities (who is expected to achieve what results) and accountability mechanisms (who reports to whom):
- Clarify the advisory versus executive responsibilities of stakeholders in the collaborative effort to implement the programme;
- Delineate the relationship between the various stakeholders horizontally and vertically;
- Coherent framework for development of an effective Operations Manual to provide detailed guidelines/procedures for implementation of the programme.

4.2. Programme Management

The management structure also specifically seeks to:

- Put in place a management structure for the GSFP National Secretariat as a Programme Implementing Agency that is also consistent with established policy, and prevailing framework and guidelines of the Government, as well as with other comparable project/program implementing agencies.
- Operate with a lean organization focused on the core function of managing, and coordinating the field level structures charged with direct implementation (at the District and School levels).
- Ensure that appointments (terms of reference for key positions) clearly take into account the related:
 - Responsibilities;
 - accountability relationships (vertical and horizontal); and
 - total number of establishment posts approved or to be created
- Consequently lower the administrative costs of the program while concurrently ensuring that programme staff contracted are adequately remunerated and supported in a manner consistent with comparable programme implementation arrangements.

4.3. Key Programme Actors

The following are the key actors in the implementation of the GSFP.

- **Inter-Ministerial Committee (IMC).** – For the start-up phase and programme establishment period up through the end of 2007, the IMC will be the decision-making and oversight authority over the GSFP and all other feeding programmes in the country. It will provide policy guidance, direction, and policy decisions, to the GSFP National Secretariat, and also serve as an advisory body to the MLGRDE on the GSFP. Membership will consist of Ministers from Collaborating Ministries, and will be chaired by the Minister for MLGRDE. It is envisaged that the IMC will be phased out at the end of 2007 and its Ministerial membership fused into a Programme Steering Committee.
- **Ministry of Local Government and Rural Development & Environment (MLGRDE).** The ministry directly responsible for all local government and development activities carried out at District and sub-district levels under the *Local Government Act (Act 462)*; and for the programme, the coordination of all inputs, activities, and outputs of cooperating ministries (Agriculture, Education, Health, Women & Children Affairs, etc.). MLGRDE is the oversight Ministry for the GSFP, and government partner to funding agencies supporting the programme.
- **Programmes (Steering) Committee (PSC)** – The current National Technical Committee is aimed to assist to align the activities of cooperating ministries with the implementation activities of GSFP. With the appointment of specific sector experts at the NS, the NTC will be phased out by the end of 2007, and its policy guidance and liaison roles subsumed into the Programme Steering Committee (PSC) to replace the IMC. Membership of the PSC will consist of the sector Ministers (or Chief Directors or Directors appointed by the Ministers of Collaborating Ministries as representatives), and the Executive Director of the GSFP National Secretariat to provide the direct

programme link between each ministry and the GSFP. The PSC will be chaired by a Minister appointed by the President.

- **Collaborating Ministries and MDAs (MoFEP, MoFA, MoESS, MoWCA, MoH, MoFARC&N, GHS, GES, etc).** – Collaborating Ministries (CMs), and MDAs who are the core partners with MLGRDE in the implementation of the programme. The Ministers of these CMs or their representatives will serve on the PSC, and pass down decisions relating to their sectors down to their district level teams/leadership, and ensure the district level teams execute their roles and implement specified cooperative activities to support the GSFP objectives.
- **GSFP National Secretariat (NS).** The NS is a program implementation outfit under the Ministry of Local Government and Rural Development & Environment (MLGRDE). It will be staffed by senior experts and consultants under contract to act as a programme coordinating and management unit (PCMU) for all aspects of the school feeding initiative, technical oversight and support for district level implementing structures (DIC, SIC), advising on program content, implementing sensitization and outreach, supporting capacity building needs of district level structures, executing and coordinating national level procurement, ensuring programme accountability and reporting, and providing technical and policy inputs to the MLGRDE and the PSC. The NS will be under the leadership of an Executive Director (ED) who will also be a member of the PSC. The ED, senior experts and consultants staffing the NS and support staff will all be contracted by the program for the duration of the 4-year period, GSFP 2007-2010.
- **GSFP Regional Coordination Offices (RCO):** The RCO is staffed by a Regional Coordinator (RC), supporting monitors and secretariat to oversee district coordinators at the DIC level. The RCO will play a key role in ensuring accountability and reporting to NS. The RC and support staff will all be contracted by the program for the duration of the 4-year period, GSFP 2007-2010.
- **Office of the Regional Coordinating Council (ORCC).** The ORCCs review and help harmonize and coordinate DA development activities. The RPCUs of ORCCs will provide support for the GSFP Regional Coordination Offices directly and also provide linkage to district leadership and facilitate the RCO's coordination efforts.
- **District Assembly.** The DA is the core implementing body for the GSFP. It has the key responsibility for setting up the DIC, ensuring that the SICs are properly set up, ensuring the provision of specified infrastructure, coordinating the sectoral cooperating activities of other district level MDAs, and mobilizing community support and inputs for SICs and the schools. The DA receives the programming funding for the district and enforces appropriate procedures under the Financial Management Acts to ensure transparency and accountability in the use of the funds for designated purposes.
- **District Implementation Committee (DIC).** The DIC is the district level coordinating unit for the GSFP that exercises direct oversight over all the schools in the programme. It directly disburses funds to SICs and holds the SICs accountable for use of the funds for the feeding and related activities. The DIC will also implement district level procurement that can benefit from economies of scale if sufficient number of SICs come together to support the bulk purchase. The DA will appoint or second a dedicated District GSFP Liaison (DGL) to link the DIC to the DA, the SIC's, the GSFP RCO, as well as the NS. The DGL will be the focal person for the GSFP and also serve as the secretary to the DIC. He/she will be responsible for the proper documentation and

reporting of the committee's activities, as well as collating feedback from the SICs. The DIC will also be formalized as a sub-committee of the DA to coordinate all school feeding programs at the district level. The DA may co-opt representatives of other school feeding programmes in the district to serve as ex-officio members of the DIC, as well as other experts and district level actors in related or collaborative programmes including NGOs.

- **School Implementation Committee (SIC).** The school level implementing unit that plans and executes the actual feeding. It receives funds from the DIC, procures needed inputs, supervises the food preparation and feeding activities, and accounts back to the DIC. The SIC directly manifests ownership of the programme by local communities who are its ultimate beneficiaries. The SIC will also lead community mobilization to support and sustain the feeding program. It will also provide the frontline for the program objective to build food security at the community level through linkage between the school feeding initiative and community level wealth creation activities including value added farming. The SIC will also be at the fore-front of sustainability initiatives, starting with innovation in arrangements to conduct the feeding in the least costly manner, including piloting community-or-parent-assisted strategies to do the actual cooking. Sensitization for the SIC will also include exposure to other strategies employed by ongoing school feeding programmes by the WFP and CRS to reduce cost and improve reach.

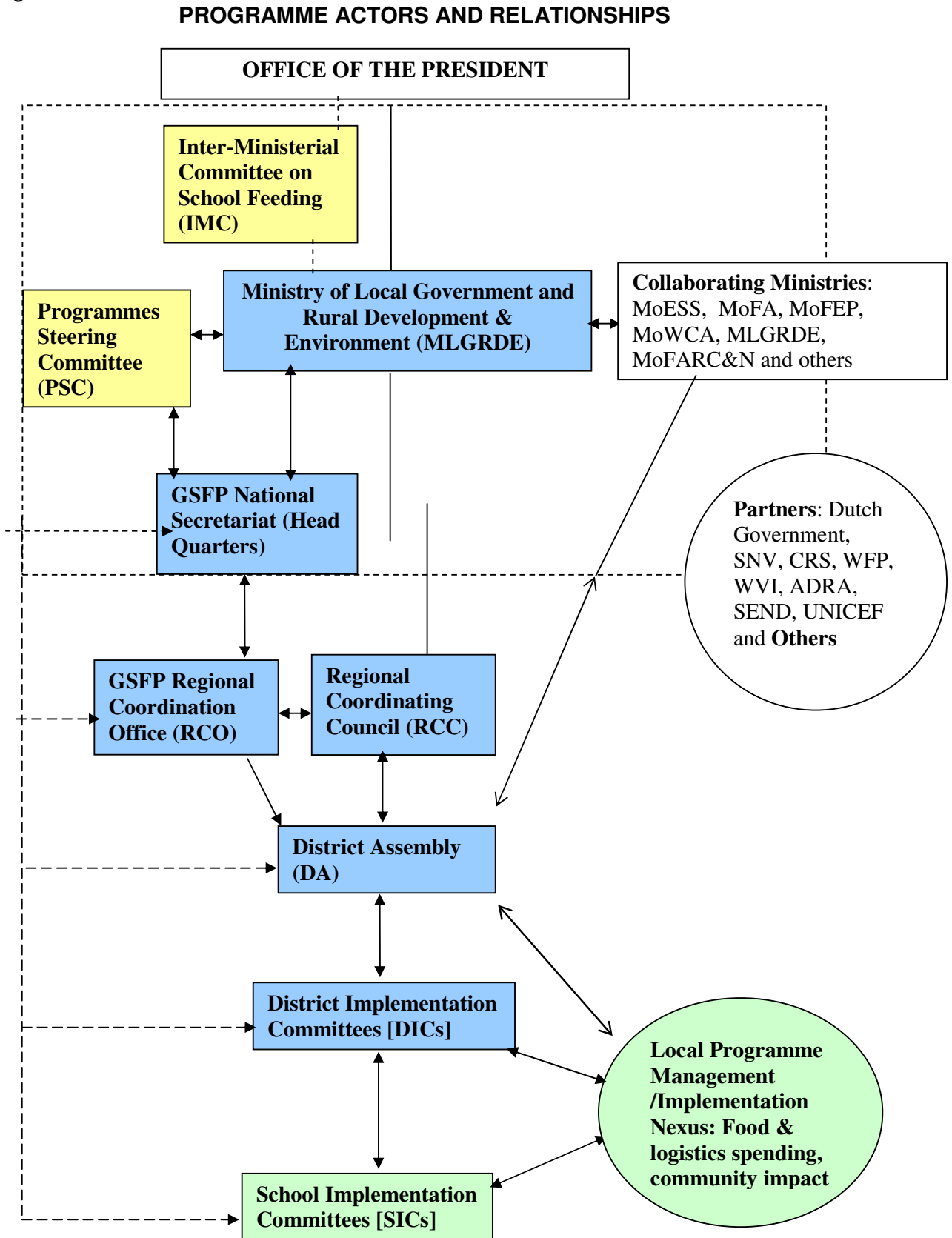
- **Other GSFP PARTNERS and External Support Agencies (ESAs):** This includes the Dutch Government which is co-funding the GSFP with GoG, other GSFP strategic and technical partners implementing or supporting the implementation of school feeding programmes including CRS, WFP, SNV, WVI, ADRA, SEND, and donors like USAID supporting school feeding programmes and sectoral activities directly supporting school feeding (e.g. water, sanitation, school infrastructure, etc.).

