

Home Grown School Feeding Technical Assistance Plan

The Republic of Ghana



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Abbreviations and Acronyms

ACDEP	Association of Church Development Projects
AFRRI	African Farm Radio Research Initiative
AGRA	Alliance for a Green Revolution in Africa
CAADP	Comprehensive Africa Agriculture Development Programme
CRS	Catholic Relief Services
CSO	Civil society organization
DIC	District Implementing Committee
ECASARD	Ecumenical Association for Sustainable Agriculture and Rural Development
EFA	Education for All
EMIS	Education Management Information System
FAO	Food and Agriculture Organization
FBO	Faith-based organization
FCUBE	Free Compulsory Universal Basic Education
FRESH	Focusing Resources on Effective School Health
FTI	Fast Track Initiative
GDP	Gross domestic product
GDHS	Ghana Demographic and Health Survey
GES	Ghana Education Service
GETFund	Ghana Education Trust Fund
GH¢	Ghana cedi
GPRS II	Ghana Growth and Poverty Reduction Strategy II
GSFP	Ghana School Feeding Programme
HGSF	Home Grown School Feeding
HGSFHP	Home Grown School Feeding and Health Programme
ISSER	Institute of Statistical, Social and Economic Research
IT	Information Technology
JICA	Japan International Cooperation Agency
M&E	Monitoring and evaluation
MDG	Millennium Development Goal
MIS	Management Information System
MoE	Ministry of Education
MoEYS	Ministry of Education Youth and Sports
MoFA	Ministry of Food and Agriculture
MoFEP	Ministry of Finance and Economic Planning
MoH	Ministry of Health
MoLGRD	Ministry of Local Government and Rural Development
MoWAC	Ministry of Women and Children's Affairs
MVP	Millennium Villages Project
NDPC	National Development Planning Commission
NEPAD	New Partnership for Africa's Development
NGO	Non-governmental organization
PCD	The Partnership for Child Development
PSC	Programme Steering Committee
PTA	Parent-Teacher Association
RCC	Regional Co-ordinating Council
SHN	School health and nutrition
SIC	School Implementing Committee
SNV	The Netherlands Development Organization
SIGN	School feeding Initiative Ghana-Netherlands
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WFP	United Nations World Food Programme
WHO	World Health Organization
WVI	World Vision International
ZUTA	Zonal, Urban, Town and Area

Executive Summary

Background

The recent food, fuel and financial crises have highlighted the importance of school feeding programmes both as a social safety net for children living in poverty and food insecurity, and as part of national educational policies and plans. School feeding programmes can help to get children into school and help to keep them there, through enhancing enrolment and reducing absenteeism; and once the children are in school, the programmes can contribute to their learning, through avoiding hunger and enhancing cognitive abilities. These effects may be potentiated by complementary actions, especially deworming and providing micronutrients. As school feeding programmes run for a fixed number of days a year and have a pre-determined food basket, they can also provide the opportunity to benefit farmers and producers by generating a structured and predictable demand for their products, thereby building the market and the enabling systems around it. This is the concept behind Home Grown School Feeding (HGSF), identified by the Millennium Hunger Task Force as a quick win in the fight against poverty and hunger.

In 2003, African Governments included locally-sourced school feeding programmes in the Comprehensive Africa Agriculture Development Programme (CAADP). That same year, the New Partnership for Africa's Development (NEPAD), together with the United Nations World Food Programme (WFP) and the Millennium Hunger Task Force, launched a pilot Home Grown School Feeding and Health Programme (HGSFHP) in twelve countries. So far, Côte d'Ivoire, Ghana, Kenya, Mali and Nigeria are already implementing programmes.

HGSF is clearly demand-driven from Africa, with many countries repeatedly asking for support from development partners. To support the transition from externally-driven school feeding to HGSF, The Partnership for Child Development (PCD) has launched a new programme "**PCD HGSF programme**" that will support government action to deliver sustainable, nationally-owned school feeding programmes sourced from local farmers in sub-Saharan Africa. The PCD HGSF programme, supported in part by the Bill & Melinda Gates Foundation, is providing direct, evidence-based and context-specific support and expertise for the design and management of school feeding programmes linked to local agricultural production.

Home Grown School Feeding in Ghana

The Ghana School Feeding Programme (GSFP) was piloted in 10 schools in late 2005. By the end of 2009, GSFP had progressively grown to serve 1,695 public schools with 656,624 pupils in all the 170 districts in Ghana. As a strategy to increase domestic food production, household incomes and food security in deprived communities, the GSFP has become a very popular programme with the Ghanaian public. It also enjoys solid commitment from the government. The GSFP is independently implemented by the Ghanaian Government except in the three regions (Northern, Upper East and Upper West), where 108 schools and 48,579 primary school children receive food through joint programming with WFP. Co-ordination and implementation are undertaken by a National Secretariat, with programme oversight provided by the Ministry of Local Government and Rural Development (MoLGRD). Line Ministries offer technical support through the Programme Steering Committee (PSC), although a number of non-governmental organizations (NGOs) and bilateral agencies are also involved with technical support. The GSFP has enjoyed a number of achievements in education, health

and institutional capacity building, however without formal monitoring and evaluation (M&E) the extent of these achievements has not been quantified.

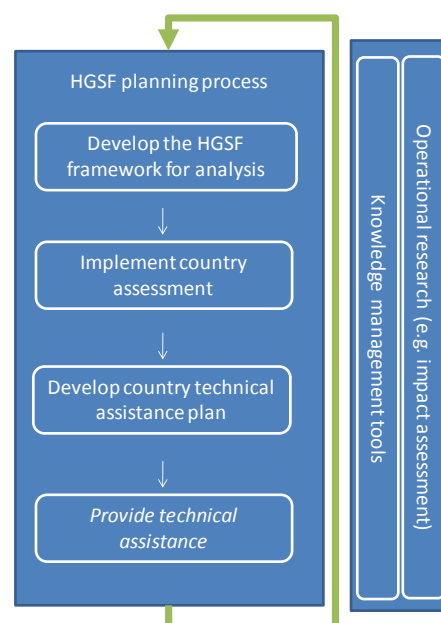
Strengthening Links to Smallholder Agriculture

Past experience shows that the key to success, scale up and sustainability of school health and nutrition (SHN) programmes has been the development of a multisectoral understanding, especially between education and health, as outlined in the internationally recognized FRESH (Focusing Resources on Effective School Health) programming framework¹. PCD is now aiming to build on this approach in Ghana by strengthening the links between the Ministries of Food and Agriculture (MoFAs) and other agencies promoting agricultural development, to the key stakeholders involved in the implementation of the GSFP.

This technical assistance plan has been developed at the request of the Government of Ghana to support the advancement of the GSFP. The aim of this document is to strengthen the capacity needed to implement the GSFP effectively so as to benefit schoolchildren as well as smallholder farmers. In particular, the technical assistance plan aims at strengthening smallholder farmer participation in the GSFP in Ghana, as well as strengthening and formalizing the links with agricultural partners to move from a local procurement programme to a local production programme.

Integrated Assessment and Planning Process

The HGSF technical assistance plan in Ghana was developed by engaging different stakeholders working across the traditional disciplines of agriculture, education, health and nutrition. Stakeholders involved in the process included policymakers, practitioners, researchers, civil society and the media, from different countries and continents. The scoping activities followed a standard programme evaluation approach that sets out to capture the needs of the programme and the characteristics of the target population, and then develops the programme theory for HGSF, covering both impact and process dimensions. The assessment and planning process followed the set of standards developed in *Rethinking School Feeding* to examine school feeding programmes, namely: design and implementation, policy frameworks, institutional capacity and co-ordination, financial capacity, and community participation. A stakeholder mapping exercise was then undertaken to provide a clearer understanding of the key stakeholders, their policy position influence with regards to the GSFP programme and “enabling environment” dimensions.



PCD HGSF programme approach.

¹ FRESH, developed jointly by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the World Health Organization (WHO), the United Nations Children's Fund (UNICEF), Education International, and the World Bank, was launched at the World Education Forum in Dakar in April 2000, which carried the clear message that good SHN is a key component of efforts to achieve Education for All (EFA).

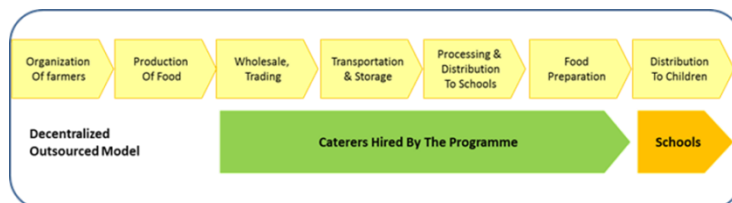
Design and Implementation Standard

HGSF is a tool to reach three different target groups: primary school and kindergarten children, small-scale farmers involved in food production, and community groups involved in food preparation and other income-generating activities associated with school feeding service provision. Considering actors along the supply chain allows the GSFP to include elements of the community and private sector as programme beneficiaries. Private firms and parastatals within the catering, transport, storage and agro industries, all face limited commercial opportunities and potentially stand to benefit from increased linkage to the GSFP operations.

At the impact level, policy goals for the GSFP included the well-documented benefits to schoolchildren in terms of education, health and nutrition. In addition, there was a consensus, amongst the different stakeholders involved in the assessment process, that the goal of the GSFP, from the perspective of smallholder farmers and community groups, was to improve food security, including food availability (e.g., production), food access (e.g., income) and utilization (e.g., nutritional status).

Stakeholders considered improved markets, increased production and productivity, reduced post-harvest losses, and improved entrepreneurship as the most needed advancements for small-scale farmers. The GSFP currently does not offer any assistance to small-scale farmers in terms of production capacity, hence farmers receive support through the MoFA and other agencies who are completely independent and non-related to the operations of the GSFP.

GSFP procurement is highly decentralized and engages with the private sector to a large degree. Cash transfers are made from the District Assemblies, under the supervision of the District Implementing Committees (DICs), to



Stylized GSFP supply chain.

caterers based on 40 Ghana pesewas (circa US\$0.33) per child per day. Each caterer is responsible for procuring food items from the market, preparing school meals and distributing food to pupils. The caterers are not restricted or guided in their procurement and are able to procure on a competitive basis without commitment to purchasing from small-scale farmers. Typically caterers prepare food on site, although in some cases caterers prepare food in kitchens remote to the schools and deliver the prepared meals. A meal guideline is provided by the GSFP Nutrition Department and is intended to reflect the local seasonal production and nutritional needs of schoolchildren. Daily food provision is envisaged for 195 school days per year. The National Secretariat responsible for programme oversight is responsible for M&E operations, although the strength of the M&E system is unknown as no formal strategy exists. Supervision at the school level is by the School Implementing Committee (SIC).

Enabling Environment: Policy Frameworks Standard

At policy level, there is commitment from many ministries that are key to the success of the GSFP, however a cross-sectoral policy has been absent until now. At present the Government of Ghana is updating the *Ghana Growth and Poverty Reduction Strategy II* (GPRS II), which will include focused content detailing the significance of the GSFP in addressing poverty. Substantive literature developed by the GSFP National Secretariat,

outlines the function of the GSFP in addressing poverty, including the roles of relevant ministries and stakeholders. The *Ghana School Feeding Programme Document 2007-2010 – GSFP Annual Operating Plans*, give comprehensive details on the intended activities of the GSFP and how the programme will contribute to agricultural production, education and health. However, in the absence of a national school feeding policy, these plans and objectives lack legal backing and national non-partisan commitment to effective and sustainable implementation.

Enabling Environment: Institutional Capacity and Co-ordination Standard

The Ghanaian Government has an intricate structure for implementing the GSFP. The GSFP structure is integrated into the existing government decentralization framework, with programme activities and direction being co-ordinated from a central point at the GSFP National Secretariat. At higher levels, the GSFP is guided by the MoLGRD and technical support is sought from collaborating ministries through the PSC. The PSC commits Focal Points for programme supervision. The Focal Points are highly influential and instrumental in the allocation of resources for the GSFP, and act as a high level advisory group and contact point for programme partners. At district and school levels the programme is managed by the DIC and the SIC.

Stakeholders highlighted that the existing GSFP structure was comprehensive and well-designed. However cross-sector co-ordination required strengthening at all levels, including clearer roles and responsibilities across line ministries. There was also a need to strengthen capacity to deliver different programme support functions, particularly design, advocacy and fundraising, effective communication and M&E. In addition, stronger involvement of partners in the GSFP, including civil society groups, NGOs and international agencies, would provide the opportunity to leverage additional resources and capacity to support programme implementation.

Enabling Environment: Financial Capacity Standard

The cost of providing a child with a hot, nutritionally-adequate meal per day was estimated based on budget figures at US\$0.33 a day, or US\$65 per year, which compares favourably with other on-site feeding programmes in Ghana and elsewhere. The GSFP receives funds directly from the central government and has also received financial support through bilateral contributions by the Dutch Government between 2005 and 2010. At present the programme costs (in Ghana cedi GH¢) approximately Gh¢50 million, of which 50% of the direct food cost is provided by the Dutch Government and the remaining provided by the Government of Ghana. The year 2010 sees the end of Dutch funding for the programme, with an additional funding agreement undecided for the following years. It is also expected that collaborative institutions like the District Assemblies, Ministry of Health, and MoFA will also spend US\$102.3 million 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 sub-district levels (e.g., cooks and helpers). Civil society in Ghana has also offered complimentary funding support for school-based infrastructure and other services in support of the GSFP. A civil society organization (CSO) platform has been established (CSO Platform) in the Northern sector of Ghana to co-ordinate these supporting activities.

The funding of the GSFP has been unstable due to intermittent suspension of the Dutch Government support and unstructured up scaling procedure. Stakeholders identified the

need to work at all levels of programme implementation in order to provide the stable funding that is required for sustainability, including exploring opportunities with the private sector, development partners and other stakeholders. Stakeholders have further expressed the need to vigorously mobilize funding from various sources in view of the limited resources. Mobilizing external funding support will become increasingly necessary in view of the Dutch joint funding discontinuing at the end of 2010.

Enabling Environment: Community Participation Standard

As captured in the GSFP programme design literature, communities targeted by the GSFP not only form part of the beneficiary population but also contribute to the effective implementation of programme activities. At school level, programme implementation is the responsibility of the SIC.

Stakeholders clearly recognised the role of the local community in the GSFP programme implementation. However, their current inclusion was described as minimal, lacking high level co-ordination and absent from programme design. It was clear to the different stakeholders involved in the assessment that community involvement in the programme required strengthening. Capacity building was seen as not only critical to enhance the ownership of the programme within the community, but it was also seen as necessary to enable the GSFP to achieve its food security objectives. Stakeholders further identified the contribution of partner activity and their presence at community level in strengthening community participation, including, for example, the activities of SNV Ghana (The Netherlands Development Organization) through the MoLGRD-led Social Accountability Project.

