



STRENGTHENING NAMIBIA'S SCHOOL FEEDING PROGRAMME

School feeding programmes are used in many countries to promote health and education. They also serve as an incentive for parents to send and keep children in school while simultaneously improving children's ability to focus on learning instead of their hunger.

WFP provides technical assistance to the Ministry of Education, Arts and Culture (MOE) to enable Namibia's School Feeding Programme to adequately respond to the growing needs of the programme - which currently supports more than 320,000 learners with a daily, nutritious mid-morning meal across the country. WFP brings to the partnership with the Ministry over 50 years of experience supporting school feeding worldwide.

What is being done to strengthen the Namibian School Feeding Programme?

Policy and strategic guidance:

- > support the formulation of the national school feeding policy to inform the vision and objectives of the Namibian school feeding programme and establish standards and procedures for its implementation.
- > support the establishment of national guidelines and standards harmonised with the World Bank's Systems Approach for Better Education Results (SABER) framework and aimed at enhancing school feeding quality standards.



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Knowledge generation and management:

- > strengthen the evidence base on school feeding in Namibia through assessments, surveys and studies which in turn generate empirical evidence on the impact of the school feeding programme. Such studies inform decisions on the formulation/implementation of sustainable strategies and enhance the programme's efficiency and effectiveness.

Systems development and strengthening

- > design Monitoring and Evaluation (M&E) systems for the school feeding programme supported by a web-based information management system.
- > develop the school feeding M&E plan with relevant tools for data collection, analysis and reporting.

Programme Support

- > support the formulation of complementary strategies and guidelines for implementation of the programme.
- > promote school feeding through coordination platforms such as the Namibian Alliance for Improved Nutrition (NAFIN).
- > monitor the school feeding and application of standards and procedures in implementation.

Capacity Building

- > develop institutional and individual staff capacities and instil knowledge and skills necessary to plan and manage an effective and efficient school feeding programme.
- > provide training to government staff responsible for school feeding staff and service providers to enhance service delivery.



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Key milestones

Strengthened policy environment:

- > a school feeding policy is under development which, once ratified, will provide a legal framework for entrenching the roles and responsibilities of stakeholders and actors; define the goal and objectives of the school feeding programme and help transform the programme into a nationally recognised initiative that is fully owned and supported by government using national resources.
- > school feeding guidelines or a reference manual has been developed through a stakeholder consultation process. The manual is being used to guide the implementation of school feeding activities in the country.
- > a guidance note on diversification of the school feeding food basket has been developed following a market analysis of locally available commodities that could be introduced in school feeding to enhance the nutritional and educational outcomes of the programme.

Strengthened knowledge and evidence-base on school feeding:

- > a school feeding case study (2012) was carried out to identify bottlenecks in the design and implementation of the programme and to suggest actions needed for its improvement. The study has informed many subsequent adjustments to the programme.
- > a transition study (2012) was undertaken to examine the historical transition of the school feeding programme from external assistance to full government ownership. Many countries undergoing a similar transition have learned from the Namibia experience.
- > a school feeding cost analysis (2012) was undertaken to determine the cost of school feeding to the government and to project budgetary requirements if minimal improvements recommended by the Case Study were implemented. The cost analysis informed the three-year school feeding budget plan of the Ministry of Education.
- > a school feeding baseline survey (2014) was undertaken in more than 95% of the schools benefitting from the school feeding programme to establish a baseline against which future programme results will be measured.



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Programme support:

- > a pilot food diversification project using locally sourced commodities and linking smallholder farmers to school feeding as a model for stimulating local economies and creating job opportunities throughout the supply chain was designed and awaits implementation.
- > school feeding activities have been promoted, encouraged and discussed at the Namibian Alliance for Improved Nutrition (NAFIN), a multi-sectoral coordination platform that supports the scaling up of nutrition in Namibia.
- > Several missions have been undertaken to monitor implementation of the school feeding programme and application of standards and procedures.
- > Various advocacy activities have been carried out including distribution of over 100 posters, 1,300 brochures and booklets to raise awareness on school feeding.

Enhanced systems for school feeding management and monitoring:

- > a monitoring and evaluation plan for school feeding that includes a logical framework and data collection reporting formats was developed to enhance results-based school feeding management.
- > a web-based school feeding information system was developed to facilitate school feeding data management and the reporting of programme results. More than 80% of the schools in the feeding programme are using the system and its tools to report on programme implementation and invoices submitted by service providers are processed using data provided in the system.

Improved staff capacities in school feeding implementation and management:



- > in 2013/2014, more than 2,050 MOE staff, school principals, administrators and service providers were trained in school feeding standards and procedures, M&E and information management, food handling and management, and reporting standards and procedures to enhance service delivery.
- > there are visible improvements in school feeding management, data entry and interpretation, information management and reporting. For example, in 2014 about 70% of schools reported on their school feeding activities and, for the first time in the history of the programme, a landmark 95.5% participated in the school feeding baseline survey.
- > peer learning was facilitated to promote information exchange. In 2014, representatives from Namibia were supported to attend the Global Child and Nutrition Forum (GCNF) where information on different school feeding models, systems and approaches was shared. One of the models shared, the Home Grown School Feeding Programme which links school feeding with smallholder farmers to increase agricultural productivity and incomes, is currently being considered for implementation in Namibia.