4.4 Programme Collaborations and Partnerships

Indeed, as also indicated elsewhere in the document, the GSFP will collaborate actively with other strategic partners with an interest in school and supplementary feeding. This should ensure synergy and the smooth hand-over of resources when these partners eventually phase out, inter alia. In tandem with this, the GSFP will use and welcome technical assistance from civil society groups and NGOs, both local and international. To facilitate this process, the GSFP will designate a senior staff member to serve as focal point for such cooperation and will channel offers of assistance to where it is most needed. The GSFP will also establish a quarterly partners and collaborators platform to facilitate sharing, learning, and field coordination of all school feeding activities.

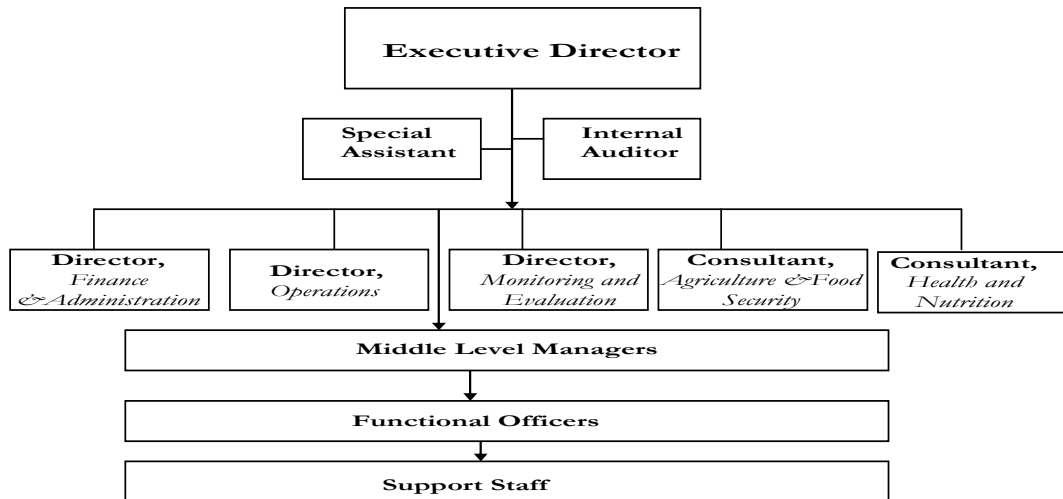
Of particular importance will be the important role partners like WFP and CRS can play in helping to transfer learning and lessons at the community level to inform the activities of the SICs to foster sustainable innovation particularly in reduced cost approaches to the logistics of school feeding.

Figure 3



4.5. Programme Management and Operational Structure

The programme management structure is as follows, with the option to appoint a sixth senior expert for educational component of the programme:



4.5.1 The Executive Director (ED)

The ED is the chief executive of the programme implementation at the National Secretariat. The ED, like all other program staff, will be employed on a term-specific contract, now envisaged as 4-years consistent with the program focus of 2007-2010. The ED will also be a member of the Programme Steering Committee when it is established, to ensure consistency and close harmony between the policy direction and guidance emanating from the PSC and its translation into actual activities on the ground. The ED will be the key accountable person for the operations of the NS, and will also be the focal person for dealings with other project partners, and donors, both in defining and pursuing strategic alliances and identifying co-funding opportunities to support the programme. The ED will be appointed by the President and be accountable to the IMC and the Minister, MLGRDE, and subsequently also to the PSC when the IMC is phased out by the end of 2007.

4.5.2 Programme Senior Experts

The GSFP NS will have the following senior experts supporting the ED to implement the programme to achieve the set objectives:

- *Director, Finance & Administration*: responsible for Accounting, Administration, and Management Information Systems (including IT). Will also deal with all the funding issues and conduct the relationship with all financial partners supporting the programme. Will also be responsible for all fund accountability demands and ensure the full application of the Financial Administration Act, as well as other applicable rules or laws relating to the needs and procedures of co-funding partners or agencies, in the operations of the GSFP;

- *Director, Operations*: responsible for the effective and efficient flow of all programme activities, logistics, procurement at national level, public relations and marketing of programme objectives, sensitization, as well as programme coordination demands;
- *Director, Monitoring & Evaluation*: principally responsible for accountability for programme objectives, identification of issues/challenges/problems, monitoring activities against programme targets, collation and compilation of reports, information and data on all programme activities to enable continuous and periodic assessment of impact;
- *Consultant, Agriculture and Food Security*: a senior agriculture and food security expert able to provide technical support to the programme's activities to ensure consistency between sectoral activities and programme objectives. Will provide technical inputs into GSFP's policy direction, policy analysis, and resulting translation into program activities. Will provide technical liaison to sectoral Ministries to follow up implementation of cooperating sectoral activities determined or directed by the PSC to be executed by the collaborating Ministries and MDAs;
- *Consultant, Health and Nutrition*: a senior health and nutrition expert able to provide technical support to the programme's activities to ensure consistency between sectoral activities and programme objectives. Will provide technical inputs into GSFP's policy direction, policy analysis, and resulting translation into program activities. Will provide technical liaison to sectoral Ministries to follow up implementation of cooperating sectoral activities determined or directed by the PSC to be executed by the collaborating Ministries and MDAs.

All appointments to these senior expert positions will be made by the NS in conjunction with the MLGRDE, and all senior experts will report, and be accountable, to the ED.

4.5.3 Middle Level Management, Supporting Staff and Services

The following positions will support the management and work of the NS:

- *Regional Coordinator*: to coordinate the implementation of the GSFP in each region, and to be located in the RCC (10 positions in all).
- *Special Assistant to Executive Director*: this is a staff position for an aide to assist the ED to discharge the responsibilities mandated for the leadership of the programme;
- *Internal Auditor reporting to Executive Director*: This is a functional position to link the financial control at all levels in the programme implementation to the Auditor General's Department, and to ensure levels of financial and accounting probity consistent with the *Internal Audit Act*;
- *Functional Officers* for administration, MIS, accounting, public relations, logistics and transport, procurement, and 3 functional national monitors (10 positions in all);
- *Support staff* at the NS and RCOs including field monitors, secretaries, clerical and other support staff not to exceed 43 in total in the entire program.

4.5.4 Establishment Posts and Remuneration

The total number of establishment posts approved or to be created for the GSFP as a dedicated programme will be **72** distributed as follows:

- **1** Executive Director;
- **6** Senior Experts;
- **12** middle level managers (national and regional);
- **10** functional officers at the National Secretariat;
- **43** support staff.

Remuneration and Conditions of Service

All personnel will be engaged on contract for the duration of the programme or part thereof, and extended as needed under specific terms to be developed as part of the Programme's Operations or Implementation Manual.

5.0 MANAGEMENT INFORMATION SYSTEMS, MONITORING, EVALUATION AND REPORTING

5.1 Management information systems

The Management Information System is a key enabler for the success of the Ghana School Feeding Programme. It will put in place a foundation that will enable the GSFP to deliver against its strategic targets by providing the following:

- a) Easy access to data and information
- b) Improve efficiency in recording of data
- c) Reduce duplication of data
- d) Produce reports for all levels
- e) Provide interfaces to third party systems for additional information

Currently, the MIS utilised by the GSFP secretariat consists of individual personal computers, not networked in any form, which do not share any data nor have any internet connections. The Secretariat uses the telephone and fax to request information from the Regional Monitors who then send in a manually collated report. The Secretariat then has to manually prepare a report from 10 non standardised regional reports. MIS is non existent at the Regional, District and School level. It will be necessary, therefore, to design and establish an effective MIS as part of the programme implementation or operations manual and in such a manner as to dove-tail into the existing MIS of collaborating MDAs like MoFA, MoH, and MoESS whose district level offices are the main focal points for collection of data on agriculture, health, and education.

In order to help deliver the programme objectives, all the stakeholders will have to be involved in the design of the system. Each stakeholder will need to detail their current needs and future expectations of the system. All the requirements will then be analysed in order to design a system that not only cater for present needs but can also expand easily to cater for future needs.

It will be necessary to produce a project plan for MIS which covers Requirements, Design, Build, Testing and Implementation/Roll Out.

5.1.1 End-users of MIS and information needs

End users are defined as persons or group of persons entitled to access the MIS for information or to input data. End users will consist of people from:

- District Implementation Committee
- District Assembly
- Regional Coordination Office and RPCU of the RCC
- GSFP National Secretariat
- MDAs including collaborating agencies
- The Strategic Partners in school feeding
- Donors and Donor Agencies

Access to the system will be controlled through authentication procedures, including varying authorisation levels.

5.1.2. Indicators

At the design stage, the MIS team will focus heavily on ensuring that accurate information is captured for the purpose of measuring the achievement or otherwise of the programme objectives. The M&E unit will be ultimately responsible for ensuring that the correct information is captured.

Indicators of achievement for the immediate objective of reducing hunger and malnutrition are threefold.

- a) The rate of growth in height and weight *for age* is more than the national average.
- b) The height, weight and upper arm circumference of the under fives in the target group in the GSFP should be equal to or greater than the national average by 2010
- c) Meals produced and consumed by school children during the school days

It is highly likely that other agencies already have procedures in place to measure these indicators, which can be used. Failing that, the Ministry of Health can advise on the preferred way to measure the rate of growth.

Indicators of achievement for the objective to increase school enrolment, attendance and retention are also threefold

- a) Increase enrolment in GFSP schools above the national baseline 83.3%
- b) Improve attendance in GSFP schools by 20% by the end of the programme
- c) Reduce drop out rate by 20% in GSFP schools.

These indicators of achievement will measure the overall outcome/impact of the GSFP interventions.

Indicators of achievement for the objective to boost domestic food production are threefold:-

- a) Production of farmers (linked to the GSFP or supplying to GSFP) increased
- b) Income of farmers supplying to the GSFP increased
- c) 40% of GSFP schools have established school farms

These indicators of achievement will measure the overall outcome and impact of the GSFP.