Stakeholder Mapping

In analysing the GSFP stakeholder contribution to the Rethinking School Feeding Standards, it was identified that at the ministerial level the oversight local government ministry scored very high across all the Rethinking School Feeding Standards, while other key ministries such as food and agriculture, education, and health received moderate to low scores across the Rethinking School Feeding Standards. The level of engagement of the relevant ministries was identified to vary significantly, emphasizing the opportunity to strengthen intersectoral collaboration between the participating line ministries. The GSFP acknowledged the contribution of a number of international development partners in support to programme implementation, including the Dutch Government, SNV Ghana, SIGN (School feeding Initiative Ghana-Netherlands), the United Nations Development Programme (UNDP), Millennium Villages Projects (MVPs), WFP and the World Bank, amongst others. Several NGOs, CSOs and faith-based organizations (FBOs) were found to have played important roles in the development and progress of core thematic components of programme implementation. This group of stakeholders were considered important to programme implementation in the area of advocacy (e.g., SEND Ghana), complimentary service provision (e.g., CSO Platform including New Energy), and research (e.g., SEND Ghana, SNV Ghana, and the Ecumenical Association for Sustainable Agriculture and Rural Development – ECASARD).

HGSF Technical Assistance Plan: Addressing Constraints

To support governments and wider HGSF stakeholders in the development and delivery of effective programmes the PCD HGSF programme works across three interlinking thematic

work streams: strengthening the knowledge-base of HGSF, technical support to HGSF policy and programmes, and strengthening partnerships and advocacy for HGSF.

Work Stream 1: Strengthening the Knowledge-Base of HGSF

In Ghana, the main drive behind the knowledge-base and operational research related activities in this work stream are designed for the short-term to provide the evidence and knowledge to support the design of Phase 2 of the GSFP. In particular, stakeholders identified opportunities to learn from existing HGSF models in Ghana and in other countries, including case studies, learning visits and other related knowledge exchange activities. In addition, there was a need to support policy and planning with analyses on targeting, costs and supply chain cost-efficiency, exploring trade-offs associated with different programme design and implementation options. Another area of support includes the development of M&E tools. In particular, the planned implementation of Phase 2 of the GSFP was also identified as an ideal opportunity for a rigorous impact evaluation.

Work Stream 2: Technical Support to HGSF Policy and Programmes

Of the main focuses of the activities under this work stream will be on strengthening the design and implementation of Phase 2 of the GSFP, working across all the components of the programme ranging from needs assessment and targeting, though to ration design, smallholder procurement linkages, processing, distribution, governance, and M&E. Particular components aimed at supporting community level programme activities will also be included in the redesign. Following the redesign of the GSFP, a broad range of technical support has been planned to build the institutional and implementation capacity at all levels necessary for a successful roll out of Phase 2. Technical assistance activities will also support the policy frameworks, including the possible development of a national policy on HGSF, as well as strengthening links with parliamentary select committees.

Work Stream 3: Strengthening Partnerships and Advocacy for HGSF

The existing multisectoral platform supporting the GSFP provides a strong foundation to broaden the partnerships for HGSF, particularly to bring agriculture and community development on an equal footing with the well-developed SHN dimensions. Stakeholders confirmed the many opportunities that exist to leverage and co-ordinate partnership activities to enable improved programme impact on the ground. From a funding perspective providing a broad partnership that includes development partners as well as both the public and private sectors is one of the key steps in the transition to a sustainable funding model. The priority for the short-term is to support the securing of the funding for the HGSF programme continuation and future scale up.

Next Steps

This technical assistance plan has been developed at the request of the Government of Ghana to support the advancement of the GSFP. The aim of this document is to strengthen the capacity needed to implement the GSFP effectively so as to benefit schoolchildren as well as smallholder farmers. It is the result of joint analysis led by the MoLGRD, the GSFP, the MoFA, PCD and other key stakeholders.

The participatory assessment and planning process followed the set of internationally recognised school feeding standards developed in '*Rethinking School Feeding*' to examine the GSFP. The technical assistance plan describes the current situation and programme

structure, programme needs and recommends points of technical assistance for programme and policy development.

The technical assistance plan also provides a medium for government advocacy for stakeholder support, offering direction for programme assistance from the Government of Ghana, PCD and the wider development community. Specifically the role of PCD in implementing the technical assistance plan will be to provide facilitation between partners and co-ordinate the development of technical assistance activities already identified.

Working in partnership with the Government of Ghana, PCD will promote donor interest through high level advocacy within the national and international community. PCD will further provide direct support in terms of methodologies for costing or modelling the expected benefits of HGSF, agricultural and market assessments, institutional and capacity analyses and development, training packages, and M&E assistance.

1. Background and Rationale

The recent food, fuel and financial crises have highlighted the importance of school feeding programmes both as a social safety net for children living in poverty and food insecurity, and as part of national educational policies and plans. School feeding programmes can help to get children into school and help to keep them there, through enhancing enrolment and reducing absenteeism; and once the children are in school, the programmes can contribute to their learning, through avoiding hunger and enhancing cognitive abilities. These effects may be potentiated by complementary actions, especially deworming and providing micronutrients. As school feeding programmes run for a fixed number of days a year and have a pre-determined food basket, they can also provide the opportunity to benefit farmers and producers by generating a structured and predictable demand for their products, thereby building the market and the enabling systems around it. This is the concept behind Home Grown School Feeding (HGSF), identified by the Millennium Hunger Task Force as a quick win in the fight against poverty and hunger.

A recent analysis developed by the World Bank, the United Nations World Food Programme (WFP) and The Partnership for Child Development (PCD) identified that today, perhaps for the first time in history, every country for which we have information is seeking to provide food, in some way and at some scale, to its schoolchildren (Bundy *et al.*, 2009). The coverage is most complete in rich and middle income countries – indeed it seems that most countries that can afford to provide food for their schoolchildren, do so. Where the need is greatest, in terms of hunger, poverty and poor social indicators, however, the programmes tend to be the smallest, though usually targeted to the most food insecure regions. In most countries in sub-Saharan Africa, the existing school feeding programmes tend to rely on external funding and implementation. *Rethinking School Feeding* highlighted past experience that shows that countries do not seek to exit from providing food to their schoolchildren, but rather tend to transition from externally supported projects to nationally-owned programmes.

Low income countries transitioning toward sustainable, government-funded implementation of school feeding programmes provide the perfect opportunity to strengthen links between school feeding, agricultural and community development. The recent World Bank/WFP/PCD analysis identifies five stages in this transition process, and draws three main conclusions. First, programmes in low income countries exhibit large variations in cost, with concomitant opportunities for cost containment during the transition process. Second, programmes become relatively more affordable with economic growth, which argues for focused support to help low income countries to move through the transition. Finally, the main pre-conditions for the transition to sustainable national programmes are mainstreaming school feeding in national policies and plans, national financing, and national implementation capacity. Countries that have made this transition have all become less dependent on external sources of food by linking the programmes with local agricultural production. This is the main drive behind HGSF.

1.2. Regional Action on Home Grown School Feeding

In 2003, African Governments included locally-sourced school feeding programmes in the Comprehensive Africa Agriculture Development Programme (CAADP). That same year, the New Partnership for Africa's Development (NEPAD), together with WFP and the Millennium Hunger Task Force, launched a pilot Home Grown School Feeding and Health Programme

(HGSFHP) designed to link school feeding to agricultural development through the purchase and use of locally and domestically produced food (NEPAD, 2003). Twelve pilot countries (Angola, Democratic Republic of Congo, Ethiopia, Ghana, Kenya, Malawi, Mali, Mozambique, Nigeria, Senegal, Uganda and Zambia) were invited to implement the HGSFHP. So far, Côte d'Ivoire, Ghana, Kenya, Mali and Nigeria are already implementing the HGSFHP. HGSF is clearly demand-driven from Africa, with many countries repeatedly asking for support from development partners. To support the transition from externally-driven school feeding to HGSF, PCD has launched a new programme "PCD HGSF programme" that will support government action to deliver sustainable, nationally-owned school feeding programmes sourced from local farmers in sub-Saharan Africa. The PCD HGSF programme, supported in part by the Bill & Melinda Gates Foundation, is providing direct, evidence-based and context-specific support and expertise for the design and management of school feeding programmes linked to local agricultural production.

1.3. Home Grown School Feeding in Ghana

The Ghana School Feeding Programme (GSFP) was piloted in 10 schools in late 2005, and by the end of 2009 it had progressively grown to serve 1,695 public schools with 656,624 pupils in all the 170 districts in Ghana. As a strategy to increase domestic food production, household incomes and food security in deprived communities, the GSFP has become a very popular programme with the Ghanaian public, and enjoys solid commitment from the government. Procurement is a defining feature of each programme. In the case of Ghana, procurement is highly decentralized and engages with the private sector to a large degree. Through private caterers, the GSFP awards contracts to procure, prepare and serve food to pupils in beneficiary schools, with each caterer permitted a maximum of three schools. The procurement model prioritizes procurement from the local community, broadening the focus to the district and national levels when food items are not available.

The GSFP co-ordination and implementation is undertaken by a National Secretariat, with programme oversight provided by the Ministry of Local Government and Rural Development (MoLGRD). Line Ministries offer technical support through the Programme Steering Committee (PSC), although a number of non-governmental organizations (NGOs) and bilateral agencies are involved with technical guidance. The GSFP has enjoyed a number of achievements in education, health and institutional capacity building, however, without formal monitoring and evaluation (M&E) the extent of those achievements has not been quantified. The GSFP is not without its challenges, and the National Secretariat is very forthcoming describing those which mostly affect HGSF in Ghana, they include:

- Absence of the GSFP in the country Poverty Reduction Strategy Papers.
- Limited co-ordination across sectors.
- Lack of mapping of partner activities in relation to the GSFP.
- The procurement modality.
- Limited community participation.
- No engagement of women's groups.
- Lack of clear targeting methodology.
- Uncertain institutional sustainability, regarding political will and financial resources.

Over the years, many stakeholders have either expressed their interest or directly contributed to the development of the GSFP through their activities. The GSFP, through its

design and implementation, promotes interministerial and multi-stakeholder collaboration based on the embedded opportunities in such a venture.

1.4. PCD Added Value

Past experience shows that the key to success, scale up and sustainability of school health and nutrition (SHN) programmes has been the development of a multisectoral understanding, especially between education and health, as outlined in the internationally recognized FRESH (Focusing Resources on Effective School Health) programming framework¹. PCD is now aiming to build on this approach in Ghana by strengthening the links between the Ministries of Food and Agriculture (MoFAs) and other agencies promoting agricultural development, to the key stakeholders involved in the implementation of the GSFP.

Thus, in harnessing and further solidifying the involvement of the key actors, the Government of Ghana, under the oversight of the MoLGRD, collaborating ministries (especially the MoFA, the Ministry of Education – MoE, and the Ministry of Health – MoH), and PCD have jointly developed this paper which outlines the scope of the proposed technical support activities. Additional partners in these activities include SNV Ghana (The Netherlands Development Organization), SEND Ghana, IFDC, the Ecumenical Association for Sustainable Agriculture and Rural Development (ECASARD), and Aqua Farms among others.

1.5. Objectives

The overall objective of this technical assistance plan is:

- To support the Government of Ghana to take leadership and ownership of its GSFP.

With key objectives specifically benefitting schoolchildren and smallholder farmers:

- To support the capacity needed to effectively implement the GSFP.
- To increase smallholder farmer participation in the GSFP in Ghana.
- To strengthen and formalize links with agricultural partners to move from a local procurement programme to a local production programme.

1.6. Structure and Outline

As a first step of the PCD HGSF programme, PCD has been co-ordinating a comprehensive assessment of gaps, challenges, and opportunities facing HGSF in Ghana. The assessment was developed by engaging different stakeholders working across the traditional disciplines of agriculture, education, health, and nutrition, involving policymakers, practitioners and researchers. This assessment followed the set of international standards developed in *Rethinking School Feeding* to examine the current status of school feeding programmes and has provided the basis for the technical assistance plan presented in this document.

This paper outlines:

- Some relevant background information on agriculture, food security and education in Ghana (Section 2).
- The methodology followed in this planning exercise (Section 3).

¹ FRESH developed jointly by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the World Health Organization (WHO), the United Nations Children's Fund (UNICEF), Education International, and the World Bank, was launched at the World Education Forum in Dakar in April 2000, which carried the clear message that good SHN is a key component of efforts to achieve Education for All (EFA).

- The assessment of HGSF in Ghana across the Rethinking School Feeding Standards, including the current status of implementation and a description of key constraints and programme needs (Section 4).
- An overview of the main stakeholders and their respective roles across the Rethinking School Feeding Standards (Section 5).
- The technical assistance plan activities required to tackle the constraints identified in the assessment under the Rethinking School Feeding Standards and the three PCD interlinking work streams (Section 6).
- The next steps required from the technical assistance plan for the GSFP (Section 7).

2. Ghana: Country Overview

Ghana is located in West Africa, neighbouring Togo to the East, Burkina Faso to the North and Côte d'Ivoire to the West. With a population of 23.8 million people (The World Bank, 2011), of whom 40.7% are under the age of 15 (GDHS, 2008), Ghana is considered a low income food deficit country, ranked 152nd on the United Nations Development Programme (UNDP) Human Development Index table (2009). Life expectancy at birth is 56.5 years, and adult literacy is 65%, the Gross Domestic Product per capita is US\$1,334 (UNDP, 2010).

2.1. Agriculture and Food Security

Halving hunger by the year 2010 is one of the fundamental objectives of the Millennium Development Goals (MDGs). According to the 2009 Global Hunger Index, Ghana is making relatively good progress in addressing food insecurity. Ghana was the only sub-Saharan Africa country to cut its score by half in the 2009 Global Hunger Index from 23.5 in 1990 to 11.5 in 2009 (IFPRI, 2009). Ghana is adequately endowed with natural resources including gold, cocoa production and timber among others. However, the domestic economy continues to revolve around subsistence farming which accounts for nearly 40% of the gross domestic product (GDP) and employs nearly 60% of the workforce (FAO, 2010). Around 18% of the country's population live in extreme poverty. Around 51% of poor people in Ghana live in rural areas, of which women who are household heads are among the poorest 20% of the population (IFAD, 2009). Despite efforts towards achieving food security, hunger is still prevalent in Ghana. The government's poverty reduction strategy paper identifies low productivity and poorly functioning markets as the major cause of rural poverty (IFAD, 2009).

The Government of Ghana has shown commitment to improving the state of agriculture. This has ultimately culminated to two decades of sound and persistent growth and Ghana belongs to a group of very few African countries with a record of positive per capita GDP growth over the entire period of the last two decades (IFPRI, 2008). Consequently, Ghana is on the verge to becoming the first sub-Saharan African country to achieve the first MDG goal (MDG1) of halving poverty and hunger before the targeted year of 2015. This has been made possible through the adoption of several policies including the CAADP, a programme that seeks to provide an integrated framework to support agricultural growth, rural development and food security in the African region by increasing public expenditure in agriculture by 10% budget investment and to raise agricultural production by 6%.

As an agriculturally-based economy, smallholder farmers are still faced with a number of pertinent challenges in relation to constraints, perceived risks and uncertainties, and lack of incentives (Eenhoorn and Becx, 2009).