The long term objective to contribute to poverty reduction and food security will be achieved through:

- a) 8% real increase in incomes at national and community levels
- b) 8% increased employment at community level
- c) Greater availability, access, utilization, and stability of food crops at community level

GSFP can learn from partners like WFP, UNICEF, and CRS who have tried and tested procedures and apply best practice methodologies in MIS and M&E in school feeding programmes.

5.1.3 Organisations involved in data collection, entry, analysis and reporting

Data capture, entry, analysis and reporting can be done at all levels. The vast majority of data will be collected at the District Level. The data captured at the District Level by MDAs involved in programme implementation or collaborative activities should be accessible by authorised personnel at the District and Regional Levels. The MIS system should ensure that there is no need to re-compile data already available. All data compiled at the District Level should also be available to the National Secretariat for performing various analyses and producing reports.

Other parties such as the relevant MDAs (MoH, MoESS, MoFA) as well as the Strategic Partners are also involved in data collection. The M&E or Operations Manual will clearly detail the roles and responsibilities of all the relevant stakeholders. This will inform the MIS system on the relevant information required from any of these agencies. One of the key objectives of the MIS system will be to integrate procedures used in GSFP into the various systems already in operation in these collaborating agencies to the programme.

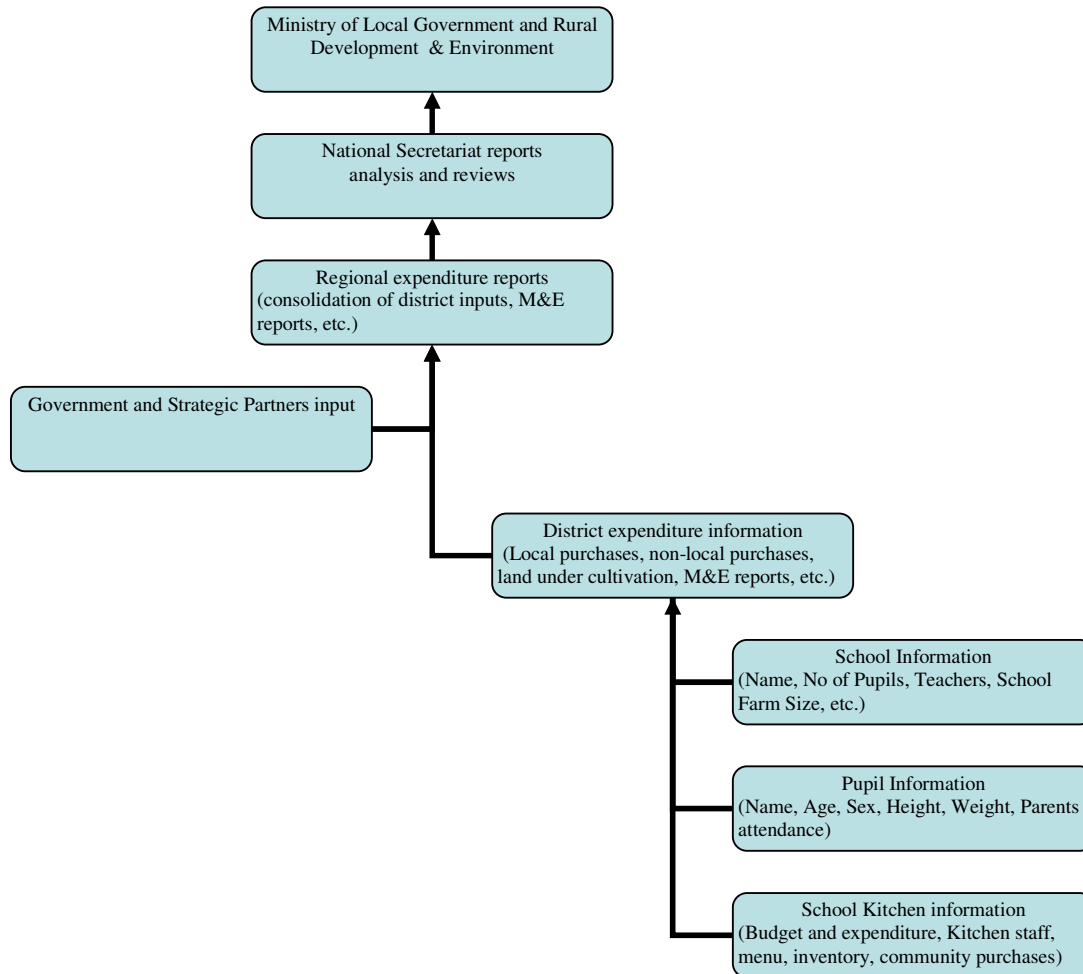
5.1.4 Reporting responsibilities and information flow

The system will have the facility to generate reports at all levels. However access to reports will be controlled by appropriate authorisation. For example a user from the SIC will only be able to generate simple reports on data pertaining to a particular school, while the National Secretariat will have access to financial reports on all districts.

As part of the Requirements Specification stage, the stakeholders will specify reports that should be produced by the system. They may already exist in a manual form or

they may be newly constructed. In either case, a physical depiction is always extremely useful to both parties.

Figure 4: Information Flow



5.1.5 Reviews/Evaluations

The MIS system will not perform reviews and evaluations. However it should hold all the data necessary for an authorised and relevant user to perform this task. It is important that the stakeholders are cognisant of the information required for the review and more importantly are able to communicate this in a timely fashion to the MIS team.

5.1.6 MIS design considerations

- It is imperative that enough resource is allocated in terms of time and qualified personnel to produce a system whose data can easily be extracted for different purposes.
- An integrated finance and procurement system can monitor funding and expenditure.

- c) The involvement of Strategic Partners ensures that the data can be made available to other National and International agencies for existing or future projects.

5.2 Monitoring and evaluation

The purpose of GSFP monitoring will be to assess how consistently the programme is operated relative to design, and how well information generated will help programme administrators and participants assess implementation. Such monitoring would ideally lead to the identification of bottlenecks in programme operation, and to suggestions of areas for improvement.

Monitoring would inform implementers on aspects of the operation such as:

- How many school children are reached and where.
- What level of inputs are being delivered: number of meals served, menu implemented relative to micronutrients required in meals served, etc.
- The quality and quantity of the activities under the GSFP, for example the training or education programmes for staff and teachers, food storage and inventory practices, the organization and participation of the community in the GSFP.
- Cost of the various components of the programme

Through monitoring, the quantity and quality of inputs and outputs will be documented.

Evaluation, on the other hand will assess the impact of the programme on the beneficiaries. It will contribute to informed decisions that could lead to the:

- Continuation of the programme in its current form.
- Discontinuation of the programme.
- Changes/improvements in the design.

Through evaluation, outcomes, impacts and benefits of the programme will be measured.

5.2.1 Monitoring Strategy

The monitoring and evaluation strategy will be participatory, involving all beneficiaries and stakeholders. Performance indicators will be developed in a participatory manner, and baseline surveys will be conducted for selected performance indicators.

Currently, there are well developed M&E systems in MoFA, MoESS, and MoH. These MDAs will be involved in the implementation of the GSFP and hence, an integrated approach to developing a comprehensive M&E plan (reviewing indicators, collecting data and conducting survey's etc.) will be adopted in consultation with these stakeholders.

It is important as part of instituting an operations manual including an M&E component, to conduct M&E workshops/consultations with the relevant MDAs to align and harmonize the GSFP M&E plan to incorporate data from the participating MDAs.

The resultant information (indicators, institutional arrangements/responsibilities, methodology etc) will be detailed in a GSFP M&E/Operations manual and used to guide programme implementers.

5.2.2 Existing Secondary Data Sources

The Ghana Statistical Service (GSS) is the lead agency for all major surveys and in the systematic compilation of statistics and indicators from all major sources of data, i.e., censuses, sample surveys, and administrative records. Though the GSS does not produce enough statistics at present to meet the wide range of needs, the limited data available through censuses and surveys are underutilized, and are generally not made available to MDAs. However, this data source could be utilized by the GSFP

The NDPC's monitoring system collects data on national poverty indicators disaggregated at the district level. The GhanaInfo is the software used for the compilation and dissemination of indicators required for monitoring GPRS II at the district, regional and national levels. This data source can also be utilized by the GSFP

A National Expenditure Tracking System (NETS) has been developed by the Ministry of Finance and Economic Planning and the Accountant-General's Department to capture all sources of public sector funds and expenditure. This system is being rolled out to MDAs. The NETS could serve as a useful link for the monitoring (at least on expenditure or inputs) of the implementation of the GSFP.

MoH, MoFA, and MoESS all have well developed M&E systems which will be a source of M&E data for the GSFP. Strategic partners are also a valuable source of M&E data.

5.2.3 Monitoring and Evaluation Structure

Monitoring will be instituted at four levels:

- School/Community
- District
- Regional
- National

5.2.3.1 School/Community Level

Most project activity monitoring will take place at the community/school level. The DIC M&E unit (which includes representatives from all the decentralized agencies) will collect GSFP primary data at this level using standardized data collection forms and input the data using the MIS system.

5.2.3.2 District Level

M&E structure of the collaborating MDAs at the district level, will become part of the District Implementation Committees (DICs) to collect and collate data from the participating schools and communities in the district. The DIC will be responsible for periodic monitoring visits to participating schools and communities.

The DIC will then submit all reports and data to the Regional GSFP Coordinating Office using the MIS system.

5.2.3.3 Regional Level

The Regional Coordination Office will be responsible for collating information from the districts through the MIS system, conduct periodic monitoring visits to verify information or data collected and provide monitoring reports to the National Secretariat.

5.2.3.4 National Level.

A monitoring and evaluation directorate will be a core part of the national secretariat. This unit will be responsible for collating all monitoring and evaluation data from all GSFP participating schools and districts. This information will be accessed through the MIS system, and they will also conduct periodic monitoring visits to the participating schools to verify information.

The M&E Unit will prepare a report at the end of every school term, and an Annual Progress report on the implementation of the programme. The report will be submitted to the Programme Steering Committee and be available to all stakeholders. The Unit would also be responsible for undertaking selected baseline studies, beneficiary surveys, impact assessment and any other necessary monitoring activities needed to assess the progress of the School Feeding programme

5.2.4 Reporting

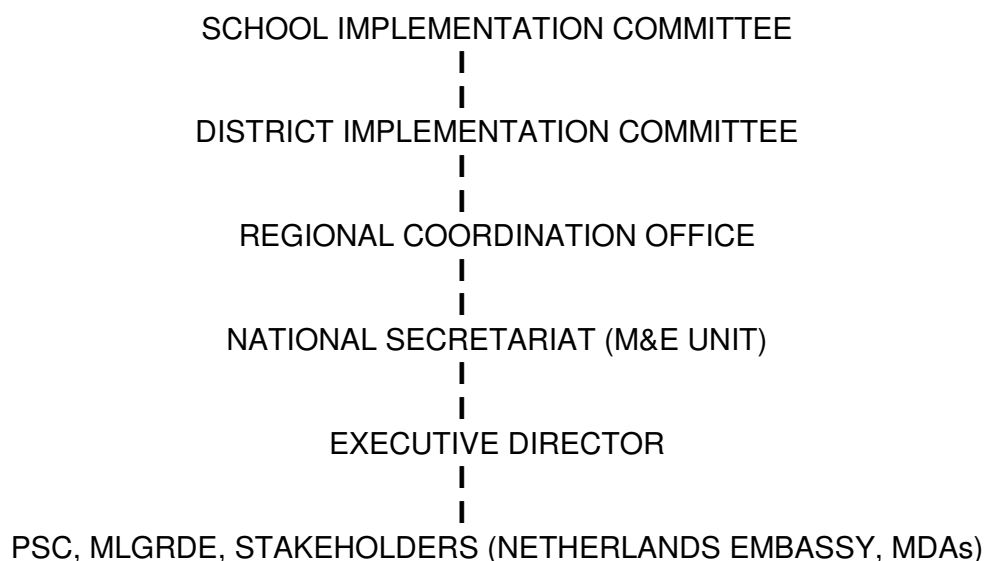
Monitoring units at all levels will submit the reports at the end of term. In addition, the National Secretariat's M&E directorate will prepare annual progress reports on the implementation and progress of the Ghana School Feeding programme which will be submitted to all stakeholders and ultimately feed back in to the policy and planning process.

5.2.5 Monitoring and Evaluation training and capacity issues

To effectively carry out M&E activities, there must be adequate capacity at all levels of the M&E system. At the school level, the head teacher and school teachers should be familiar with the programme indicators, and data collection methodology to enable them provide accurate and reliable data to the DIC's M&E teams to feed into the regional level and ultimately to the national level.

In addition, there must be an adequate number of M&E staff at all levels to carry out verification visits, to conduct other monitoring activities such as field surveys.

The National Secretariat (M&E unit) will be responsible for conducting M&E workshops/training sessions for all MDAs involved in GSFP monitoring and evaluation activities. They will also be responsible in collaboration with the sector MDAs for the education and nutrition information awareness campaigns and the community training workshops/sessions for community members



5.2.6 Indicators

A comprehensive set of SMART Indicators have been selected to measure progress of the projects implementation. It is important to liaise and consult with the relevant MDAs (NDPC, MOFA, MOH and MoESS) to ensure harmonization of some key performance indicators, as well as to prevent the duplication of data collection. These indicators will be reviewed periodically and adjusted if necessary according to the programme's needs. The indicators will be used to track project inputs, processes, outputs, outcomes of the various components of the School Feeding Programme as well as the impact of GSFP interventions. In addition, the twelve (12) indicators of achievement and other M&E tools such as Beneficiary Surveys and citizen score cards will be used to help evaluate the overall progress of the project.

In the table below are a set of input, process, project SMART indicators that will be used to measure the program implementation

GSFP Indicator Matrix

Indicator	Baseline	Target (year)	Desegr. Gender	frequency	School level	District level	Regional level	National Level
# of children enrolled			x	termly	x	x		x
Enrollment rate	83%		x	termly	x	x		x
Attendance rate			x	termly	x	x		x
Retention rate			x	termly	x	x		x
# of meal served (approved nutritionally adequate menu)				termly	x	x		
School farm established				yearly	x	x		
Availability of kitchen				yearly	x	x		
Availability of store				yearly	x	x		
Availability of water tank /access to potable water				Per school / cluster of schools	x	x		
# of help hands recruited				2 per school	x	x		
# of cooks recruited				2 per school	x	x		
# of health education sessions provided to schools and community				Bi-annually		x		
# of nutrition education sessions provided) to schools and community				Bi-annually		x		
Functioning gas cooker				1 per school	x	x		x
Baseline studies conducted/baseline info available				For all indicators		x		x
% increase in crop yield				yearly		x		x
% increase in hectare farmed				yearly		x		x
Availability of canteen				1 per school	x			
% increase in farmers income				yearly		x		x
Availability of cooking equipment				define	x			
# of GSFP pupils dewormed				Twice yearly	x			
Iodated salt used in meal preparation				Daily (school day)	x			
Access to sanitation facilities				per school	x			
GSFP community awareness program				Yearly		x		
Nutrition and health education provided to female household members				Yearly		x		
Report on appropriateness of				yearly				

food fortification								
Height/weight/age measurements conducted on children (sample group defined)			x	Twice a year	x			x
Upper arm circumference/age Measurement for kindergarten children (sample size defined)			x	Twice a year	x			x
Environmentally sustainable farming methods disseminated				continuous extension services				
Extension services provided			x	continuous extension services		x		
Farming inputs provided			x	continuous extension services		x		
Farmer based organizations sensitized			x	continuous extension services		x		
Credit provision facilitated for poor rural farmers supplying GSFP			x	continuous facilitation services		x		x
Credit provision facilitated for poor rural women traders supplying GSFP			x	continuous facilitation services		x		x

6.0 SUSTAINABILITY, RISKS AND ASSUMPTIONS

6.1 Sustainability

Incorporated into the design of the GSFP are several measures intended to achieve a gradual reduction of external dependency and, at the same time, ensure that the programme continues beyond 2010 or whenever external assistance is withdrawn. The sustainability measures put in place may be classified into three types, namely: institutional, technical and financial.

6.1.1 Institutional sustainability

The GSFP will be integrated into and utilize existing structures at district, regional and national levels. At district level, an agreement has been reached with the MLGRDE that District Assemblies, through their District Chief Executives, will be required to appoint a focal person dedicated to, or designated for, GSFP activities. This focal person will be employed by the district assembly and will be on their payroll. In addition, the District Implementation Committee of the GSFP will be made a sub-committee of the district assembly, as distinct from an ad-hoc arrangement. In the communities where the schools are located, membership of the School Implementation Committee will include the head teacher, parents, chiefs or their representatives,

church elders and other community leaders. The active involvement of the community in implementation will be a criterion for selection of schools.

At the regional level, the GSFP Regional Coordination Office will be housed in the Office of the RCC, and relate closely with the Regional Planning and Coordinating Unit (RPCU), the key operational unit of the RCC. The physical location in the same premises and direct interface with the RPCU should facilitate coordination and monitoring of district level activities including access to data, communication, sharing of resources, and indeed promote programme synergy. Furthermore, as in the districts, it should help ensure that GSFP is mainstreamed into future planning and prioritization for resource allocation in the regions.

At the national level, the MLGRDE, which has direct responsibility for the district assemblies and other local grassroots structures throughout the country, will be the oversight body. That way, arrangements agreed with the ministry can be quickly communicated to and implemented by the district chief executives and district assemblies. The Programme Steering Committee will be made up of the Ministers of collaborating MDAs which are directly, and sectorally, linked to the programme, or their designated senior officials. These include the MoFA, MoESS, and MoH, as well as others. These MDAs have officers and activities at regional and district levels, and hence will provide a key avenue for implementing the monitoring and evaluation of the programme through access to and sharing of data. Members of the steering committee will, thus, be key channels for communicating decisions to their respective officers and ensuring that GSFP activities are incorporated into their programming at local level, *inter alia*. The GSFP management also will include senior experts in the key programme objective areas to reinforce institutional and technical collaboration.

6.1.2 Technical sustainability

Technical sustainability, in this context, mainly refers to the ability of the GSFP Secretariat and its regional/district staff along with other collaborating partners to implement, support, monitor and report on the programme. Much has been achieved here already, with the GSFP operating in 200 schools in the first year. To enhance this further, the GSFP Secretariat will be restructured, and a remuneration package comparable to that of other programme or project implementation structures in the country put in, to attract well-qualified staff. The Secretariat will also employ experts in nutrition and health, agriculture and education to backstop those components and establish the technical link to the core collaborating ministries of MoFA, MoESS, and MoH.

The restructuring of the Secretariat and the benchmarking of remuneration with other programmes or projects will apply to the regional level to attract capable coordinators and monitors, who will support the implementation of the programme in their regions in collaboration with the focal point in each district. These coordinators and monitors will be equipped with cars or motor bikes, and other essential tools.

The active collaboration with MDAs and development agencies with an interest in feeding programmes (such as WFP, CRS and ADRA) should ensure that the GSFP can utilize the expertise, systems and other resources of these partners right from the onset. This is particularly important given that the major technical or strategic partners in school feeding (notably WFP and CRS) are planning to phase out their feeding programmes in the country within five years and hence can provide already established

channels and structures to complement GSFP resources. Similarly, the GSFP will welcome collaboration and offers of technical assistance from other NGOs and civil society groups, both local and foreign, with an interest in school feeding. A facilitating mechanism, in the form of a designated focal person at the Secretariat, will be set up for this purpose.

The GSFP will provide health and nutrition education to children and their parents/guardians in the participating schools to increase awareness in the community and complement school feeding. Capacity building interventions will additionally be provided to members of the SIC, DIC and others in the community to enable them play their respective roles in the programme.

6.1.3 Financial sustainability

The degree to which activities can be carried out in the long-term without donor subsidies is a core indicator of success of any development project or programme. In this respect, the GSFP has already achieved a degree of success, with the Government of Ghana providing the bulk of funding for the first year of the programme. The GSFP was actually included in the national budget in 2006 and plans are well advanced by the Secretariat, in collaboration with the MLGRDE, to do the same in the 2007 budget. Thereafter, efforts will be made to ensure that the programme becomes a permanent line in all future national budgets. Equally, sensitization has already been started and will be intensified to ensure that plans are concretized to include the GSFP in district assembly budgets as from next year. Resource allocation is always a challenge at the district level where development challenges are addressed head-on, and hence the prioritization of the GSFP support needs will constitute a major step.