In Table 1, according to the MoFA (2009), available data showed Ghana to be food secure, as its total production for human consumption exceeded estimated national demand. All the major food staples showed surpluses compared to estimated national consumption in 2009 (kg/head) apart from rice which showed a deficit of 372.2. It could be argued that Ghana is on track to reaching self-sufficiency for major staple crops, except for rice. Despite food being available, it is not accessible to all.

Table 1: Domestic food supply and demand of key staples.

Commodity	Total Domestic Production (Mt)		Production Available for Human Consumption ('000 Mt)		Estimated National Demand ('000 Mt)		Deficit/Surplus ('000 Mt)	
	2008	2009	2008	2009	2008	2009	2008	2009
Maize	1,470.1	1,619.6	1,090.1	1,197.7	1,024.5	1,052.1	65.6	145.6
Rice(milled)**	181.2	234.9	157.6	204.3	561.4	576.5	-403.8	-372.2
Millet	193.8	245.5	168.6	213.6	23.4	24.0	145.2	189.6
Sorghum	331.0	350.5	288.0	304.9	11.7	12.0	276.3	292.9
Cassava	11,351.1	12,230.6	7,945.8	8,561.4	3,576.3	3,672.9	4369.5	4888.6
Yam	4,894.8	5,777.8	3,915.8	4,622.2	980.0	1,006.5	2935.8	3615.7
Cocoyam	1,688.3	1,504.0	1,603.9	1,428.8	935.6	960.9	668.3	467.9
Plantain	3,337.7	3,562.5	2,837.0	3,028.1	1,983.4	2,037.0	853.6	991.1
Groundnut	470.1	526.1	423.1	473.5	280.7	288.3	142.4	185.2
Cowpea	179.7	204.9	152.7	174.2	116.9	120.1	35.8	54.1

Note: Estimated Population based on 2000 Census figure (18.9) and growth rate of 2.7% (2009 = 24.02m) 70% of domestic production for maize, millet, sorghum and cassava, 80% for rice, yam, cocoyam and plantain, groundnuts, cowpea and livestock feed. ** 60% of paddy rice. Source: MoFA, 2009.

In 2009, the agricultural sector recorded an improvement compared to 2008. It is estimated to have accounted for 34.07% of GDP, a marginal rise from 33.59% in 2008. The MoFA data indicates that the sectoral growth rate was 6.19%, representing a 1.05% increase from 5.14% in 2008. Marginal increases were also recorded for the various subsectors (MoFA, 2009).

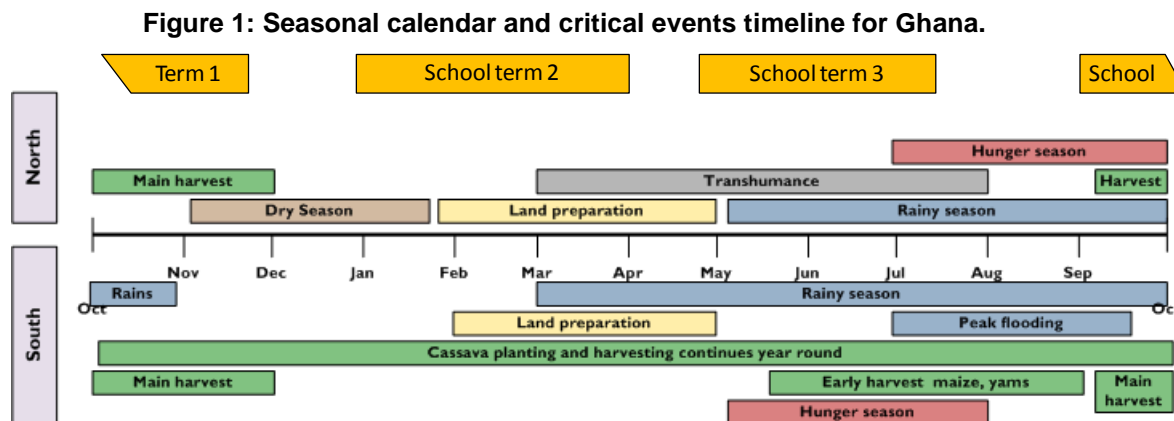
Despite the modest progress being made within the agricultural sector, food security is still a concern. The MoFA data indicates that food insecurity is concentrated in the poorest regions of the country. These are regions predisposed to adverse climatic conditions, such as floods and droughts, and that have been disproportionately affected by last year's soaring food prices. Thus, statistics based on household food consumption indicates 5% of the population or 1.2 million people (see Table 2) were observed to have very limited access to sufficient and nutritious food for an active and healthy life and were defined as food insecure (MoFA, 2009).

Table 2: Extent of the food insecurity in Ghana.

Region	Food Insecure		Vulnerable to Food Insecurity	
	No. of People	% of Population	No. of people	% of Population
Western (Rural)	12,000	1	93,000	6
Central (Rural)	39,000	3	56,000	5
Greater Accra (Rural)	7,000	1	14,000	3
Volta (Rural)	44,000	3	88,000	7
Eastern (Rural)	58,000	4	116,000	8
Ashanti (Rural)	162,000	7	218,000	10
Brong Ahafo (Rural)	47,000	3	152,000	11
Northern (Rural)	152,000	10	275,000	17
Upper East (Rural)	126,000	15	163,000	20
Upper West (Rural)	175,000	34	69,000	13
Total	1,200,000	5	2,007,000	9

Source: WFP, 2009.

Food security in the marginal agricultural and arid areas varies with the seasons. Farming seasons between the North and the South vary. The peak hunger seasons for the South of Ghana are from May to August whereas the North of Ghana experience peak hunger seasons between July and October. Figure 1 links these seasonal differences with the school terms.



Source: Adapted from FEWS (USAID, 2010).

The accelerated development of the agricultural sector in Ghana has been grossly affected by a number of bottlenecks including external factors (environmental factors including bushfires, input price increases etc.), access to efficient farm input, and value addition to produce.

2.2. Primary Education

The Government of Ghana has aspired in recent times to improve access to and quality of education especially at the primary level. Education delivery in Ghana is devolved to various institutions under the Ministry of Education Youth and Sports (MoEYS) at the regional and district levels. The Ghana Education Service (GES) is responsible for implementing pre-tertiary education programmes whereas the National Council for Tertiary Education and the Non-Formal Education Division are responsible for other forms of education delivery. The overall mission of the Education Ministry of Ghana is to provide the relevant education for all Ghanaians at all levels to acquire skills and develop their potential to be productive in the quest to alleviate poverty and promote socioeconomic development (MoEYS, 2004).

The government has embarked on several intervention programmes since the 1980s to address the problems of the education sector, enhancing education in Ghana including among others: the Free Compulsory Universal Basic Education (FCUBE) programme; the capitation grant; and the school feeding programme. The overall goals of these programmes were improved access and learning outcomes, as well as better education system management. Primary education is by law mandatory. These programmes have led to remarkable development within the education sector of Ghana. Despite these relative successes, Ghana still faces a number of challenges within the education sector. Towards the end of the 20th Century, the government embarked on a review of the education sector to inform programmes and policies to shape the education sector in order to meet the demands of the 21st Century. Among some of the outcomes was the establishment of the Ghana Education Trust Fund (GETFund).

Table 3: Enrolment in primary schools by type of education, region and sex in 2008/2009.

Region	ENROLMENT IN PRIMARY SCHOOL								
	PUBLIC			PRIVATE			TOTAL		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Ashanti	265,922	254,873	520,795	89,116	87,382	176,498	355,038	342,255	697,293
Brong Ahafo	166,505	156,522	323,027	30,725	29,361	60,086	197,230	185,883	383,113
Central	154,450	145,692	300,142	36,385	36,126	72,511	190,835	181,818	372,653
Eastern	180,646	167,294	347,940	33,142	32,667	65,809	213,788	199,961	413,749
Greater Accra	123,781	131,682	255,463	78,417	78,797	157,214	202,198	210,479	412,677
Northern	201,775	170,314	372,089	8,075	7,767	15,842	209,850	178,081	387,931
Upper East	99,440	92,452	191,892	3,809	3,364	7,173	103,249	95,816	199,065
Upper West	65,380	64,059	129,439	1,042	1,079	2,121	66,422	65,138	131,560
Volta	142,641	127,841	270,482	20,269	19,888	40,157	162,910	147,729	310,639
Western	169,767	160,859	330,626	36,945	34,396	71,341	206,712	195,255	401,967
Total	1,570,307	1,471,588	3,041,895	337,925	330,827	668,752	1,908,232	1,802,415	3,710,647

Source: EMIS, 2009.

According to Education Management Information System (EMIS) data for 2008/2009 (see Table 3), there was an estimated 3,710,647 pupils enrolled in 17,881 private and public primary schools in Ghana. Out of this figure, female enrolment represents 48.6%. Ghana has an average gender parity index of 0.96. According to the Preliminary Education Sector Performance Report by the MoE (2009), the total net enrolment of children receiving primary school education in Ghana was 89% as against 65% in 2005 (Commonwealth Consortium for Education, 2009).

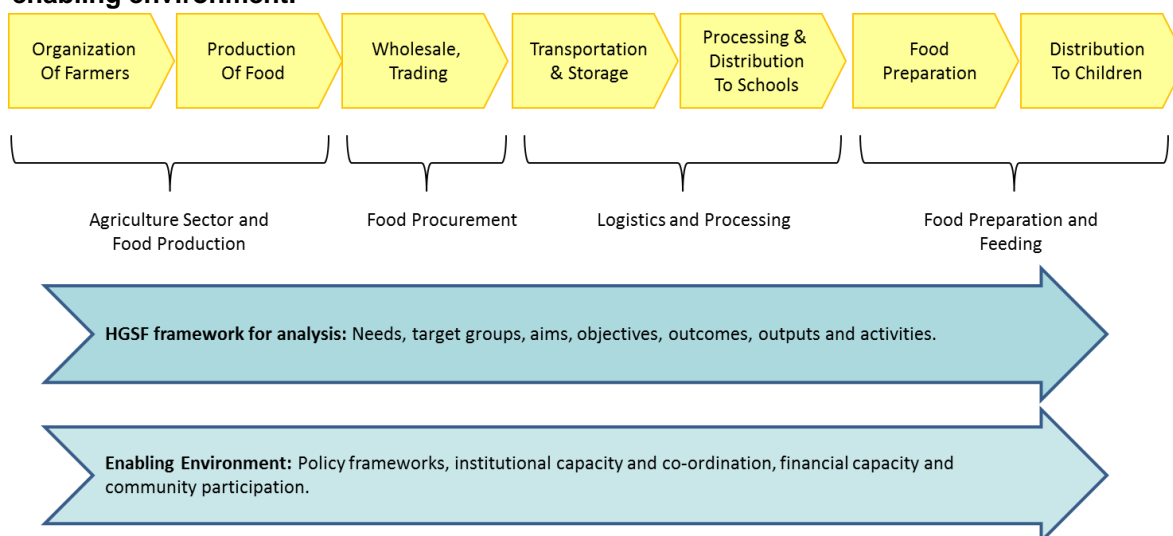
Regional enrolment figures vary significantly throughout the 10 administrative districts of the country. The Ashanti Region has the highest primary school enrolment rate and the Upper West Region has the lowest enrolment rate of all the 10 regions.

3. HGSF Technical Assistance Plan Approach

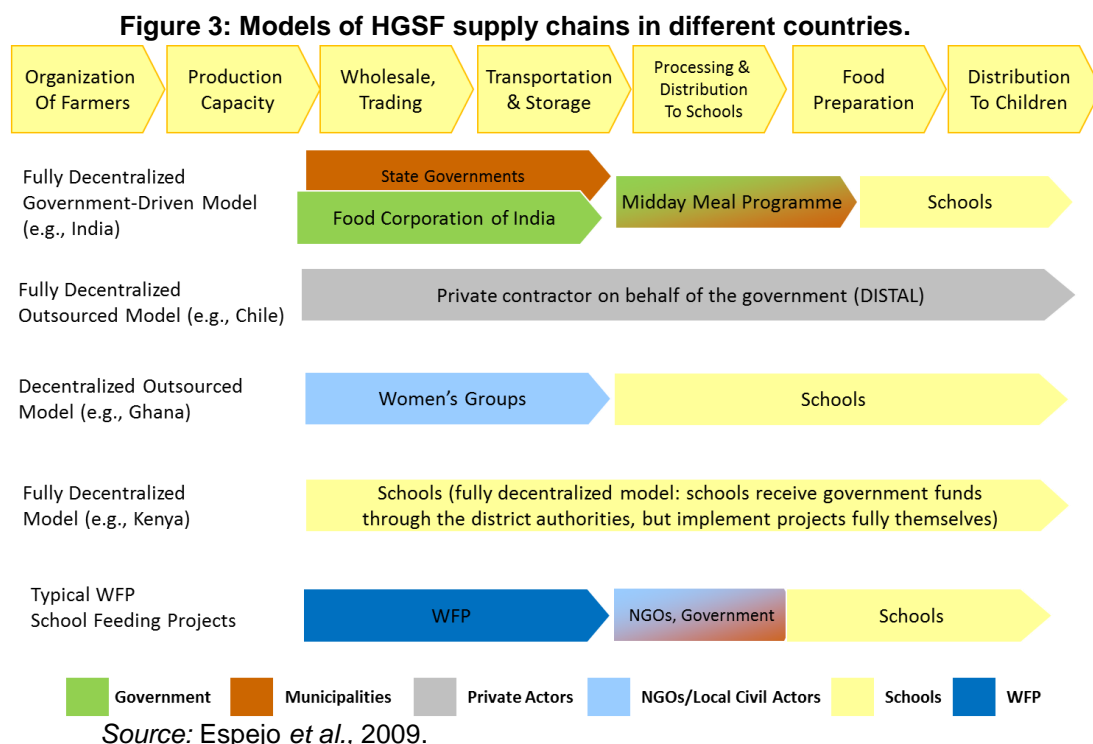
3.1. Rethinking School Feeding Standards

As a first step of the PCD HGSF programme, PCD has been co-ordinating a scoping analysis designed to develop a better understanding of the HGSF system in its different, context-specific configurations. The HGSF framework for analysis in Ghana was developed by engaging different stakeholders working across the traditional disciplines of agriculture, education, health and nutrition. Stakeholders involved in the process included policymakers, practitioners, researchers, civil society and the media, from different countries and continents. The scoping activities followed a standard programme evaluation approach that sets out to capture the needs of the programme and the characteristics of the target population, and then develops the programme theory for HGSF, covering both impact and process dimensions (Rossi *et al.*, 2004). The analysis also followed the set of five standards developed in *Rethinking School Feeding* to examine school feeding programmes, namely: design and implementation, policy frameworks, institutional capacity and co-ordination, financial capacity, and community participation (Bundy *et al.*, 2009). Design and implementation were examined separately to allow for a more detailed analysis of the HGSF supply chain. In particular, the design of the programme was examined using the “HGSF framework for analysis” approach developed by PCD and its partners (as shown schematically in Figure 2).

Figure 2: Capturing elements of the HGSF supply chain, framework for analysis and the enabling environment.

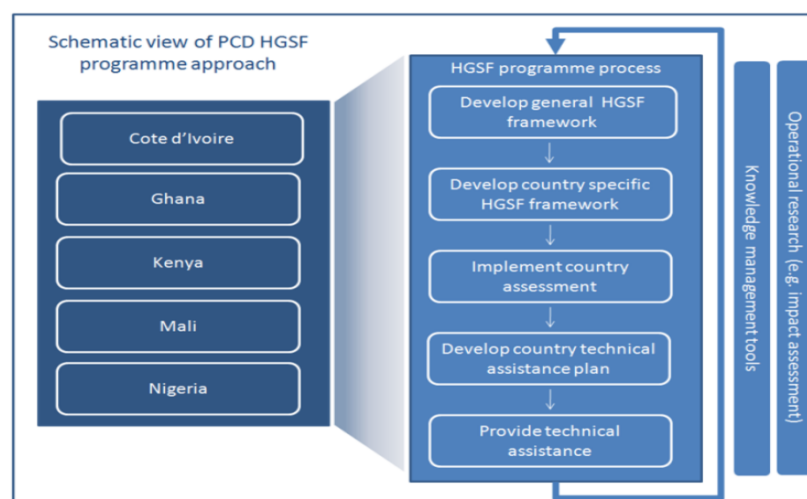


This approach also builds on the key findings from past and ongoing HGSF experiences in different countries to identify a set of key elements, or building blocks, of the HGSF supply chain (Espejo *et al.*, 2009). They represent a first attempt to capture the scope of the activities that HGSF programmes cover, and begin to articulate the links between the activities and the HGSF objectives. From this perspective, the HGSF supply chain begins with agriculture and food production activities, followed by trading, logistics, food management and distribution to the children in schools. The remaining four standards: policy frameworks; institutional capacity and co-ordination; financial capacity; and community participation were grouped under the “enabling environment”, cross-cutting the HGSF supply chain.



HGSF programmes exhibit different, context-specific configurations (see Figure 3). Different approaches can even co-exist in the same country, where, for instance, HGSF implementation is owned by decentralized institutions (e.g., individual states in Chile or India), or where agencies like WFP are complementing the national HGSF programmes (e.g., Ghana and Kenya). One aspect of this work is not to determine which HGSF model is 'best' (since, for example, the India model is unlikely to be politically viable in Ghana), but what efficiencies or innovations can be shared across different country contexts. This conceptualization provided the basis for the integrated country level assessments of gaps, needs, and constraints co-ordinated by PCD that fed into the development of this HGSF technical assistance plan (see Figure 4). This framework also provided the reference to address the knowledge gaps on HGSF through operational research, including the development and field testing of methodologies and tools that can be used to explore the necessary linkages between schools, local procurement and smallholder farmers.

Figure 4: PCD HGSF programme approach.



4. Integrated HGSF Country Level Assessment

This section provides an overview of the current status of HGSF in Ghana and describes the findings of an assessment aimed at capturing programme constraints, needs and gaps across the five Rethinking School Feeding Standards (design and implementation, policy frameworks, institutional capacity and co-ordination, financial capacity, and community participation).

4.1. Design and Implementation Standard

School feeding programmes should be designed based on a correct assessment of the situation in a particular country. It is important that the programme clearly identifies the problems, the objectives, and the expected outcomes in a manner that corresponds to the country's specific context. It is also important that the programme targets the right beneficiaries and chooses the right modalities of food delivery and a food basket of the right quality. Complementary actions such as food fortification and deworming should be a standard part of any school feeding programme.

School feeding requires a robust implementation arrangement that can procure and deliver large quantities of food to targeted schools, ensure the quality of the food, and manage resources in a transparent way. Countries and partners should carefully balance international, national, and local procurement of food to support local economies without jeopardizing the quality and stability of the food pipeline.

Source: Bundy *et al.*, 2009.

The GSFP was piloted in 10 schools in late 2005. By the end of 2009, GSFP had progressively grown to serve 1,695 public schools with 656,624 pupils in all the 170 districts in Ghana. As a strategy to increase domestic food production, household incomes and food security in deprived communities, the GSFP has become a very popular programme with the Ghanaian public. It also enjoys solid commitment from the government. The GSFP is independently implemented by the Ghanaian Government except in the three regions (Northern, Upper East and Upper West), where 108 schools and 48,579 primary school children receive food through joint programming with WFP. Co-ordination and implementation are undertaken by a National Secretariat, with programme oversight provided by the MoLGRD. Line Ministries offer technical support through the PSC, although a number of NGOs and bilateral agencies are also involved with technical support.

The following sections describe the needs of the programme and the characteristics of the target population, and then develop the programme theory for HGSF, covering both impact and process dimensions following a standard programme evaluation approach (Rossi *et al.*, 2004).

4.1.1. Needs and Target Groups

HGSF is a tool to reach three different target groups: primary school and kindergarten children; small-scale farmers involved in food production; and actors (community groups) within the supply chain involved in food preparation and other income-generating activities associated with school feeding service provision.

4.1.1.1. Primary School and Kindergarten Children

Nationally, the programme aims to assist primary school and kindergarten children who face significant barriers to education, which include household labour demands, diminutive value for education by parents, short-term hunger and nutritional deficits. Those targeted by the programme exhibit low enrolment and attendance rates, high drop-out rates, diminished academic achievement and minimal levels of concentration due to hunger.

4.1.1.2. Small-Scale Farmers

Small-scale farmers targeted by the programme have limited growth prospects due to challenges of market entry and agricultural production. Inadequate agricultural support services to provide access to fertilizers, improved seed varieties and irrigation, in addition to insufficient capital and competitive products and practices, render those targeted unable to enter or compete in present markets, and achieve optimal agricultural output.

As initial programme demand for commodities is unlikely to be met by small-scale farmers, the GSFP identifies other farmers in extended locations as intermittent suppliers. The reliance on those intermittent suppliers identified is expected to reduce as primary target farmers react to the demand created by the GSFP.

4.1.1.3. Actors Within the Supply Chain

Actors within the supply chain of the GSFP include elements of the community and private sector as programme beneficiaries. Private firms and parastatals within the catering, transport, storage and agro industries, all face limited commercial opportunities and potentially stand to benefit from increased linkage to the GSFP operations.

4.1.2. GSFP Goals and Objectives

Within the literature of the GSFP, the Government of Ghana stated that the programme consists of one *development objective* and three *immediate objectives*:

Development Objective: Contribute to poverty reduction and food security.

Immediate Objective 1: Reduce hunger and malnutrition.

Immediate Objective 2: Increase school enrolment, attendance and retention.

Immediate Objective 3: Boost domestic production.

At the impact level, policy goals for the GSFP included the well-documented benefits to schoolchildren in terms of education, health and nutrition. In addition, there was a consensus, amongst the different stakeholders involved in the assessment process, that the goal of the GSFP, from the perspective of smallholder farmers and community groups, was to improve food security, including food availability (e.g., production), food access (e.g., income) and utilization (e.g., nutritional status). Stakeholders considered improved markets, increased production and productivity, reduced post-harvest losses, and improved entrepreneurship as the most needed advancements for small-scale farmers.

4.1.3. Food Production and Smallholder Linkages

As the domestic economy is predominantly driven by subsistence farming, employing almost 60% of the workforce, providing a livelihood for 51% of Ghana's population that reside in rural areas, small-scale farming and its subsequent development forms a significant component of Ghana's opportunity for poverty alleviation. Small-scale farmers participate in staple and cash crop production, the most significant being cocoa which provides a livelihood

for 25% of the Ghanaian population and is generally cultivated as a monoculture. Oil-Palm forms the second largest cash crop component and makes up 20% of the total cash crop production in Ghana, versus 78% that forms cocoa (FAO, 2005). Typical small-scale farm sizes average 1.2 hectare and require extensive manual labour for such activities as weeding, which is generally undertaken by family members. Intercropping is a widely undertaken practice by most small-scale tenant farmers, as a means of offsetting risks of crop failure (Bolfrey-Arku *et al.*, 2006). Growth in production between cash and staple crops has been uneven as cocoa production has increased by 24%-28% between 1990 and 2000, in comparison to 1.4%-4.5% for staple crops over the same period. However staple crop production still contributes 50% of the agricultural GDP growth and opportunities for increased production certainly exist, as staple crop yields for 2005/2006 were 20%-60% lower than those yields achievable (MoFA, 2007). Crop varieties cultivated by small-scale farmers are given in Table 4, the extent to which each crop is planted is dependent on farmer preferences and climatic and ecological conditions.

Table 4: Small-scale farmer crop varieties in Ghana.

Food Group	Crops
Cereals	Maize, millet, sorghum, rice
Industrial crops	Cocoa, oil-palm, coffee, cotton, tobacco, sheanut, cola nut
Legumes	Cowpea, bambara nut, groundnut, soybean
Fruits	Papaya, avocado, mango, cashew, watermelon, plantain
Vegetables	Tomato, eggplant, onion, pepper, okra, cabbage, lettuce, carrot
Roots and tubers	Yam, cassava, cocoyam, sweet potato

Source: FAO, 2005..

The GSFP currently does not offer any assistance to small-scale famers in terms of production capacity, hence, farmers receive support through the MoFA and other agencies who are completely independent and non-related to the operations of the GSFP.

4.1.4. Food Procurement

GSFP procurement is highly decentralized and engages with the private sector to a large degree. Through private caterers, the GSFP awards contracts to procure, prepare and serve food to pupils in beneficiary schools. The procurement model prioritizes procurement from the community surrounding the assisted schools, broadening the focus to the district and national levels when food items are not available. Each caterer is responsible for procuring food items from the market, preparing school meals and distributing food to pupils (See Figure 5).

Cash transfers are made from the District Assemblies, under the supervision of the District Implementing Committees (DICs), to caterers based on 40 Ghana pesewas (circa US\$0.33) per child per day. Caterers are not permitted to serve more than three schools each, and profit is derived from savings made after food has been procured, prepared and distributed. Supervision at the school level is by the School Implementing Committee (SIC) and funds are intended to be released to caterers every 2 weeks. Storage is the responsibility of caterers and no rigid tendering process is enforced. The caterers are not restricted or guided in their procurement and are able to procure on a competitive basis without commitment to purchasing from small-scale farmers.

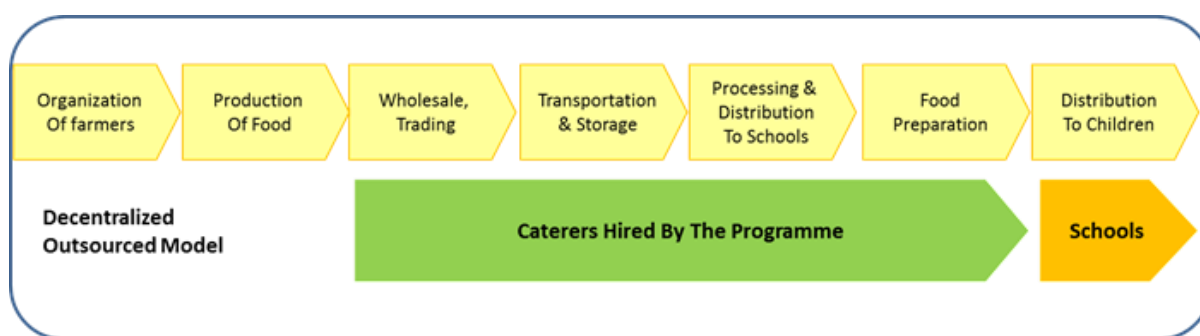


Figure 5: Stylized GSFP supply chain.

4.1.5. Food Preparation and Distribution

The preparation and distribution process of food is the responsibility of the caterers and as such is unique in each case. Typically caterers prepare food on site, although in some cases caterers prepare food in kitchens remote to the schools and deliver the prepared meals.

It is widely accepted that HGSP programmes anticipate and intend to positively affect the nutritional status of children as a consequence of their implementation. The GSFP is without exception as its fundamental component is to ‘reduce hunger and malnutrition’, hence increasing the energy intake of schoolchildren will require staples provided by the feeding programme to be additive to schoolchildren’s diet. The distribution of meals will also require a complementary educational programme to reduce substitution. Additionally, if the goal is to improve the micronutrient status of school-age children, other foods (e.g., nutrient-dense staples such as orange-fleshed sweet potatoes, fruits, vegetables, and animal products) will need to be part of the ration or the ration will need to be fortified with micronutrients in school feeding programmes (Galloway, 2010). A meal guideline is provided by the GSFP Nutrition Department and is intended to reflect the local seasonal production and nutritional needs of schoolchildren. Daily food provision is envisaged for 195 school days per year. The typical ration breakdown is 100grams for those pupils attending kindergarten and 150grams for those in upper primary school (see also Annex 1).

4.1.6. Monitoring and Evaluation

The National Secretariat responsible for programme oversight is responsible for M&E operations, although the strength of the M&E system is unknown as no formal strategy exists. There have been a number of independent studies undertaken to review the effectiveness of the programme by such bodies such as SNV Ghana, SEND Ghana and the University of California at Berkeley.

4.2. Enabling Environment: Policy Frameworks Standard

The degree to which HGSP is articulated in national policy frameworks varies from country to country, but in general, a policy basis for the programme helps strengthen its potential for sustainability and the quality of implementation. In all the cases where countries are implementing their own national programmes, school feeding is included in national policy frameworks. Indeed, the largest programmes have the highest level of politicization, for example, in India where the programme is supported by a Supreme Court ruling and in Brazil where it is included in its Constitution.

In many developing countries, school feeding is mentioned in the countries' poverty reduction strategies, often linked to the agriculture, education, nutrition, or social protection sectors, or in sectoral policies or plans. National planning should ensure that the government has identified the most appropriate role for HGSF in its development agenda. With donor harmonization efforts underway, it is increasingly important that, if made a priority, HGSF is included in sector plans, which form the basis for basket funding or sector-wide approaches that determine the allocation of donor resources.

Source: Bundy et al., 2009.

The presence of the GSFP as a strategy to address poverty is abundant in policy literature across a number of ministries, it is clearly an objective of the MoLGRD, MoFA, MoE, and MoH. The following strategies and policies act as mechanisms to achieving the goals of the GSFP in the areas of agricultural, education and health development:

- Ghana Growth and Poverty Reduction Strategy II (GPRS II).
- Education Sector Plan (2003 – 2015)
- Imagine Ghana Free from Malnutrition.
- Food and Agriculture Sector Development Policy.
- National Social Protection Strategy.

At policy level, there is commitment from many ministries that are key to the success of the GSFP, however a cross-sectoral policy has been absent until now. At present the Government of Ghana is updating the document GPRS II, which will include focused content detailing the significance of the GSFP in addressing poverty.

Substantive literature developed by the GSFP National Secretariat, outlines the function of the GSFP in addressing poverty, including the roles of relevant ministries and stakeholders. The *Ghana School Feeding Programme Document 2007-2010 – GSFP Annual Operating Plans*, give comprehensive details on the intended activities of the GSFP and how the programme will contribute to agricultural production, health and education. However, in the absence of a national school feeding policy, these plans and objectives lack legal backing and national non-partisan commitment to effective and sustainable implementation.