Communities will also be required to contribute either in cash or kind to the programme. In-kind contributions may comprise labour in putting up infrastructure, wood fuel, condiments, vegetables, preparation and serving of meals, storage etc. Such contributions have already been provided in pilot phase of the GSFP and there are other precedents in the feeding programmes operated by WFP. In addition, there are suggestions about setting up an endowment fund at community or district level, funded by cash contributions and also income from school farms. The GSFP will examine the feasibility of these ideas as a continuation of the consultations and dialogue with district assemblies. It is important to note that innovation in this area will work best as a bottom-up process from the community level. Examples abound in other feeding programmes which have for example relied on community members to develop and implement a roster for cooking and serving meals.

Finally, as indicated earlier, other agencies some with support of major development partners operate feeding programmes in Ghana, notably WFP and CRS. These are planning to phase out their interventions in this area within the next five years. The GSFP is in active discussions with these agencies to ensure a smooth transfer of operations and resources. In this context, WFP has already pledged to support the GSFP reach 100,000 children in five regions. This will be a significant contribution towards programme targets and should free up GoG resources to scale up the programme further beyond the contemplated target of 1.04 million.

Other specific sustainability measures are outlined in the table below

Sustainability Measures

Institutional, technical and financial including:

- Community ownership/involvement/contribution in design and implementation
- Use of existing structures at national, regional and district levels
- Inclusion of the GSFP in district and regional plans
- Dedicated/designated focal point for GFSP in district assemblies
- Involvement of collaborating MDAs on Programme Steering Committee
- Decentralizing implementation to include procurement at the district/community level
- Ensuring purchases of food crops from farmers especially women (target – 80%) using environmentally sustainable methods
- Facilitating support for local farmers e.g., input, equipment, finance
- Outsourcing preparation and serving of meals to private sector and community
- Environment: encourage use of community wood lots and biogas for fuel
- Infrastructure: Put in structures (kitchen, store, dining hall) before programme end and maintain
- Providing health and nutrition education (including malaria and HIV/AIDS) to children and their parents/guardians in participating schools
- Capacity building of members of SIC, DIC and other stakeholders in the community to implement and monitor programme
- Restructuring GSFP Secretariat to attract well-qualified people including in-house technical experts in core programme components e.g. nutrition, agriculture
- Active collaboration with MDAs, development partners, NGOs and civil society groups to implement activities and deliver outputs
- Securing contribution of the communities including parents and guardians in cash and kind
- Ensuring programme is included as a permanent line item in budgets at national and district level.
- Assuring injection of 80% of feeding budget into the local economy to begin to strengthen household and community incomes and generate resources that will directly improve the status of poor families.

6.2 Risks and Assumptions

6.2.1 Risks

There are four main risks associated with this project which might impact on the outcome. These risks and the steps taken to mitigate against them are set out below.

Risk assessment and mitigation	
Risks	Mitigation
Lack of collaboration, disputes and even rivalry amongst MDAs and also between some of these MDAs and the GSFP Secretariat	<ul style="list-style-type: none"> • Extensive consultations have taken place at national, regional and district levels in programme design, with agreement secured on key aspects of programme • Roles and responsibilities of different parties have been spelt out in the programme implementation framework and will be further detailed in the operation manuals • Senior representatives of major stakeholders will sit on the Steering Committee • Programme implementation will be coordinated with MDAs and GSFP at the PSC and DIC
Inadequate funding to undertake the various activities that the project proposes to do	<ul style="list-style-type: none"> • GSFP was in the national budget for 2006 and will be included also in 2007. Efforts are taking place to ensure that it becomes a permanent line item • Discussions have taken place with MLGRDE and DCEs to ensure that GSFP is included in DA budgets for 2007 and annually thereafter • Discussions have taken place with WFP and CRS and WFP has already agreed to support GSFP reach 100,000 children in 5 regions • The Dutch Government provided funding in 2006 and has indicated its commitment to provide further financial support
Low or insufficient involvement, commitment and buy-in of the district assemblies and communities	<ul style="list-style-type: none"> • 20 DAs including their chief executives as well as other stakeholders have been consulted in programme design and their consent sought • The buy-in, commitment and involvement of the community is a pre-requisite for introducing the GSFP in any school • Agreement has been reached with the MLGRDE for each DA to have a dedicated or designated person for GSFP
Mission drift and over-ambitious objectives	<ul style="list-style-type: none"> • The programme concept is one of providing school children with one hot, nutritious meal a day using locally-grown foods. The design focuses on this and three immediate objectives. • Attempts have been made to avoid the temptation to try to solve other development problems or to do too much too quickly.

6.2.2 Assumptions

- Government funding will be forthcoming
- Donor contribution is available and adequate
- MDAs will carry out their roles and commitments
- Most schools in the urban areas might not have land available for farming.
- Majority of basic public/primary are available in the urban areas.
- Funding institutions and extension services will support the programme
- Funds for feeding are released on a timely basis
- MDAs collect data routinely and make them available to the Programme.
- Local household food security, especially of the poor, is not affected adversely by the increased demand for food commodities through the GSFP.

The successful implementation of the GSFP is based on the following assumptions:

1. That government commitment and funding will be available.

Programme efforts

In 2006, the government allocated funds in the national budget to the GSFP. For 2007, preparations are underway for the GSFP to submit its budget request through the MLGRDE. The GSFP together with the MLGRDE will ensure that the GSFP remains a permanent line item in the national budget.

2. That donor contribution is available and adequate

Programme efforts

Much discussion has taken place locally with the Royal Netherlands Embassy and also with government officials in the Hague. The Embassy has indicated their government's commitment to support the GSFP with unspecified amounts.

3. That MDAs will carry out their roles and responsibilities

Programme efforts

The MDAs implicated in the GSFP will be represented on the Programme Steering Committee at ministerial or chief director/director level. In the districts, their directors will be on the District Implementation Committee. In both of these structures, accountability will be required and MDAs will be expected to report on progress in carrying out their roles and responsibilities.

4. Most schools in the urban areas may not have land for farming.

Programme efforts

In such cases, they will be exempt from farming. The emphasis on school farms is on rural areas, where the incidence of poverty tends to be high.

5. Funding institutions and extension services will support the programme.

Programme efforts

The GSFP Secretariat, in collaboration with the DAs, will facilitate access to finance from potential micro finance institutions, rural banks and other organizations for participating farmers. This might be done through letters of support or by identifying and negotiating favourable terms for applicant farmers. MoFA officials in districts will provide and/or arrange extension services.

6. Funds for feeding are released on a timely basis.

Programme efforts

The operational manuals will stipulate that funds for feeding be released to the districts and the SIC before the beginning of the school term. The GSFP will have to plan ahead of time to avoid delays.

7. MDAs collect data routinely and make these available to the programme

Programme efforts

The GSFP will make use of MDA representatives on the PSC and DIC to ensure collection and reporting of baseline and monitoring data relevant to the programme

8. The local household food security, especially of the poor, is not affected adversely by the increased demand for food commodities through the GSFP

Programme efforts

Poor rural households will increase their incomes from sales to GSFP by selling food not intended for their own subsistence. Moreover, increased incomes will strengthen their capacity to purchase food during the lean seasons when hunger is at its peak. On balance, the improvements in income brought about by the market created through the GSFP for farm outputs is expected to favour poor rural households. The motivation of a ready market to farmers to produce more will also help to reduce cost pressures that may emerge from the increasing demand from the school feeding programme purchases.

7.0 INPUTS, BUDGET AND FINANCING

7.1 Budget Summary and Assumptions

7.1.1 Highlights of the 4-Year Projected Expenditure [2007-2010]

The table below highlights the key budget items that form the expenditure projections of the GSFP for the 4 years beginning 2007 and ending 2010. It indicates the sources of funding (GoG including direct budget support, as well as MMDAs and collaborative ministries, and Donors) to be arranged to meet the projected expenditures in order to support successful programme implementation over the period.

Indeed, emphasis must be placed on the fact that separate budget estimates have been provided for the collaborative activities expected from core MDAs and MMDAs. Given the institutional arrangements and programme management approach that focus implementation on the district assemblies and MDAs, these collaborative ministries and MMDAs are expected to provide budgetary allocations to cater for their expected roles and activities in support of the GSFP.

GSFP: HIGHLIGHTS OF THE 4-YEAR PROJECTED EXPENDITURE [2007 - 2010]						
	2007	2008	2009	2010	TOTAL	
NUMBER OF SCHOOLS COVERED	900	1,600	2,220	2,900	N/A	
NUMBER OF CHILDREN FED	320,000	560,000	800,000	1,040,000	N/A	
BUDGET COST ANALYSIS:	US\$	US\$	US\$	US\$	US\$	RATIO
Feeding Cost (Food Purchases)	20,856,522	37,411,386	54,780,958	72,995,626	186,044,492	87.89%
Personnel & Administrative Cost	1,354,778	1,251,735	1,251,735	1,251,735	5,109,983	2.41%
Other Operations Cost	103,261	141,304	141,304	141,304	527,174	0.25%
Capital Cost (Investments)	1,856,666	2,659,761	2,638,817	2,764,210	9,919,455	4.69%
5% Contingency	1,208,561	2,073,209	2,940,641	3,857,644	10,080,055	4.76%
SUB-TOTAL.....:	25,379,789	43,537,396	61,753,454	81,010,519	211,681,158	100.00%
Collaborative Supports:						
De-worming - MOH	1,043,200	1,825,600	2,608,000	3,390,400	8,867,200	
Research (Food Security)- MOFA	20,000	20,000	20,000	20,000	80,000	
District Assemblies	11,964,222	20,464,222	27,130,889	33,797,556	93,356,889	
SUB-TOTAL.....	13,027,422	22,309,822	29,758,889	37,207,956	102,304,089	
GRAND TOTAL.....	38,407,211	65,847,218	91,512,343	118,218,475	313,985,247	
FUNDING ARRANGEMENTS						
Government of Ghana						
Dutch Government						
Others						

7.2 Key Assumptions For The Projected Expenditure [2007 – 2010]

7.2.1 Personnel Emoluments

7.2.1.1 Gross Salaries & Allowances

This is proposed salaries for current and anticipated staff to be engaged over the program period 2007 to 2010. The amount is inclusive of accommodation and all related, medical, leave travelling costs, utilities and any other personal living cost. **Schedule 3** provides full details of proposed salaries and allowances.

7.2.1.2 Social Security Contributions

The SSNIT Contribution by the employer is calculated as 12.5% of the total Gross Salaries.

7.2.2 Administration Costs

7.2.2.1 Training, Workshops, Conferences

Training and seminars will be conducted for caterers/cooks. Also, workshops and conferences will be held for District Implementation Committees (DICs), School Implementation Committees (SIC), Stakeholders and others.