4.3. Enabling Environment: Institutional Capacity and Co-ordination Standard

The implementation of a HGSF programme is generally the responsibility of a specific government institution or ministry. Best practice suggests that HGSF programmes are better implemented if there is an institution that is mandated and accountable for the implementation of such a programme. It also has to have adequate resources, managerial skills, staff, knowledge, and technology at the central and subnational levels to correctly implement the programme.

Source: Bundy et al., 2009.

The Ghanaian Government has an intricate structure for implementing the GSFP. From national to school level there are a number of government bodies and committees responsible for implementing the programme (see Figure 6). The GSFP structure is integrated into the existing governmental decentralization framework, with programme activities and direction being co-ordinated from a central point at the GSFP National Secretariat. The National Secretariat is led by a national co-ordinator who is supported by a deputy, a number of programme officers, logistics/administration team and regional officers. At the district and school levels the programme is managed by the DIC and the SIC.

At higher levels, the GSFP is guided by the MoLGRD and technical support is sought from collaborating ministries through the PSC. The PSC commits Focal Points for programme supervision. The Focal Points are highly influential and instrumental in the allocation of resources for the GSFP, and act as a high level advisory group and contact point for programme partners. At district and school levels the programme is managed by the DIC and the SIC.

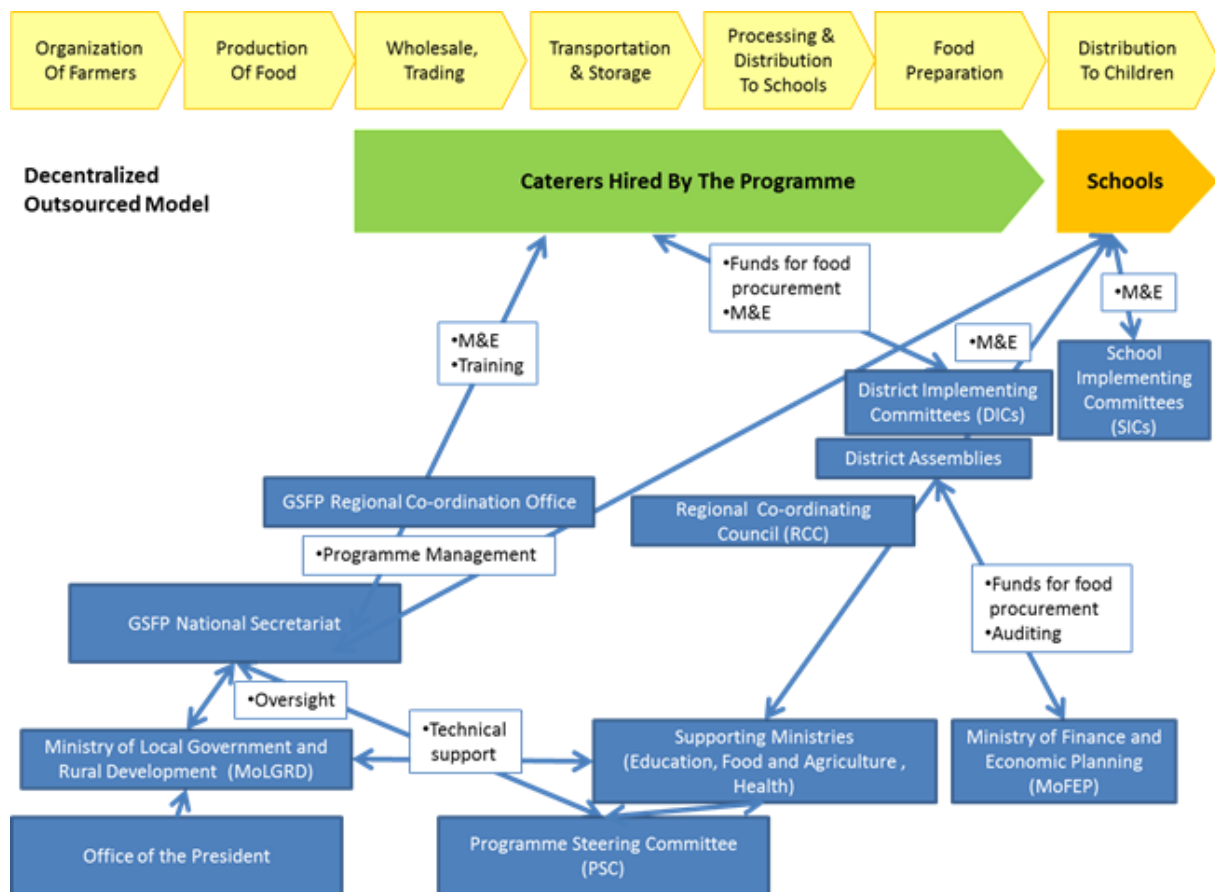


Figure 6: Schematic view of the GSFP model and relevant processes.

Stakeholders highlighted that the existing GSFP structure was comprehensive and well designed, however cross-sector co-ordination required strengthening in addition to improvements of programme implementation at all levels. Defined roles and responsibilities of the programme are outlined in the programme documentation however, the integration of activities across the different ministries was highlighted as a troublesome area. Members of the wider GSFP community including civil society groups, NGOs and international agencies, were recognised as great assets to the GSFP, which through continued collaboration could bring additional resources and capacity to the programme.

Other constraints that have been identified as key areas that could be strengthened in terms of institutional capacity include the capacity to deliver different programme support functions, particularly design, advocacy and fundraising, M&E and effective communication (websites and mass media etc.,).

Stakeholders have identified the need to promote the achievements and activities of the GSFP both within Ghana and across the globe. To achieve this, there is a requirement that all research documents, school feeding statistics, event listings and programme documentation and news emanating from the work of the programme should be disseminated through both the GSFP and the HGSF websites (www.ghanasfp.com/ and <http://hgsf-global.org/>). A documentary highlighting the work of the GSFP and explaining the concept of HGSF has also been identified by the GSFP as a useful tool in disseminating information about the GSFP to both national and local audiences.

4.4. Enabling Environment: Financial Capacity Standard

Governments plan and budget for their priorities typically on an annual basis based on a national planning process. With a general move toward decentralization, the planning process starts with village level priority setting, which gets translated into local government (district) development plans. These plans form the basis for budgeting at the national level, making sure there is compliance with the national poverty reduction strategy and sectoral plans. The degree to which HGSF is included in this planning and budgeting process will determine whether the programme receives resources from the national budget and whether it benefits from general budget support allocations.

In most countries with external support, funding for the programme comes from food assistance channelled through external agencies and NGOs and from government in-kind or cash contributions. As the programme becomes a national programme, it needs to have a stable funding source independent of external support. This may be through government core resources or through development funding (sector-wide approaches, basket funds, Fast Track Initiative [FTI] funding). Stable funding is a prerequisite for sustainability.

Source: Bundy et al., 2009.

The GSFP receives funds directly from the central government and has enjoyed financial support through bilateral aid contributed by the Dutch Government, which undertook cost sharing responsibilities for food procurement between 2005 and 2010. At present the programme costs (in Ghana cedi GH¢) approximately Gh¢50 million, of which 50% of the direct food cost is provided by the Dutch Government and the remaining provided by the Ghanaian Government. The Dutch Government has pledged up to a maximum of US\$46,674,446 (see Table 5). The year 2010 sees the end of Dutch funding for the programme, with an additional funding agreement undecided for the following years.

The total budget for the 4 year programme is US\$211,681,158. It is noteworthy that feeding comprises no less than 87.89% of the total cost (see Table 5). It is equally important that the cost of providing a child with a hot, nutritionally-adequate meal per day works out at US\$0.33 a day, or US\$65 per year, in 2007 at the 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, the MoH, and the MoFA will also spend US\$102,304,089 to complement the programme budget (see Table 5) 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 sub-district levels (e.g., cooks and helpers).

Table 5: GSFP coverage and funding from 2007 to 2010.

GSFP: HIGHLIGHTS OF THE 4-YEAR PROJECTED EXPENDITURE (2007-2010)						
	2007	2008	2009	2010	TOTAL	
Number of public schools covered	900	1,600	**2,220	2,900	N/A	
Number of school-age 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%
SUBTOTAL:	25,379,789	43,537,396	61,753,454	81,010,519	211,681,158	100.00%
COLLABORATIVE SUPPORTS:						
Deworming – 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	
SUBTOTAL:	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 + others	16,628,319	31,868,785	48,917,981	67,591,616	165,006,701	
Dutch Government	8,751,459	11,668,611	12,835,473	13,418,903	46,674,446	

** Due to various challenges including periodic funding withdrawals by the Dutch Government, the GSFP has been unable to meet the stipulated coverage targets. Thus, current available data suggests a national coverage of 656,624 pupils in 1,695 public schools.

The funding of the GSFP has been unstable due to intermittent suspension of the Dutch Government support and unstructured up scaling procedure. Stakeholders identified the need to work at all levels of programme implementation in order to provide the stable funding that is required for sustainability, including exploring opportunities with:

- Private-public partnerships.
- Donor community.
- Ghanaian Diaspora contribution.
- Local community, including both cash and in-kind contributions.

Civil society in Ghana has also offered complimentary funding support for school-based infrastructure and other services in support of the GSFP. A civil society organization (CSO) platform has been established (CSO Platform) in the Northern sector of Ghana to co-ordinate these supporting activities. Stakeholders have further expressed the need to vigorously mobilize funding from various sources in view of the limited resources. Mobilizing external funding support will become increasingly necessary in view of the Dutch joint funding discontinuing at the end of 2010.

4.5. Enabling Environment: Community Participation Standard

HGSF programmes that respond to community needs, are locally-owned, and that incorporate some form of parental or community contribution, whether cash payment or in-kind, for example, through donated food or labour, tend to be the strongest programmes and the ones most likely to make a successful transition from donor assistance. Programmes that build this component in from the beginning and consistently maintain it have the most success.

Source: Bundy et al., 2009.

Communities targeted by the GSFP not only form part of the beneficiary population but also contribute to the effective implementation of programme activities. At the school level, programme implementation is the responsibility of the SIC. Established, guided and supervised by the DIC, the SIC consists of the following members:

- The Parent-Teacher Association (PTA) representative of the beneficiary school (Chairperson).
- The headteacher of the school (Secretary).
- One member of the School Management Committee.
- One traditional Ruler from the community.
- An assembly member.
- The boys and girls prefects of the school.

The following are the roles and responsibilities of the SIC:

- Collaborate with headteachers and caterers/matrons in providing adequate and nutritious food for children.
- Prepare reports on school feeding activities at the end of each term and year.
- Liaise with the DIC to develop a locally driven menu to provide nutritionally adequate meals.
- Provide oversight and direct supervision of appointed caterers/matrons entrusted with cooking and feeding.
- Facilitate community involvement, mobilization and support for the implementation of the programme.
- Ensure that soap/detergents are used in washing and cleaning of hands, cooking utensils, cutlery, eating and kitchen facilities.
- Ensure that related equipment e.g., gas cylinders and burners used in cooking are kept in good conditions.
- Arrange for security for the kitchen, store, and canteen.
- Ensure proper maintenance of the physical facilities for cooking and feeding.
- Ensure use of potable water and maintenance of good sanitation.
- Report any instances of sub-standard food to the DIC. This will then be taken into consideration by the DIC during the renewal of contracts for caterers/matrons.
- Liaise with the District Desk Officer and the District Health Director to ensure children are dewormed every 6 months and given education on personal and environmental hygiene, HIV and AIDS, and malaria.
- Collaborate with CSOs to sensitize communities to take ownership of the programme.

Although the inclusion of the community at school level is well designed and incorporated into the GSFP literature, in practice the inclusion is minimal. Around 10% of schools surveyed by the development organization SEND were found to be absent of any SIC (SEND Ghana, 2008). In such cases programme decision making was subsequently undertaken by the headteacher and matron/caterer. However the Annual Operating Plan of 2008 acknowledges the opportunities of capitalizing on partner resources to strengthen community mobilization and involvement (Government of Ghana, 2008).

4.5.1. Opportunities for Strengthening Community Participation

Stakeholders clearly identified that the role of the local community was to contribute to the implementation of the GSFP. Their current inclusion was described as minimal, lacking high level co-ordination and absent from programme design. It was clear to the different stakeholders involved in the assessment that community involvement in the programme and the capacity of engaged community groups requires strengthening. Capacity building was seen as not only critical to enhance the ownership of the programme within the community, but it was also seen as necessary to enable the GSFP to achieve its food security objectives.

At the community level, capacity constraints were identified in three particular areas:

- 1) Preparing the communities surrounding schools to increase food production quantity and quality.
- 2) Improving income-generation and learning activities within the school community.
- 3) Improving household nutrition and health.

Stakeholders further identified the contribution of partner activity and their presence at community level in strengthening community participation. One key opportunity identified was SNV Ghana through the MoLGRD-led Social Accountability Project, to be implemented within the GSFP as a case study. The GSFP will use both existing community structures as well as the formation of a special forum in each selected community. The ZUTA (Zonal, Urban, Town and Area) Forum will be trained to undertake specific activities within the community including collecting and processing data. Stakeholders intend to utilize this Forum for executing set activities to bridge the gap between the community and the GSFP.

4.6. Summary of Programme Needs Using Rethinking School Feeding Standards

This section summarizes the HGSP needs identified in the country level assessment through the Rethinking School Feeding Standards.

Design and Implementation Standard Needs:

- Improved procurement, including linkages with smallholder farmers to facilitate local production rather than local procurement.
- Support services to supply chain actors.
- Measures to ensure quality of the meals delivered.
- Measures to strengthen the monitoring system.

Policy Frameworks Standard Needs:

- Support to develop a national cross-sectoral school feeding policy. Activities will commence with a proposal to the government on the need for a national school feeding policy.

Institutional Capacity and Co-ordination Standard Needs:

- Strengthened cross-sector co-ordination to ensure integration of activities across the different ministries.
- Strengthened capacity to deliver different programme support functions, particularly design, advocacy and fundraising, M&E and effective communication (websites and mass media etc.).

Financial Capacity Standard Needs:

- Identification of stable funding sources at all levels of programme implementation. The GSFP currently suffers an unstable funding flow.
- The GSFP may encounter funding gaps after the expiration of the Dutch funding support. Currently, the government's target of reaching 1,040,000 by 2010 has not been met. With the expected increase in coverage, there is the need to explore other funding alternatives beyond government allocation to sustain the expansion plans.

Community Participation Standard Needs:

- Further action has been identified as relevant in sensitizing and engaging communities. Community involvement in the programme requires strengthening through capacity building especially the district assembly and school committee structures (DICs and SICs) to:
 - Prepare the communities surrounding schools to increase food production quantity and quality;
 - improve income-generation and learning activities within the school community; and
 - improve household nutrition and health.
- It is further necessary to synergize stakeholder/partner community mobilization activities with the potential of realizing the effective engagement of communities in HGSP.

5. Stakeholder Mapping

The purpose of the stakeholder analysis is to provide a clearer understanding of the key stakeholders, their policy position influence with regards to the HGSF programme and “enabling environment” dimensions. The stakeholder mapping can also be used to identify the comparative advantages of the different HGSF stakeholders, supporting the identification of in-country partners that could provide technical assistance for HGSF. The mapping exercise analyses the country level context identifying key stakeholders across the school feeding standards as broadly outlined in *Rethinking School Feeding* (Bundy *et al.*, 2009), and used throughout the technical assistance planning process. The stakeholder mapping presented below is the result of a participatory process co-ordinated by PCD involving both primary and secondary data collection undertaken over a span of 9 months.