7.2.2.2 Foreign Travels

This budget line is meant for all foreign travels to attend international conferences on school feeding and food security.

7.2.2.3 Office Supplies

This includes stationery and other office accessories.

7.2.2.4 Development of Management Information Systems

This relates to development of MIS for Monitoring and Evaluation, Database of Beneficiary Schools, Warehouse and Inventory, Finance and Payroll. The budget line involves an initial MIS set up cost of \$100,000 to be undertaken in 2007 and thereafter \$10,000 for maintaining the MIS each year.

7.2.2.5 Documentations

This budget item relates to cost of publication of newsletters and other public educational materials on the GSFP.

7.2.2.6 Fuel & Maintenance

This involves the cost of fuel and regular maintenance of current and anticipated vehicles to be purchased for the program.

7.2.2.7 Consultancy Services

This includes costs for the preparation of Operational Manual, Baseline Studies and Project Evaluation.

7.2.3 Operational Costs

7.2.3.1 Feeding Cost

Cost of food purchases and other condiments for food preparation. This is estimated to be increased by 2.5% above the current ₪3,000 per child a day beginning 2007.

7.2.3.2 Distribution of Kitchen Inputs

Cost of distributing various kitchen inputs to beneficiary schools across the country.

7.2.3.4 Sensitisation & Capacity Building

Sensitisation and capacity building for programme institutions and communities for ownership and sustenance of the programme.

7.2.4 Investments (Capital Costs)

7.2.4.1 Kitchen Inputs

Various cooking materials and accessories for all beneficiary schools. See **Schedule 2** for details.

7.2.4.2 Polytanks (Rambo 1000)

This includes the cost of polytanks for the additional schools to be covered over the programme period 2007 to 2010. See **Schedule 2** for detailed breakdown.

7.2.4.3 Office Renovation & Maintenance

The current office space needs renovation. Also an anticipated additional space is being sought for as annex and the cost include any renovation works that may become necessary. See **Schedule 4**.

7.2.4.4 Sign Boards

This cost is based on two (2) sign boards per beneficiary school throughout the country. See **Schedule 2** for details.

7.2.4.5 Vehicles (Operations, Monitoring & Evaluation)

All the ten (10) regional GSFP secretariats are expected to be provided with Double Cabin Pick-Ups in addition to the current 2 Double Cabin Pick-Ups at the National GSFP Secretariat. In addition, 1 official saloon car will be purchased for the Executive Director. See **Schedule 4** for details on the purchase of motor vehicles, motorbikes and the expected replacements.

7.2.4.6 Office Equipments & Furniture

Schedule 4 provides details of the necessary office equipments and furniture.

7.2.5 Collaborative Support From Ministries and DAs

7.2.5.1 Research Into Value Added Programs By MOFA

Research into value added long shelf life crops for the GSFP to ensure food security. Example food fortification. The Ministry of Food and Agriculture is expected to make budgetary allocations for this to support the GFSP.

7.2.5.2 De-worming Exercise By MOH

Cost of de-worming of all children in beneficiary schools estimated at ₪30,000 or \$3.26 per child in a year. **See Schedule 5** for details. The Ministry of Health is expected to make the necessary arrangements and budgetary allocations to support the de-worming program.

7.2.5.3 District and Sub-district level Costs

District Assemblies as implementing partners on the ground are expected to provide minimal facilities for the schools – kitchens/cooking areas, storage facility, and where possible eating sheds – as well as designate a dedicated district focal person or liaison officer for the programme, and also hire cooks/matrons and helpers to do the actual cooking and conduct the feeding. All these collaborative activities are also budgeted for separately in the auxiliary budget. **See Schedule 5** for details

Annexes

I. Programme Logframe

II. Programme Budget & Analysis

III. Action Plan 2007 - 2010

Annex I

Programme Logframe

GHANA SCHOOL FEEDING PROGRAMME
Log Frame 2007-2010

Project Structure	OVI s	MOV s	Assumptions
Long-Term Objective			
Contribute to poverty reduction and food security	<ol style="list-style-type: none"> 1. 8% real increase in incomes at national and community levels 2. 8% Increased employment at community level 3. Greater availability, access, utilization, and stability of food crops at community level 	<ol style="list-style-type: none"> 1. Baseline Data 2. GLSS 3. MoFA statistics 	
Immediate Objectives			
Reduce hunger & malnutrition	<ol style="list-style-type: none"> 4. The rate of growth in height and weight for age is more than the national average. 5. The height, weight and upper arm circumference of under fives in target group should be equal or greater than the national average by 2010. 6. Meals produced and consumed by school children during the school days 	<ol style="list-style-type: none"> 1. Baseline Data 2. National Statistics 3. Semi or Annual Checks 	<ol style="list-style-type: none"> 1. Government funding will be forthcoming 2. Donor contribution is available and adequate 3. MDAs carry out their roles and commitments
Increase school enrolment, attendance and retention	<ol style="list-style-type: none"> 4. Increase enrolment in GSDP schools above the national baseline 83.3% 5. Improve attendance in GSFP schools by 20% by the end program 6. Reduce drop out rate by 20% in GSFP schools 	<ol style="list-style-type: none"> 1. Baseline Data, 2. School records 3. District Education records 	
Boost domestic food production	<ol style="list-style-type: none"> 1. Production of farmers (linked to the GSFP or supplying to GSFP) increased 	<ol style="list-style-type: none"> 1. Baseline data 2. MoFA statistics 	<ol style="list-style-type: none"> 1. Most schools in the urban areas might not have land available for farming.

	<ol style="list-style-type: none"> 2. Income of farmers supplying to the GSFP increased 3. 40% of GSFP feeding schools have established school farms. 		<ol style="list-style-type: none"> 2. Majority of basic public/primary are available in the urban areas. 3. Funding institutions and extension services will support the programme.
Outputs			
<p>[Objective: Reduce hunger and malnutrition]</p> <p>All primary and kindergarten children in participating GSFP schools receive one nutritionally adequate meal per school day</p>	<ol style="list-style-type: none"> 1. A kitchen, store, cooking equipment and water tank provided to every participating school or cluster of schools 2. Caterers and help hands recruited per each school or cluster catering outsourced to private providers 3. Meals prepared and consumed by school children every day 4. Health and nutrition education provided to schools and communities 	<ol style="list-style-type: none"> 1. Regular monitoring reports 2. Meals follow approved menu 	Funds for feeding are released on a timely basis
Baseline data produced	<ol style="list-style-type: none"> 1. Baseline survey conducted 2. Relevant statistics from MoFA, GES, MOH and other partners at national and district level 	<ol style="list-style-type: none"> 1. Report Baseline statistics available 2. Data from participating MDAs available 	MDAs collect data routinely and make them available.
1,040,000 children fed every school day by 2010	<ol style="list-style-type: none"> 1. Meals provided to cover primary schools by 2010 as follows: 2007 – 900 schools; 2008 – 1,560 schools; 2009 – 2,220 schools; 2010 – 2,900 schools. 2. Funding from the national and district budget allocated to meet designated part of program cost 		

	3. Private sector caterers contracted or cooks employed, as appropriate 5. Structures and systems put in place to monitor performance		
Outputs			
[Objective: Increase school enrolment, attendance and retention] Enrolment in GSFP schools increased Attendance in GSFP schools improved Baseline data produced Drop out rate in schools reduced	1. 10% increase in enrolment from baseline. 2. 20% increase in attendance from baseline. 3. Base line studies conducted. 4. 20% reduction in drop-out rate		
[Objective: Boost domestic food production] Production of local farmers increased Income of local farmers increased (1.35 trillion cedis) or 80% of food spending spent on purchasing locally grown food. Baseline data produced	1. 5% increase in food crop yield per acre/hectare 2. 10% increase in hectarage farmed. 3. 8% increase in farmers' income. 4. 80% of total amount of money spent on purchasing food grown locally. 5. Base line studies conducted. 6. 20 model schools in 20 districts established in 2007 and 30 per annum thereafter.		
Activities			
[Output 1: All primary and kindergarten children in participating schools receive one nutritious meal per school day.] 1. Provide kitchens, stores, cooking equipment, water tanks and utensils 2. Contract/Recruit caterers and help hands to			

<p>cook and serve meals</p> <ol style="list-style-type: none"> 3. Procure and transportation of food items to school stores 4. Prepare and serve a nutritious, well balanced meal with micro nutrients supplements every day to every child in school 5. Construct water facility or otherwise ensure access to potable water through mains pipe, boreholes, rain harvesting techniques or water tankers 6. Construct or otherwise ensure access to sanitation (notably toilet and washing) facilities 7. Provide nutrition and health education to households in community, especially female members 8. Build capacity of communities/schools in maintenance of water and sanitation facilities as well as in nutrition and health education 9. Select and fully equip flagship model schools and fast track implementation to serve as demonstration centres 			
<p>[Output 2: Baseline data produced]</p> <ol style="list-style-type: none"> 1. Conduct and institute a baseline survey as part of the MIS for the programme 2. Liaise with MDAs and partners, at national and district level, in data collection 3. Train the SIC, DIC, regional coordinators and monitoring staff to be able to capture, enter and analyse data on programme performance and report accordingly 4. Hold monthly or bi-monthly meetings at district level to assess progress and performance and report accordingly to GSFP Secretariat 			
<p>[Output3 : 1.04 million poor children fed every school day by 2010]</p> <ol style="list-style-type: none"> 1. Scale up the feeding programme over the 			

<p>period to cover all primary schools by 2010 as primary schools by 2010 as follows: 2007 – 900 schools; 2008 – 1,560 schools; 2009 – 2,220 schools; 2010 – 2,900 schools (assuming about 12% growth in number of public primary schools over the period)</p> <ol style="list-style-type: none"> 2. Secure adequate programme funding, from national budget allocation and donors, to meet increasing numbers 3. Contract private sector caterers, alongside employment of cooks, to prepare and serve meals 4. Put in place structures and systems to manage and monitor performance 5. Incorporate the programme in national budget, district assembly common funds and at community level to ensure continuity 			
<p>[Output 4: [Higher growth rate of height and weight for age than national average]</p> <ol style="list-style-type: none"> 1. Provide lunch (of adequate quantity, fortified with micronutrients and prepared with iodated salt), following set menus, to all children in participating schools every school day 2. Supply at least one functioning water tank per school 3. Improve/ensure access to safe, potable water and sanitation facilities 4. Conduct regular checks of BMI of a sample of children and report findings to SIC, DIC and GSFP Secretariat for appropriate action 5. Provide nutrition and health education to parents, especially female members of households 			
<p>[Output 5: Enrolment in GSFP schools increased]</p>			

<ol style="list-style-type: none"> 1. Community education to create/increase awareness of GSFP 2. Approach community leaders/chiefs for assistance in publicising the programme 3. Provide nutritious meal every school day 4. Continuous sensitization of parents on their roles and responsibilities toward the supervision of their children's education 5. Facilitate clustering of schools 			
<p>[Output 6: Attendance and retention]</p> <ol style="list-style-type: none"> 1. Provide a nutritious meal every school day 2. Deworm the children 3. Provide potable water for school children 4. Provide adequate and timely supply of teachers and learning materials 5. Provide adequate infrastructure based on GES standards (classrooms and furniture) and essential learning package (toilets, urinals, water, etc.) 6. Implement GES norms on pupil teacher ratios (PTR). 7. Provide health education in all schools 8. Ensure regular marking and closing of registers in all schools 9. Provide equipment for co-curricular activities (e.g. football, volley ball and formation of school clubs) 10. Regularly organise open days 			
<p>[Output 7: Income of local farmers increased]</p> <ol style="list-style-type: none"> 1. Purchase food for school feeding from local producers 2. Facilitate credit from rural banks and other financial institutions for farmers involved in the program 3. Specially target women farmers supplying 			

the program for provision of credit facilities and services.			
<p>[Output 8: Production of local farmers increased using environmentally-sustainable methods.]</p> <ol style="list-style-type: none"> 1. Liaise with MoFA and interested NGOs (e.g. Technoserve) to provide extension services to participating farmers 2. Facilitate the provision of inputs – water, seedlings, agro-chemicals, implements, organic manure etc 3. Facilitate access to credit to rural banks, micro finance institutions or other financial institutions 4. Fast track above activities in model schools to serve as demonstration centres 5. Facilitate formation of Farmer Based Organisations (FBOs) with particular emphasis on women’s cooperatives to receive targeted services 			
<p>[Output 9: Farms started in participating schools.]</p> <ol style="list-style-type: none"> 1. Secure land in the consultation with the local chiefs and community leaders 2. Arrange with MOFA and related programmes to provide inputs for the school farms 3. Recruit a farm manager and labourers from the community 4. Plant crops based on the school menu 5. Fast track above activities in model schools to serve as demonstration centres 			

Annex II

Programme Budget & Analysis

GHANA SCHOOLS FEEDING PROGRAMME [GSFP]						
4-YEAR PROJECTED EXPENDITURE [2007 - 2010]						
	2007	2008	2009	2010	TOTAL	RATIO
NUMBER OF SCHOOLS COVERED IN PROGRAMME (360 pupils each)	889	1,556	2,222	2,889	N/A	
NUMBER OF SCHOOL CHILDREN FED EACH SCHOOL DAY	320,000	560,000	800,000	1,040,000	N/A	
	US\$	US\$	US\$	US\$	US\$	
PERSONNEL EMOLUMENTS						
Gross Salaries & Allowances	805,600	805,600	805,600	805,600		
Social Security Contributions (12.5%)	100,700	100,700	100,700	100,700		
	906,300	906,300	906,300	906,300	3,625,200	1.71%
ADMINISTRATION						
Training, Workshops, Conferences	86,957	173,913	173,913	173,913		
Travel (Foreign)	21,739	21,739	21,739	21,739		
Office Supplies	16,304	16,304	16,304	16,304		
Development of Management Information Systems	100,000	10,000	10,000	10,000		
Documentations	10,870	10,870	10,870	10,870		
Fuel & Maintenance	62,609	62,609	62,609	62,609		
Consultancy: 1) Operations Manual	50,000	0	0	0		
2) Baseline Studies (Design & Training)	50,000	0	0	0		
3) Project Evaluation (Include Review & Workshops - annually)	50,000	50,000	50,000	50,000		
	448,478	345,435	345,435	345,435	1,484,783	0.70%
OPERATIONS						
Feeding Cost (Food Purchases)	20,856,522	37,411,386	54,780,958	72,995,626	186,044,492	87.89%
Distribution of Kitchen Inputs	38,043	76,087	76,087	76,087		
Sensitisation & Capacity Building (Program Institutions & Communities)	65,217	65,217	65,217	65,217		
	20,959,783	37,552,690	54,922,262	73,136,931	186,571,666	88.14%
INVESTMENTS						
Kitchen Inputs & Replacement	647,283	1,834,399	1,618,207	1,941,848		
Polytanks (Rambo 1000)	351,449	702,899	702,899	702,899		
Office Renovation and Maintenance	19,783	0	0	0		
Sign Boards	36,232	72,464	72,464	72,464		
Motor Vehicles (for operations, including monitoring & evaluation field work)	710,935	50,000	190,217	47,000		
Office Equipment & Furniture	90,985	0	55,030	0		
	1,856,666	2,659,761	2,638,817	2,764,210	9,919,455	4.69%
TOTAL	24,171,227	41,464,186	58,812,814	77,152,876	201,601,103	
5% Contingency	1,208,561	2,073,209	2,940,641	3,857,644	10,080,055	4.76%
GRAND TOTAL	25,379,789	43,537,396	61,753,454	81,010,519	211,681,158	100%

SCHEDULE 1 - FEEDING COST (Including Food Purchases)

		2007	2008	2009	2010
Number of Schools		889	1,556	2,222	2,889
Number of Pupils Per School		360	360	360	360
Total Number of Pupils		320,000	560,000	800,000	1,040,000
Cost of Feeding Per Child¢	3%	3,075	3,152	3,231	3,311
Total Cost of Feeding All Pupils Per Day¢		984,000,000	1,765,050,000	2,584,537,500	3,443,896,219
Total Cost of Feeding All Pupils Per Term @ 65 Days¢		63,960,000,000	114,728,250,000	167,994,937,500	223,853,254,219
Total Cost of Feeding All Pupils Per Year @ 195 Days¢		191,880,000,000	344,184,750,000	503,984,812,500	671,559,762,656
US\$ Equivalent of Estimated Total Feeding Cost	¢9200/\$1	20,856,522	37,411,386	54,780,958	72,995,626

SCHEDULE 2 - CAPITAL COST: INPUTS SUPPLIES					
SET OF KITCHEN INPUTS PER SCHOOL					
Description	Quantity	Cost Per Unit	Total	Total	
		€	€	US\$	
35.7 Litre Gas Cylinder	4	390,000	1,560,000	169.57	
Plastic Bins - Large	4	110,000	440,000	47.83	
LP Gas Regulator	3	170,000	510,000	55.43	
Kitchen Knives	5	18,000	90,000	9.78	
Iron Frying Pans	2	135,000	270,000	29.35	
Iron Cooking Pots	3	350,000	1,050,000	114.13	
Service Pans	5	475,000	2,375,000	258.15	
Rim Gas Stove (commercial cooking size and regulator)	1	650,000	650,000	70.65	
Sponge Net	6	20,000	120,000	13.04	
Plastic Bowl	6	20,000	120,000	13.04	
Earth Ware	2	25,000	50,000	5.43	
Steel Plates	360	5,500	1,980,000	215.22	
Steel Cups	360	12,500	4,500,000	489.13	
Table Spoons	360	2,000	720,000	78.26	
Wooden Laddle	4	30,000	120,000	13.04	
Liquid Soap (Galons)	50	65,000	3,250,000	353.26	
Gas Hose	4	15,000	60,000	6.52	
Estimated Cost of Kitchen Inputs Per School			17,865,000	1,942	
PROJECTIONS FOR INPUT SUPPLIES	2007	2008	2009	2010	TOTAL
Number of Schools To Be Added Per Year	333	667	667	667	2,333
Kitchen Inputs & Replacements	US\$	US\$	US\$	US\$	US\$
Estimated Cost of Kitchen Inputs Per School	1,942	1,942	1,942	1,942	
Cost of Additional Kitchen Inputs to be Supplied	647,283	1,294,565	1,294,565	1,294,565	
Provision for Replacement of Kitchen Inputs	-	539,834	323,641	647,283	
Total Estimated Cost of Kitchen Inputs (Annually)	647,283	1,834,399	1,618,207	1,941,848	6,041,736
Polytanks					
Estimated Cost of 1 Rambo 1000 Polytank	1,054	1,054	1,054	1,054	
Total Estimated Cost of Additional Polytanks	351,449	702,899	702,899	702,899	2,460,145
Sign Boards					
Estimated Cost of 1 Sign Board	54	54	54	54	
Total Estimated Cost of Additional Sign Boards	36,232	72,464	72,464	72,464	253,623
Distribution of Kitchen Inputs					
Estimated Distribution Cost Per School	114	114	114	114	
Total Estimated Cost of Distributing Kitchen Inputs	38,043	76,087	76,087	76,087	266,304

NOTES:

50% of all Kitchen Inputs Purchased are Replaced after 3 years
 Sign Board: 2 Sign Boards for Each Beneficiary School

SCHEDULE 3 - PROPOSED REMUNERATION

Position	Number	Monthly Cost US\$	Annual Cost Per Staff US\$	Total Annual Cost US\$
Executive Director	1	4,167	50,000	50,000
Senior Experts	6	2,500	30,000	180,000
Middle Level Managers (including 10 RCOs, IA, and SA)	12	1,500	18,000	216,000
Functional Managers	10	1,167	14,000	140,000
Support Staff:				
1) National Secretariat Programme Officers	4	700	8,400	33,600
2) Regional Monitoring Assistants	20	500	6,000	120,000
3) Stenographer Secretary	12	333	4,000	48,000
4) Receptionist	1	250	3,000	3,000
5) Drivers	3	250	3,000	9,000
6) Messenger	1	167	2,000	2,000
7) Security Guards	2	167	2,000	4,000
TOTAL	72	11,700	140,400	805,600

NOTES:

Proposed Remuneration: this includes basic salary plus all other allowances consolidated (rent, utilities, medical, etc. customary to such contracts) but excluding fuel for officially allocated vehicles which shall be governed by a specific usage policy.