5.1. Government of Ghana

The GSFP was initiated by the Government of Ghana and its sector ministries under the management of a National Secretariat. Thus, from Table 6, the country level stakeholder analysis suggests a leading role for the Government of Ghana under a well-structured implementation system comprising of a National Secretariat, key sector ministries under the decentralized local system of governance. In analysing the GSFP stakeholder contribution to the Rethinking School Feeding Standards, it was identified that at the ministerial level the oversight local government ministry scored very high across all the standards, while other key ministries (MoFA, MoE, and MoH) received moderate to low scores across the standards. Thus, the level of engagement of the relevant ministries was identified to vary significantly.

Table 6: Government of Ghana institutions/agencies identified in the stakeholder analysis.

	“RETHINKING SCHOOL FEEDING STANDARDS”						Policy Position “Interest”	Power “Influence”
In-Country Partners	Design and Implementation	Policy Frameworks	Financial Capacity	Community Participation	Research	Other Roles		
Government of Ghana Institutions/Agencies								
President’s Office	+++	+++	+++	+++	+++	–	High	High
Parliament	+++	+++	+++	+	+	–	High	High
NDPC	++	++	++	–	+++	–	High	High
GSFP	+++	+++	+++	+++	+++	–	High	Moderate
MoLGRD	+++	+++	+++	+++	+++	–	High	High
MoFA	++	++	+	+	++	–	High	High
MoE	++	++	+	+	++	–	High	High
MoH	++	++	+	+	–	–	Moderate	High
District Assemblies	+++	+++	++	+++	–	–	High	High
RCC	++	++	+	++	–	–	Moderate	High
MoWAC	+	+	+	+	–	–	High	High
MoFEP	+++	–	+++	+	+	–	High	High
Government of Ghana Other Institute								
ISSER	+	+	+	+	–	–	High	High

Key	
+++	High
++	Moderate
+	Low

In relation to the broader stakeholder engagement within the government sector, the GSFP identified the collaboration of two other Ministries (Women and Children's Affairs – MoWAC, and Finance and Economic Planning – MoFEP). The role of the Ministry of Women and Children's Affairs was rated as low partly due to the fact that they have no representation at the DIC. The MoFEP received a high rating in the area of programme design and implementation as well as funding only. Other relevant government agencies include the

Office of the President, Parliament, National Development Planning Commission (NDPC), Regional Co-ordinating Councils (RCCs), and District Assemblies. The Office of the President, Parliament and the District Assemblies received high scores across the HGSP standard (except for funding in the case of District Assemblies and community participation in the case of Parliament) by the GSFP. The District Assemblies were in fact identified as perhaps the most important agency within the implementation structure of the GSFP due to the decentralized approach to the Government of Ghana programme implementation.

Table 7: Government of Ghana institutions/agencies influence and contributions to the GSFP.

In-Country Partners	Type of Partner Influence over GSFP	Partner Benefits / Suffers from GSFP	Resource commanded by Partners for GSFP success	Resources Partners likely to (potentially) offer to GSFP	Interests likely to compromise Partner commitment to GSFP	Other Roles
Government of Ghana Ministries						
President's Office	Overall oversight and direction	• Benefits	• Executive political power	• Financial, policy, funding	• Unknown	• Unknown
Parliament	Policy/funding	• Unknown	• Legislative powers	• Unknown	• Electoral gains	• Unknown
NDPC	Policy	• Unknown	• Policy/funding	• Unknown	• Unknown	• Unknown
GSFP	Co-ordination and management of the programme	• Benefits	• Co-ordination • Financial • Human • Technical	• Unknown	• Unknown	• Unknown
MoLGRD	Formulating, implementing, monitoring, evaluating and co-ordinating reform policies and programmes to democratize governance	• Benefits	• Policy direction • Financial • Technical • Human	• Unknown	• Unknown	• Oversight of national Decentralization structure.
MoFA	Improve agriculture productivity, incomes and employment opportunities. Contribute effectively to balance of payments; Establish effective agriculture industry linkages; and Promote balanced regional development	• Benefits	• Co-ordination • Financial • Human • Technical • Equipment	• Technical support in effective programme linkage to agriculture	• Unknown	• Setting up of the national buffer stock system. • Provision of nationwide agric extension services.
MoE	Expanding access to education at all levels. Providing and improving infrastructural facilities. Raising the quality of teaching and learning for effective outcomes. Co-ordination of educational services / deworming / health and hygiene in schools	• Benefits	• Co-ordination • Financial • Human • Technical	• Statistical information on schools and school-based services	• Unknown	• Policymaking on education.
MoH	The MoH has specific mandate to access and monitor the country's health status, advise central government on health policies and legislation, formulate strategies and design programmes to address health problems of the country, and implement, monitor and evaluate.	• Benefits	• Co-ordination • Financial • Human • Technical	• Unknown	• Unknown	• Policymaking on health.
District Assemblies	District Assembly Co-ordinating body at district level. Responsible for setting up DIC and SIC. Ensuring provision of specific infrastructure requirements, co-ordinate sectoral co-operation. Co-ordinated by a "District GSFP Liaison" – responsible link from school to regional level actors.	• Benefits	• Co-ordination/supervision • Implementation • Human	• Human capacity for informal monitoring	• Unknown	• Unknown
RCC	Offering programme office and support to the GSFP at regional level.	• Benefits	• Co-ordination • Logistical support	• Unknown	• Unknown	• Unknown
MoWAC	Formulation of gender- and child-specific development policies, guidelines, advocacy tools strategies and plans for implementation by ministries, departments and agencies, District Assemblies, private sector agencies, NGOs, civil society groups, and other development partners	• Benefits	• Technical • Policy	• Unknown	• Unknown	• Policy
MoFEP	To allocate and manage financial resources efficiently, effectively and rationally. To formulate and implement sound macro-economic policies.	• Benefits	• Financial	• Unknown	• Unknown	• Unknown
Government of Ghana Other Institutes						
ISSER	Collection and analysis of official statistics	• Benefits	• Technical	• Unknown	• Unknown	• Research

The stakeholder mapping of the level of engagement of the government sector re-confirmed pre-existing knowledge about the weak intersectoral collaboration between the participating line ministries. The role of these ministries in holistically attaining the objectives of the GSFP cannot be overemphasized. Thus, PCD recognises the need to support the proactive engagement of these sector ministries along the various Rethinking School Feeding Standards where applicable. Various in-country studies by partner organizations have highlighted this weakness in intersectoral collaboration including a report card by SEND Ghana on the 'Challenges of Institutional Collaboration' within the GSFP.

5.2. Other Government Institutions

The parastatal Institute of Statistical, Social and Economic Research (ISSER), University of Ghana was cited as the only parastatal relevant in relation to support along the HGSP

standards. ISSER was set up to establish the basic data needed for effective development and modernization. The current level of support by ISSER across the Rethinking School Feeding Standards was assessed to be low (see Table 6). The absence of several parastatal groups along the Rethinking School Feeding Standards suggests the need for efforts to attract the engagement of potentially relevant organizations.

5.3. International Development Partners

The GSFP acknowledged the contribution of a number of international development partners in support to programme implementation. In the appraisal of the GSFP (see Table 8), at least five international organizations scored high ratings in support to the GSFP along the Rethinking School Feeding Standards:

- **The Dutch Embassy in Accra:** Scored high on support along all the Rethinking School Feeding Standards except for community participation. By far, the most significant contribution by the Dutch Embassy has been in the area of financial capacity. Since 2006, the Dutch Embassy has been jointly funding the GSFP (for procurement of local produce).
- **SNV Ghana and WFP:** Were identified as the most consistent international organizations, offering support along the entire Rethinking School Feeding Standards.
- **School feeding Initiative Ghana-Netherlands (SIGN):** Scored high in support to the GSFP along the Rethinking School Feeding Standards except in the area of community participation.
- **UNDP/Millennium Villages Project (MVP):** Operating a bottom-up approach to HGSF, the UNDP/MVP was identified as the most effective international organization in support to community participation.
- **The World Bank:** Scored high in the area of research but moderate to low in other areas along the Rethinking School Feeding Standards.

Table 8: International development partners identified in the stakeholder analysis.

“RETHINKING SCHOOL FEEDING STANDARDS”							Policy Position “Interest”	Power “Influence”
In-Country Partners	Design and Implementation	Policy Frameworks	Financial Capacity	Community Participation	Research	Other Roles		
International Agencies								
Dutch Embassy	+++	+++	+++	–	–	++	High	High
WFP	+++	+++	+++	+++	+++	++	High	High
FAO	–	–	–	–	–	–	–	High
UNICEF	+	+	++	++	++	++	High	Moderate
UNDP/MVP	+++	++	++	+++	–	–	High	Moderate
PCD	+++	++	++	++	+++	++	High	High
UNESCO	–	–	–	–	–	–	Low	Low
World Bank	++	++	+	–	+++	–	High	High
JICA	–	–	–	–	–	–	Low	Low
SNV	+++	+++	+++	+++	+++	++	High	High
CARE International	–	–	–	–	–	–	Low	Low
TechnoServe	–	–	–	–	–	–	Low	Low
WVI	+	–	–	–	–	–	Low	Low
SIGN	+++	+++	+++	–	+	++	High	High
AGRA	–	–	–	–	–	–	–	High
CRS	–	–	++	–	–	–	Moderate	Low

Key	
+++	High
++	Moderate
+	Low

Table 9: International development partner influence and contributions to the GSFP.

In-Country Partners	Type of Partner Influence over GSFP	Partner Benefits / Suffers from GSFP	Resource commanded by Partners for GSFP success	Resources Partners likely to (potentially) offer to GSFP	Interests likely to compromise Partner commitment to GSFP	Other Roles
International Agencies						
Dutch Embassy	Joint funding of the GSFP. Monitors the programme from a funder perspective and advocates for proper implementation. Undertakes yearly auditing of programme.	• Unknown	• Financial • Technical	• Unknown	• Unknown	• Social Accountability Project on GSFP.
WFP	Provision of technical, logistical and programme support functions.	• Benefits	• Policy • Technical	• Unknown	• Unknown	• Purchase for Progress (P4P).
FAO	Support to transition, modernize and improve agriculture, forestry and fisheries practices and ensure good nutrition for all.	• Benefits	• Policy • Technical	• Unknown	• Unknown	
UNICEF	Support to build and equip health systems, train health workers and provide food and clean water, so every child can be healthy.	• Benefits	• Policy • Technical	• Unknown	• Unknown	• Unknown
UNDP/MVP	Provision of experience and technical knowledge on building sustainable systems for community development.	• Benefits	• Policy • Technical	• Unknown	• Unknown	• Community-based school feeding in some communities.
PCD	Providing technical assistance to the GSFP along the enabling environment.	• Unknown	• Technical • Human	• Unknown	• Unknown	• Research
UNESCO	Contribute to sustainable human development in a culture of peace, underpinned by tolerance, democracy and human rights, through programmes and projects in UNESCO's fields of competence - education, the natural and social sciences, culture, and communication and information.	• Benefits	• Policy • Technical	• Unknown	• Unknown	• Unknown
World Bank	Source of financial and technical assistance to fight poverty. Providing resources, sharing knowledge, building capacity and forging partnerships in the public and private sectors.	• Benefits	• Policy • Technical • Financial	• Unknown	• Unknown	• Funding support to Government of Ghana.
JICA	Provision of technical, financial and capacity support in areas of agriculture, education, health, governance, and private sector development.	• Benefits	• Policy • Technical • Financial	• Unknown	• Unknown	• Unknown
SNV	Extensive experience-based technical programme support.	• Benefits	• Technical • Financial	• Unknown	• Unknown	• Capacity building, funding support for pilot activities on testing HGSF models, Social Accountability Project
CARE International	Focuses on strengthening community-based organizations in Ghana, helping them work with government institutions and the private sector to foster more effective development.	• Benefits	• Technical	• Unknown	• Unknown	• Unknown
TechnoServe	Addressing this challenge by helping farmers improve the quality and quantity of their crops, linking them to better markets, and training them in business skills.	• Benefits	• Technical	• Unknown	• Unknown	• Unknown
WVI	Provides children with basic essentials, like food, clean water, health care, and education, as well as hope for the future.	• Benefits	• Technical	• Unknown	• Unknown	• Sponsorship of children. Basic infrastructure provision to schools.
SIGN	Mobilize funding and expertise in order to enable the successful execution of the GSFP in Ghana. Advocacy and communication support to GSFP.	• Benefits	• Technical	• Unknown	• Unknown	• Mobilization of diaspora in support of GSFP.
AGRA	Works to achieve a food secure and prosperous Africa through the promotion of rapid, sustainable agricultural growth, based on smallholder farmers.	• Benefits	• Unknown	• Unknown	• Unknown	• Support to smallholder farmers. Forging towards a sustainable green revolution for Africa.
CRS	CRS strives to improve the quality of education delivered in the classroom by training teachers and providing teaching and learning materials to engage children effectively. To keep children healthy so that they can attend school, CRS programmes teach sanitation and hygiene practices and provide twice-yearly deworming for students.	• Benefits	• Technical	• Unknown	• Unknown	• Deworming. • Teaching and learning material. • Sanitation and hygiene.

Other international stakeholders were identified to be making moderate to low contributions to the GSFP along all the HGSF standards. Other organizations including Alliance for a Green Revolution in Africa (AGRA), the Food and Agriculture Organization (FAO), UNESCO, TechnoServe, CARE International, World Vision International (WVI), and the Japan International Cooperation Agency (JICA) were identified as offering low support along the HGSF standards. Though a new entrant to the in-country stakeholder group, PCD received moderate to high appraisal along the HGSF standards. Even though several organizations were viewed as important to programme implementation along the HGSF standards, (for example, AGRA), the current level of engagement was either unknown or was low. The need to enhance the engagement of these organizations was observed as crucial.

5.4. Non-Profit Sector

In the assessment of stakeholders, several NGOs, CSOs and faith-based organizations (FBOs) have played important roles in the development and progress of core thematic components of programme implementation. These organizations play complementary roles in programme implementation through the provision of school-based infrastructure and other services. This group of stakeholders were considered important to programme implementation in the area of advocacy (e.g., SEND Ghana), complimentary service provision (e.g., CSO Platform including New Energy), and research (SEND Ghana, SNV

Ghana and ECASARD). Out of the seven organizations identified, five were observed to be of moderate importance to community participation (see Table 10). In comparison to other stakeholder groups, the non-profit sector was identified to have moderate to low importance to programme implementation (apart from SEND Ghana which had high importance) along the HGSF standards.

Table 10: Non-profit sector identified in the stakeholder analysis.

“RETHINKING SCHOOL FEEDING STANDARDS”							Policy Position “Interest”	Power “Influence”
In-Country Partners	Design and Implementation	Policy Frameworks	Financial Capacity	Community Participation	Research	Other Roles		
Non-Profit Sector (NGOs/CSOs/FBOs)								
CSO Platform	++	+	++	++	+	++	High	Moderate
FBOs	+	–	–	+	–	–	High	Low
SEND	+++	++	–	++	+++	++	High	High
ECASARD	+	+	+	++	++	–	High	Low
GOAN/Agro-ECO	+	+	–	++	++	++	High	Low
New Energy	++	+	++	++	++	++	High	Low
Center for Democratic Development	–	+	–	–	+	+	Moderate	Low

Key	
+++	High
++	Moderate
+	Low

Table 11: Non-profit sector partner influence and contributions to the GSFP.

In-Country Partners	Type of Partner Influence over GSFP	Partner Benefits / Suffers from GSFP	Resource commanded by Partners for GSFP success	Resources Partners likely to (potentially) offer to GSFP	Interests likely to compromise Partner commitment to GSFP	Other Roles
Non-Profit Sector(NGOs/CSOs/FBOs)						
CSO Platform	Mobilization of civil society actors interested in or supporting the GSFP. Offering complementary support to the GSFP.	• Benefits	• Complementary service provision. • Technical	• Unknown	• Unknown	• Workshops and interface dialogue on implementation and sustainability of programme.
FBOs	Unknown	• Unknown	• Unknown	• Unknown	• Unknown	• Unknown
SEND	Addressing practical development needs of communities through an integrated approach to service delivery in areas of: Participatory Decision Making and Development; Equality of Women and Men; Openness and Accountability; Partnership for Human Development; Learning; Innovation and Sharing Knowledge; and Enabling Action Based on Information	• Benefits	• Policy • Technical	• Unknown	• Unknown	• Annual monitoring on GSFP and other pro-poor government programmes. Advocacy and sensitization activities.
ECASARD	ECASARD network seeks to reinforce and enhance the effort of its member organizations through gender sensitive networking, capacity building and advocacy in areas of: Capacity Building; Advocacy; Gender and Governance; AGRI BUSINESS; Natural Resource Management; Alternative Livelihood and Agro Forestry.	• Benefits	• Technical	• Unknown	• Unknown	• Piloting of appropriate model in support of GSFP.
GOAN/Agro-ECO	Specialized in participatory research and advice on organic and sustainable agriculture, international development, nutrition and health care.	• Benefits	• Technical	• Unknown	• Unknown	• Community-based services on organic production through school gardens (farmer fields).
New Energy	Provision of water and sanitation facilities, hygiene promotion, advocacy, micro-credit, enterprise development training, environmental conservation, and renewable energy services.	• Benefits	• Technical	• Unknown	• Unknown	• Provision of water and sanitation facilities to GSFP schools. • Testing energy efficient stoves and model kitchens for GSFP.
Center for Democratic Development	Unknown	• Unknown	• Technical • Human	• Political research on GSFP (advocacy)	• Politics	• Unknown

5.5. Private Sector

The private sector stakeholder group, from the perspective of the GSFP, plays a rather unimportant role in the implementation of the GSFP along the HGSF standards. The only group that was identified as important in the area of programme design and implementation were caterers (see Table 12). Indeed, the role of the caterer is phenomenal in the overall value chain of the GSFP. Caterers are the nexus between the local farmer and the programme. They are additionally responsible for co-ordinating the supply and preparation of food for pupils. Stakeholders underscore great potential in private sector funding for the GSFP. However, this potential has hitherto not been pursued. With support from PCD, the GSFP will explore ways of engaging and maximizing private sector stakeholder support to programme implementation.

Table 12: Private sector identified in the stakeholder analysis.

"RETHINKING SCHOOL FEEDING STANDARDS"							Policy Position "Interest"	Power "Influence"
In-Country Partners	Design and Implementation	Policy Frameworks	Financial Capacity	Community Participation	Research	Other Roles		
Private Sector								
Caterers	+++	-	+	++	-	+	High	High
Olam	-	-	-	-	-	-	Low	Low
Cadbury	-	-	-	-	-	-	Low	Medium
Unilever	-	-	-	-	-	-	Low	High
Nestle	-	-	-	-	-	-	Low	High
Coca Cola	-	-	-	-	-	-	Low	High
Banks(Fidelity, Merchant)	-	-	-	-	-	-	Low	High
Telecommunication	-	-	-	-	-	-	Low	High

Key	
+++	High
++	Moderate
+	Low

Table 13: Private sector partner influence and contributions to the GSFP.

In-Country Partners	Type of Partner Influence over GSFP	Partner Benefits / Suffers from GSFP	Resource commanded by Partners for GSFP success	Resources Partners likely to (potentially) offer to GSFP	Interests likely to compromise Partner commitment to GSFP	Other Roles
Private Sector						
Caterers	Pool of service providers for school meals preparation and distribution.	• Benefits	• Unknown	• Unknown	• Unknown	• Unknown
Olam	Unknown	• Unknown	• Unknown	• Unknown	• Unknown	• Unknown
Cadbury	Unknown	• Unknown	• Unknown	• Unknown	• Unknown	• Unknown
Unilever	Unknown	• Unknown	• Unknown	• Unknown	• Unknown	• Unknown
Nestle	Unknown	• Unknown	• Unknown	• Unknown	• Unknown	• Unknown
Coca Cola	Unknown	• Unknown	• Unknown	• Unknown	• Unknown	• Unknown
Banks(Fidelity, Merchant)	Unknown	• Unknown	• Unknown	• Unknown	• Unknown	• Unknown
Telecommunication	Unknown	• Unknown	• Unknown	• Unknown	• Unknown	• Unknown

6. HGSF Technical Assistance Plan: Addressing Constraints

6.1. PCD HGSF Programme Work Streams

The PCD HGSF programme supports government action to deliver sustainable, nationally-owned cost-effective school feeding programmes sourced from local farmers in sub-Saharan Africa. The PCD HGSF programme aims to support governments and wider HGSF stakeholders by providing direct, evidence-based and context-specific support and expertise to design and manage school feeding programmes sourced with local agricultural production.

Table 14: Summary of technical assistance plan activities based on the Rethinking School Feeding Standards and PCD three work streams.

Rethinking School Feeding Standards	Technical Assistance Plan Activities
Design & Implementation	PCD Work Stream 1: Strengthening the knowledge-base of HGSF
	Document lessons learnt from different in-country models
	Pilot alternative models to link local agriculture to the programme
	Examine trade-offs across different HGSF supply chain models
	Assess nutritional needs of children and potential linkages to national production
	Evaluate Phase 1 of the programme
	Explore trade-offs associated with different institutional arrangements and models via learning visits
	Develop M&E tools
	Implement rigorous impact assessment of different in-country HGSF models
	PCD Work Stream 2: Technical support to HGSF policy and programmes
	Improve targeting methodology and criteria
	Develop food ration standards based on local production
	Improve procurement mechanism/modalities favourable for linkage to local food production
	Establish linkages between producers and purchasers
	Implement nationwide stakeholder sensitization in Phase 2 of programme
	Implement a sensitization strategy
	Educate farmers on the potential market within HGSF
	Develop mechanisms to strengthen programme accountability
	Develop comprehensive M&E systems to strengthen Phase 2 of programme implementation
	Mainstream improved M&E design functions through programme structure
Enabling Environment: Policy Frameworks	PCD Work Stream 2: Technical support to HGSF policy and programmes
	Develop government proposal for a national HGSF Policy
	Conduct annual consultations with parliamentary select committees
Institutional Capacity and Co-ordination	PCD Work Stream 1: Strengthening the knowledge-base of HGSF
	Assess capacity constraints for programme implementation
	Conduct stakeholder analysis to identify responsibilities and activities by ministries
	PCD Work Stream 2: Technical support to HGSF policy and programmes
	Develop programme guidelines, manuals and training packages
	Disseminate programme guidelines, manuals and training packages
	Fulfil staffing needs by appointing Specialists
	Strengthen co-ordination of partner activities for programme support
Financial Capacity	PCD Work Stream 3: Strengthening partnerships and advocacy for HGSF
	Improve content of programme website
	Promote programme work through mass media
	PCD Work Stream 3: Strengthening partnerships and advocacy for HGSF
Community Participation	PCD Work Stream 2: Technical support to HGSF policy and programmes
	Develop programme structure to facilitate formal inclusion of community involvement
	Mainstream community-based programme design function to facilitate formal inclusion of communities within programme implementation
	PCD Work Stream 3: Strengthening partnerships and advocacy for HGSF
	Develop mechanisms to increase CSO involvement

The PCD HGSF programme works to deliver against two main objectives:

- Objective 1: National governments demonstrate leadership and ownership of HGSF programmes and have the capacity needed to implement quality programmes benefiting smallholder farmers and schoolchildren.
- Objective 2: Stakeholders, including donors and implementing partners, support national governments in the transition toward a more sustainable, multisectoral approach to HGSF.

To support governments and wider HGSF stakeholders in the development and delivery of effective programmes the PCD HGSF programme works across three interlinking thematic work streams.

- Work stream 1: Strengthening the knowledge-base of HGSF.
- Work stream 2: Technical support to HGSF policy and programmes.
- Work stream 3: Strengthening partnerships and advocacy for HGSF.

This section draws on the technical assistance plan activities necessary to address the constraints identified in the comprehensive HGSF country level assessment described in Section 4. The technical assistance plan activities are structured around the Rethinking School Feeding Standards with the three PCD interlinking thematic work streams (see Table 14).

6.2. Work Stream 1: Strengthening the Knowledge-Base of HGSF

Activities in this work stream focus on the collection, generation and dissemination of evidence-base on HGSF programmes.

6.2.1. Design and Implementation Standard

In Ghana, the main drive behind the knowledge-base and operational research related activities are designed for the short-term to provide the evidence and knowledge to support the design of Phase 2 of the GSFP. In particular, stakeholders identified the following knowledge-based activities (see also Table 14).

6.2.1.1. Document lessons learnt from different in-country models

Activities involved in documenting lessons learnt from different in-country models involve reviews, case studies and learning visits. There are NGO-led school feeding programmes operating along the tenets of HGSF in some districts in Ghana. The GSFP has very little knowledge about these community-based participatory HGSF programmes. Thus, despite the relative successes of some of these programmes, the GSFP has not been able to derive and apply the success factors to its implementation. While these models are small-scale in comparison to the GSFP, they nevertheless, provide a useful source of information on the trade-offs associated with HGSF implementation. Furthermore, it is envisaged that these models provide relevant alternatives to the current GSFP Caterer model that could provide useful lessons in terms of scale up under similar geographical and socioeconomic characteristics.

It is envisaged by stakeholders that case studies and learning visits (for key GSFP staff and focal persons from particularly the MoLGRD, MoFA, MoE and MoH), will contribute to knowledge exchange and learning processes, strengthening both the GSFP and the NGO-driven programmes. Findings of these activities will be shared through follow-up reports, research papers, seminars and workshops, involving the PSC and other key stakeholders. Stakeholders have identified this as a short-term activity in order to feed lessons into the design of Phase 2 of the GSFP.

- ✓ To date, PCD has facilitated learning visits to MVPs in the Ashanti Region and is currently drafting terms of reference for the HGSF case studies. Plan Ghana field visit is to follow shortly.

6.2.1.2. Pilot alternative models to link local agriculture to the programme

A primary objective of the GSFP is to assist small-scale farmers through procurement of locally produced and procured food commodities. The method of procurement very much dictates the impact of the programme. Globally, HGSF programmes have procurement models that vary from country to country, and even within a country there can be multiple procurement models (Ghana itself being an example). Each model offers different challenges and benefits depending on the environment and desired outcome of their implementation. The GSFP stakeholders, including ECASARD, have shown commitment to undertaking and evaluating pilots in order to provide useful evidence on the trade-offs involved with alternative procurement models and inform scale up of the GSFP. PCD is facilitating and co-ordinating with the MoFA to provide technical support.

- ✓ Terms of reference for this work are currently being drafted by PCD.

6.2.1.3. Examine trade-offs across different HGSF supply chain models

Closely linked to the pilot and review will be an examination of the potential trade-offs across the different HGSF programme designs and supply chain models. The GSFP stakeholders also identified a gap in terms of detailed cost estimates for the different design options to feed into the GSFP planning and budgeting exercises. In addition, supply chain analyses, examining cost-efficiency, cost-drivers and cost-containment opportunities would provide important insights to support policy and planning.

Other related work includes modelling exercises that explore the costs and benefits of the different GSFP model options. The analyses would explore, amongst other things, different procurement set ups, sourcing options, food modalities and targeting criteria. This work would include developing a costing tool that will allow policymakers to assess some of the budgeting trade-offs associated with different design options, including both capital and recurrent costs over a 4 to 5 year programme period.

- ✓ Terms of reference for this work are currently being drafted by PCD.

6.2.1.4. Assess nutritional needs of children and potential linkages to national production

Currently, there is no data on the nutritional needs of school-age children versus national food production. Thus, stakeholders have identified the need to assess the nutritional needs of school-age children as part of the preparation to the design and implementation of Phase 2 of the GSFP. Measuring and determining the nutritional needs and food requirements will enable more structured access to markets for smallholder farmers to be established.

- ✓ Terms of reference for this work are currently being drafted by PCD.

6.2.1.5. Evaluate Phase 1 of the programme

All key GSFP stakeholders agreed to evaluate Phase 1 of the programme in the final year of its phase in 2010, being also the final year of the Dutch financial support to the GSFP. The evaluation will build on and where needed fill identified gaps in the available documentation produced during Phase 1, including the annual audits from 2006 – 2009, validation reports, the National Inventory of the GSFP (SNV Ghana, 2008), and various reports produced by SEND Ghana (2008 and 2009). The purpose of the evaluation is to overall assess the programme design and implementation results nationwide; it is also intended to generate knowledge and experiences/lessons and how this will serve as a guide to policymakers regarding impact, relevance and potential of the programme. The outcome is expected to assist in the redesign and implementation of Phase 2.

6.2.1.6. Explore trade-offs associated with different institutional arrangements and models via learning visits

Co-ordination and collaboration across line ministries, both centrally and at various levels of decentralization, has been identified as a challenge in the GSFP implementation. To assist in overcoming this challenge, knowledge sharing through visits and exchanges could contribute in building the capacity of the Government of Ghana. Examples from countries with similar institutional set ups (e.g., Botswana and Côte d'Ivoire), and similar in-country models (e.g., Plan Ghana HGSF and MVP) could offer useful insights into overcoming the challenges within the GSFP. Learning visits and exchanges would further inform and advise the Government of Ghana in the redesign of Phase 2 of the programme in 2011. This knowledge building endeavour has been identified as a short-term activity by the GSFP stakeholders.

- ✓ To date, PCD has facilitated learning visits to Côte d'Ivoire and the MVPs in Ghana. Further visits are planned for 2011.

6.2.1.7. Develop M&E tools

Stakeholders identified the need to strengthen the GSFP M&E systems. M&E support is captured across the three PCD work streams. In the knowledge-base work stream, this would include developing the M&E planning support tools (including guidelines and templates for data collection forms) used for undertaking data collection, analysis, reporting and dissemination. This work will feed into the development of the GSFP M&E strategy outlined in Section 6.3.