Middle Level Managers: this includes 10 Regional Coordination Officers, 1 Internal Auditor, and 1 Special Assistant to the Executive Director

Stenographer Secretary: 2 for the National Office and 1 for each Regional Coordination Office

Other Support Staff: Receptionist, Drivers, Messengers, and Security Guards are for the National Secretariat only

SCHEDULE 4 - CAPITAL COST: EQUIPMENT, FURNITURE & OTHERS							
Description	Qty	Unit Cost	Total	Total	Replacements		
				2007	2008	2009	2010
Office Equipments & Furniture:		¢'000	¢'000	US\$	US\$	US\$	US\$
Set of Desk & Drawer (160cm)	5	3,960	19,800	2,152			
Swivel Chairs	5	1,265	6,325	688			
Conference Chairs	12	650	7,800	848			
Office Filing Cabinets (3 Drawers)	5	1,560	7,800	848			
Steel Filing Cabinets	2	3,000	6,000	652			
Visitors Stuffed Chairs	5	680	3,400	370			
Fax Machines	11	4,860	53,460	5,811			
Laptop Computers	33	13,000	429,000	46,630		46,630	
Pentium 4, 4GHZ, CPU	12	13,000	156,000	16,957			
Black and White Laser Printer (medium speed)	12	6,440	77,280	8,400		8,400	
Digital Camera A400	13	5,400	70,200	7,630			
Sub-Total			837,065	90,985	-	55,030	-
Office Renovation:							
Current Secretariat			150,000	16,304			
Anticipated Annex			32,000	3,478			
Sub-Total			182,000	19,783			
Motor Vehicles							
Official Saloon Car For Executive Director	1	280,600	280,600	30,500			
Double Cabin Pick-Up Trucks	12	230,000	2,760,000	300,000	50,000		
Motorbikes	140	25,000	3,500,000	380,435		190,217	
Four Wheel Drive	1	432,400	432,400				47,000
Sub-Total			6,973,000	710,935	50,000	190,217	47,000

NOTES:

Fax Machines - 1 for National Secretariat and 10 for the Regional Coordination Offices

Laptops - All Experts and Managers including National Programme Officers and Regional Coordination Officers

Pentium 4 PCs - 2 for the National Secretariat and 10 for the Regional Coordination Offices

Printers - 2 for the National Secretariat and 10 for the Regional Coordination Offices

Digital Camera - 3 for the National Secretariat and 1 for each Regional Coordination Office

Official Saloon Cars: 1 car for Executive Director estimated about \$30,500

Double-Cabin Pick-up Trucks - 2 additional for the national secretariat and 1 for each Regional Coordination Office

Motorbikes: 2 Motorbikes for the National Secretariat and 1 for each district for monitoring purposes estimated at \$2,700

Replacements: Laptops and Printers will be replaced in 2009.

The Existing 2 Double-Cabin Pick-Ups at the National Secretariat will be replaced in 2008.

The Existing Four Wheel Drive for the Executive Director will be replaced in 2010 at about \$47,000

50% of Motorbikes will be replaced in 2009.

AUXILIARY BUDGET FOR COLLABORATIVE ACTIVITIES

DISTRICT ASSEMBLIES, BENEFICIARY COMMUNITIES & SCHOOLS

Personnel Emoluments:						
Position	US\$	2007 US\$	2008 US\$	2009 US\$	2010 US\$	TOTAL US\$
District Coordinators (Focal Person) Annual Emolument	4,000	552,000	552,000	552,000	552,000	2,208,000
Matron (Annual Emolument)	2,000	3,555,556	6,222,222	8,888,889	11,555,556	30,222,222
Cooking Assistants (Annual Emolument)	1,500	5,333,333	9,333,333	13,333,333	17,333,333	45,333,333
Total Emoluments		9,440,889	16,107,556	22,774,222	29,440,889	77,763,556
Sitting Allowance for DIC Members:						
Allowance Per Sitting Per Member	20					
Number of Members	10					
Number of Sittings in a Year	12					
Total Estimated for 1 District (annually)	2,400	331,200	331,200	331,200	331,200	1,324,800
Provision of Infrastructure:						
Estimated Cost of Constructing Kitchen, Dinning Hall & Store Per School	5,000					
Estimated Cost of Constructing Platform for Polytank Per School	500					
Total Estimate for 1 Beneficiary School	5,500	1,833,333	3,666,667	3,666,667	3,666,667	12,833,333
Other Operations Cost:						
Fuel & Maintenance Per District Annually (Monitoring)	2,600	358,800	358,800	358,800	358,800	1,435,200
Sub-Total		11,964,222	20,464,222	27,130,889	33,797,556	93,356,889
MINISTRY OF FOOD & AGRICULTURE (MOFA)						
Research - Value Added Programs (Long Shelf Life Crops for Food Security)		20,000	20,000	20,000	20,000	80,000
MINISTRY OF HEALTH (MOH)						
Cost of De-worming Pupils:						
Total Number of Pupils		320,000	560,000	800,000	1,040,000	
Yearly Cost of De-worming Per ChildUS\$		3.26	3.26	3.26	3.26	
Estimated Total De-worming CostUS\$		1,043,200	1,825,600	2,608,000	3,390,400	8,867,200
TOTAL (COLLABORATIVE SUPPORT FOR GSFP)		13,027,422	22,309,822	29,758,889	37,207,956	102,304,089

NOTES:

Personnel Emoluments: is inclusive of Employers SSF Contribution

District Coordinators: Recruitment of 138 Focal Persons at the District Assemblies

Matrons: Engagement of 2 matron for each beneficiary school by the DAs

Cooking Assistants: Engagement of 4 helpers for each beneficiary school by the DAs

Annex III

Action Plan 2007 - 2010

Programme Critical Path Activities: September –December 2006

Activities	Action By	Time Frame	Responsibility
1. Operations Manual	National Secretariat	End 2006	Executive Director
2. Baseline Study, Design & Training of District Assemblies	National Secretariat& District Assemblies	End November 2006	MLGRDE
3. Conduct Baseline Studies	National Secretariat& District Assemblies	1. End Dec 2006 for schools implementing feeding already 2. Before roll-out for new ones 2007-2010	MLGRDE
4. Recruitment of Senior Staff & Other Staff	National Secretariat& District Assemblies	End 2006	MLGRDE
5. Roll-out plan and First Annual Plan	National Secretariat	End December 2006	MLGRDE
6. Monitoring and Evaluation	National Secretariat& District Assemblies	Termly	MLGRDE
7. Capacity Building	National Secretariat& District Assemblies	Ongoing Activity	MLGRDE
8. Health & Nutrition Education	District Assembly	Ongoing Activity	MOH
9. Preparation of a well balanced menu using local food stuffs	District Nutrition Officer	End December 2006	DIC, SIC,PTA
10. Provide health education in all schools	SHEP Coordinators, DHMT	Termly	GES,GHS
11. Ensure regular marking and closing of registers	Headteacher, Teachers, Circuit Supervisors	Daily	GES,GHS

Action Plan January 2007 –December 2010

Activities	Action By	Time Frame	Responsibility
1. Budget Preparation	National Secretariat, DAs and MLGRDE	July every year till 2010	MLGRDE
2. Presentation	MLGRDE	August every year till 2010	Minister
3.Procurement Plan	National Secretariat& District Assemblies	November every year till 2010	MLGRDE
4.Monitoring and Evaluation	National Secretariat	Termly	MLGRDE
5.Capacity Building	National Secretariat& District Assemblies	Ongoing Activity	MLGRDE
6.Health and Nutrition Education	District Assemblies	Termly	MOH,GES,GHS,SHEP
7.Deworming	District Assemblies	Twice annually	MOH,DHMT,SHEP
8.Purchase food for school feeding from local producers	SIC	Ongoing and continuous	DIC
9.Facilitate credit from rural banks and other micro credit institutions for farmers	National Secretariat, District Assemblies& Micro credit Institutions	Ongoing and continuous	National Secretariat
10. Procure, transport and store foodstuffs	SIC, DIC	Weekly	DIC
11. Provide Extension services to Farmers	MOFA, NGO's International Institutions	2007	MOFA
12.Facilitate the provision of inputs for farmers	MOFA, NGO's International Institutions	2007	MOFA, National Secretariat,DA,s
13.Provide inputs for school garden	MOFA,District Assemblies, GES	2007	GES
14.Secure Land in consultation with local community leaders for woodlots	SIC	2007	District Assemblies
15. Farmer Based Organizations	MOFA,NGO's,Department of Cooperatives	2007	MOFA & Department of Cooperatives
16. Clustering	GSFP, MLGRDE,DIC	2007 or one million pupils	MLGRDE
17.Community education to increase awareness of the benefits of education	SMC's, PTA's, CBO's, FBO's, Traditional Leaders, Community Dev.	2007-2010	DA's, GES
18. Provide Nutritionally adequate meal every school day	SIC, Matron	Monday to Friday (2007-2010)	DIC, WFP
19.Ensure provision of a well planned menu	district Nutrition officer	Termly (2007-2010)	DIC/SIC,PTA
20.Provide adequate supply of teacher	DAs / District Director of Education, Circuit Supervisor	Annual review (2007-2010)	GES/MoESS/MMYE/National service secretariat
21.Provide adequate timely supply of teachers and learning materials	Suppliers & Logistics Div. (GES), DDE	Annually (2007-2010)	GES/MOES
22.Provide adequate infrastructure based on GES standards	DAs./ NGOs / DDE/ SIF	Annul review (2007-2010)	GES/MoES

23.Implement GES norms on pupil teacher ration	DDE/GES/NGOs	Annually (2007-2010)	GES/MoES
24.Provide essential learning package	Development Partners/ NGOs, DAs/CBOs, FBOs	2007-2010	DA
25.Conduct & institute baseline as part of MIS for the programme	GSFP/WFP,CRS,WVI,UNICEF,DA	2007-2010	National secretariat GSFP
26.Liase with MDAs & Partners at national & district level on data collection	GSFP	2007-2010	National secretariat GSFP
27.Train the SIC/ DIC, Regional Coordinators & M&E staff to enter and analyze data	NGOs,WFP, DAs	2007-2010	National secretariat GSFP
28.Hold monthly or bi-monthly meetings at district level to assess progress and performance and report to National Secretariat	DAs/ Regional / District GSFP Coordinators	Termly (2007-2010)	GSFP Regional Coordinators
29.Provide equipment for co-curricular activities	DA's, NGOs, Private sector ,MPs, Headteachers /PTA/ SMC	2007-2010	DA/ GES
30.Organise Open Days	Head teachers / SMC/ Teachers/ Opinion leader	Termly (2007-2010)	
31.Continuous sensitization of parents on their roles & responsibilities towards the supervision of their children's education	Head teachers / communities , circuit supervisors	Termly (2007-2010)	DDE/DA
32.SPAM- School based performance appraisal	Head teachers / communities , circuit supervisors	Termly (2007-2010)	GES, Circuit Supervisors