- ✓ PCD and FRESH partners (including the World Bank and WFP) are currently developing general M&E systems assessment tools based on a review of existing material. This analysis builds on the FRESH framework guidance on indicators, data collection forms, reports and other analytical tools which cover process, outcomes and impact dimensions for school feeding, and are currently under development.

6.2.1.8. Implement rigorous impact assessment of different in-country HGSF models

As part of the rigorous impact assessment this activity would also include baseline, mid-term and evaluation surveys. A rigorous assessment of the impacts associated with the different HGSF models in Ghana is a clear priority for policymakers as the programme is progressively being scaled up throughout the country. The evaluations will aim to measure the causal impact, or the difference in the outcomes that can be attributed to the presence of

the HGSF programme. This measurement requires comparing the outcomes for beneficiaries of a HGSF programme to a counterfactual (beneficiaries who had not participated in the programme). As described in recent reviews, the impacts of school feeding in different contexts are quite heterogeneous (Adelman *et al.*, 2008). The gender dimension is critical: school feeding has been shown to be particularly effective in supporting school participation of girls in rural areas with large gender disparities in access to education. In addition, the impact of school feeding has been found to vary with pupil age, as household schooling decisions are also affected by the opportunity costs of education, that tend to change with both age and gender. School feeding programmes have also been found to have interesting spill-over effects from a nutritional perspective. Younger siblings of schoolchildren have been found to benefit, in terms of food consumption, as school feeding rations were shared by their older brothers and sisters. Measuring these potential spill-over effects and those linking HGSF to agriculture and community level food security, will be a major focus of the impact evaluations.

Phase 2 of the GSFP programme will offer an ideal opportunity for this process especially undertaking a baseline since this was absent in Phase 1.

6.2.2. Enabling Environment: Institutional Capacity and Co-ordination Standard

6.2.2.1. Assess capacity constraints for programme implementation

Stakeholders identified the need to build the soft capacity of all national staff at the GSFP National Secretariat. An assessment, including a systematic review of the capacity requirements for the GSFP was identified as a key tool to support the capacity building activities aimed at improving overall programme efficiency. This would include reviewing the job descriptions of the GSFP staff to ensure all aspects of the management of the programme are identified. A review and update of the capacity needs assessment previously carried out by SNV Ghana has been recommended. Based on this review and update, a capacity needs plan will be developed detailing the gaps and recommending activities to address the gaps.

6.2.2.2. Conduct stakeholder analysis to identify responsibilities and activities by ministries

As captured in the integrated HGSF country level assessment in Section 4, the GSFP has a multisectoral approach to implementation involving different government stakeholders with key responsibilities in policy and programme implementation. However, there is currently a lack of policy and programme guidance in terms of detailed responsibilities for the different stakeholders, significantly affecting possible joint budgeting and joint programming activities. For example, preliminary information suggests that the yearly budgeting of relevant line ministries precedes the development of the GSFP Annual Operating Plans. Consequently, the budgets of these ministries do not structurally include GSFP interest areas. This lack of synergy and co-ordination across sector ministries and the GSFP has affected the progress of the GSFP along some key technical areas. Generating knowledge about the challenges of intersectoral collaboration from the actors themselves would set the platform to attempt collective action to address the challenges.

Stakeholders identified the need to understand the extent to which each collaborating ministry is committed to the GSFP based on their perceived programme mandate and action plans relating to the GSFP. In addition, there was a need to identify the challenges of institutional collaboration from the perspective of each ministry.

The knowledge generated will further inform the redesign of Phase 2 of the GSFP. Consequently, stakeholders have identified this as a short-term activity.

- ✓ PCD facilitated a half day workshop in September 2010 to identify the level of commitment and challenges of co-operation among the various collaborating ministries.
- ✓ As a follow up to the September 2010 exercise, PCD will be co-funding a national workshop in February 2011 with GSFP/MoLGRD for programme staff (national, regional and district officers), various collaborating ministries, and development partners where interministerial collaboration will be a key agenda.

6.3. Work Stream 2: Technical Support to HGSF Policy and Programmes

Activities in this work stream focus on increasing capacity of key school feeding stakeholders to design and implement school feeding programmes.

6.3.1. Design and Implementation Standard

For the GSFP to provide the appropriate services to beneficiaries and achieve its intended impact, it is important that the design and implementation be robust (refer to Section 4.1.), this section describes activities acknowledged by stakeholders as being required to promote programme effectiveness. In addition to programme structure improvements, it was identified by stakeholders that additional training, sensitization and mobilization of the relevant GSFP implementers throughout the structure be undertaken. This will further develop the efficiency of the programme and its impact on beneficiary groups, with appropriate actions being identified through analysis of the needs and programme requirements. Currently, the capacity of the entire GSFP demands further development to improve the quality of programme delivery, as such technical assistance highlighted through analysis will also include capacity building of both the soft aspects (systems/human) and hard aspects (logistics/tools).

The extended Phase 1 of the GSFP cycle will finish in 2011 and as such will undergo a comprehensive evaluation and redesign process. The Government of Ghana will redesign the GSFP based on the lessons learnt over the last 5 years. The evaluation will be conducted in the first half of 2011, the outcome of which will provide recommendations to support the redesign process.

This technical assistance plan will provide utility to the redesign process, which is anticipated to contribute to the development of Phase 2 of programme implementation. The redesign will consist of a core team under the leadership of a consultant, supported by a national task team. The teams' output will include a new programme structure and mode of implementation, supported by accurate programme literature such as a **Programme Guideline, Implementation Plan², Monitoring and Evaluation Strategy** and supporting documents. Stakeholders have identified the following technical support activities requiring attention in the design and implementation of Phase 2 of the programme (see also Table 14).

6.3.1.1. Improve targeting methodology and criteria

At present, targeting of beneficiaries by the GSFP in terms of school-age children and farmers requires strengthening. The GSFP aims to assist both smallholder farmers and

² The redesign of the programme will result in a detailed implementation plan to guide the new programme document. This document will focus on programme resource requirements and their subsequent co-ordination including the enhancement of human and physical capacity needs.

vulnerable school-age children alike. Phase 1 of the programme suffered poor targeting where intended beneficiaries (smallholder farmers and vulnerable school-age children) failed to be reached by the programme as a result. Stakeholders acknowledged that the current target methodology was not comprehensively designed and failed to reach those most at need. It therefore, has been suggested by stakeholders that focused action be taken to strengthen the target methodology and the general approach to the GSFP implementation during programme redesign to ensure services are delivered to those the programme intends to reach.

6.3.1.2. Develop food ration standards based on local production

Stakeholders have suggested the GSFP could advance its service delivery by developing food ration standards based on local production. This would involve reviewing the nutritional objectives and methods of delivery and sourcing, as this would facilitate the anticipated provision of nutritious meals to beneficiary schoolchildren. In addition, when considering the provision of nutritional meals to schoolchildren it is important to reflect on sourcing the appropriate commodities, and as such planning with local farmers will be needed to assess what is currently being grown and the types of foods they need to produce in the future that meet educational and nutritional goals of the GSFP. This activity reflects on the need to strengthen the link between the GSFP and small-scale farmers.

6.3.1.3. Improve procurement mechanism/modalities favourable for linkage to local food production

At present the GSFP programme structure is based upon a Caterer model, which in its current form of implementation is unable to establish the integral link between beneficiary small-scale farmers and schoolchildren. Stakeholders have suggested that by exploring design options, the connection between farmer and child can be realised, with the redesign phase offering an ideal opportunity to integrate those improved design options into the programme implementation structure. This activity will focus mainly on the procurement process and governing systems around commodity acquisition to ensure effective linkage. Therefore, as a fundamental component of the programme, attention should be given to this programme function during the redesign phase. Other activities in this plan will offer significant information about the possibilities and trade-offs.

6.3.1.4. Establish linkages between producers and purchasers

As the GSFP is a demand-driven approach to promoting agricultural development, through increased production, quality and income, it is important that substantive links be made between those farmers the programme aims to support and the reliable demand for food commodities presented by the GSFP. For this reason, stakeholders identified a need for activities to strengthen the links between small-scale farmers and the GSFP, achieved through analysis and stakeholder collaboration. Therefore, there is a need to support actions that focus on building a strong nexus between the producers (FBOs, individual farmers etc.) and purchasers (caterers and traders), achieved through the effective adoption and implementation of improved programme functions and activities. Such adoption and implementation would require a roll out strategy developed through pilot projects by NGOs as well as analysing and documenting lessons learnt from success cases of appropriately functioning linkage. The roll out strategy should be implemented through stakeholders, partner organizations and government bodies.

6.3.1.5. Implement nationwide stakeholder sensitization in Phase 2 of programme

There is widespread agreement across programme stakeholders that the weak nationwide sensitization of the GSFP has significantly affected programme implementation vertically and horizontally. At the national level, collaborating sectors were inadequately sensitized to the programme's objectives, structure, their mandates and roles and responsibilities. Poor sensitization has therefore affected institutional collaboration across the board.

At community level, local communities are simply made mere recipients of the programme and not participants and collaborators. In conjunction with the programme design and structure not being conducive to community participation, inadequate community sensitization exacerbated the lack of community participation and ownership. The absence of community engagement has had a debilitating effect on programme knowledge, acceptability and implementation within communities nationwide. Therefore, analysis of the programme has suggested that the redesign should address knowledge requirements, roles and responsibilities of all stakeholders and actors of the GSFP. A key ingredient of the programme post redesign would also include structures that ensure comprehensive and relevant knowledge are held and maintained by all those within the programme.

6.3.1.6. Implement a sensitization strategy

To generate an effectively functioning programme it was identified by stakeholders that sensitization for those involved in the programme would be required. Such a process would strengthen universal comprehension of the programme, offering opportunities for greater impact and cost-effectiveness for instance. Sensitization would need to be well co-ordinated and thorough, targeting a broad range of stakeholders and ensuring necessary processes were in place to mitigate the negative effects of staff transfer and other losses in organizational knowledge.

Primary stakeholders requiring comprehensive sensitization include:

- **National Level:** Programme collaborators including sector ministries and departments (MoFA, MoLGRD, MoFEP, MoH, MoWAC, MoE, the GES, and the Ghana Health Service).
- **Regional Level:** RCCs are responsible for co-ordinating government projects in each of the ten regions of Ghana. The GSFP falls under the authority of the RCC at the regional level. Due to the intersectoral nature of the implementation structure of the GSFP, there is a need to sensitize the RCCs on their roles and responsibilities. It is aspired that deepening the programme knowledge and understanding at the RCC level will enhance growth of the programme.
- **District Level:** DICs, SICs and local communities will require effective sensitization to ensure an acceptable level of understanding is held on their rights and entitlements, roles and responsibilities.

The sensitization is anticipated to be undertaken in collaboration with many partners at different levels capitalizing on available skills and experience, for example, targeting CSOs that are community-based will offer access to relevant skills and experience in community sensitization. A cascading approach will be adopted for sensitization, initiated at national level and reaching school level.

As part of the sensitization process:

- **Manuals** for sensitization will be developed to guide the process.
- **Workshops** for sensitization will be organized for national, regional and district level actors, CSOs and FBOs.
- **Communities** will be sensitized nationally and locally through organized radio and television programmes and activities.

For longevity of a sensitization process such approaches as the ZUTA concept (MoLGRD strategy to establish ZUTA) could be pushed forward for formal inclusion in the mainstream GSFP implementation structure. Provided the ZUTA pilot is successfully completed with satisfactory outcomes.

6.3.1.7. Educate farmers on the potential market within HGSP

To maximize beneficiary involvement in the programme it was identified that a process of education was required to sensitize farmers to the activities of the GSFP. By promoting the

understanding of small-scale farmers it is envisaged that their involvement will be increased and the community as a whole can take advantage of opportunities presented by the GSFP. Therefore, investment in developing a farmer sensitization package was identified as a need of the GSFP.

This will be followed by nationwide sensitization workshops for FBOs and smallholder farmers. Partner organizations such as ECASARD, the Association of Church Development Projects (ACDEP), and the members of the CSO Platform on the GSFP will be actively engaged to support sensitization activities. These organizations are already key stakeholders of the GSFP directly working with farmers and farmer-based organizations. Hence, a collaborative and participatory approach would further strengthen the relationship between these organizations, the GSFP, and farmers in delivering the desired outcome of the programme.

This activity, although identified by stakeholders as short-term, will not precede the redesign of the programme.

- ✓ PCD is working with the African Farm Radio Research Initiative (AFRRI) to develop and undertake a community radio sensitization project on the potential market within the GSFP and linkage of local production to HGSF in Ghana.

6.3.1.8. Develop mechanisms to strengthen programme accountability

Accountability through transparency is crucial for both the image of a programme as well as resource mobilization and management. Strengthening accountability has been observed as an important element to the progress of the GSFP by stakeholders. Strengthening the accounting and management structures of the GSFP will ultimately enhance accountability and transparency. The MoLGRD with support from the Dutch Embassy is undertaking a Social Accountability Project within the GSFP. This project is expected to boost the demand (from recipients/beneficiaries) and supply (duty bearers) accountability within the GSFP.

Therefore, to manage the desired increased flow of information it is necessary to ensure appropriate structures, systems and skills are present and held by programme implementers. Consideration would need to be given to ensuring the GSFP was able to provide timely, direct, factual and reliable information to the general public and other programme stakeholders.

Thus, stakeholders identified the need to strengthen the GSFP in areas of:

- **Public finance:** Strengthening public finance management through short training/refresher course for the Accounts Department.
- **Management:** Strengthening the capacity of management in leadership skills and good governance through short management training programmes for both the national co-ordinator and his deputy.
- **Information:** Stakeholders have identified the need to enhance the effective flow of information.
- **Sensitization methods:** Strengthening methods of sensitization for the wider GSFP community for example, civil society initiatives such as the 'October Fair' (an annual multi-stakeholder event in the GSFP) has been identified as a potential ground for engaging community and local actors in programme implementation.

Stakeholders stressed that social accountability will only be successful and effective if the necessary infrastructure is provided and the capacity of the duty bearer is strengthened to supply accountability to recipients/beneficiaries.

6.3.1.9. Develop comprehensive M&E systems to strengthen Phase 2 of programme implementation

During the analysis stages, stakeholders highlighted the absence of a comprehensive and functioning M&E system within the GSFP as an area requiring immediate attention. It was suggested that as part of the redesign, considerable attention should be given to developing a practical and appropriate system, which would allow programme progress and impact to be determined. The redesign offers a timely opportunity to develop such a system, which would be integrated and based on Phase 2 of the programme design.

6.3.1.10. Mainstream improved M&E design functions through programme structure

Once an appropriate M&E system has been designed to support programme implementation, the existing structures will require updating and programme implementers will require orientation on the new M&E processes. For example, there exists a functional Management Information System (MIS) but the department still needs further enhancement in terms of human capacity and improvements to the MIS software, which will become more evident as the programme is redesigned. Strengthening the area of M&E would ensure scientific generation of information and will require the roll out of new structures and processes in terms of training, accompanying literature and reporting templates to all relevant levels of the GSFP.

Additional activities may also include study exchanges with other in-country organizations illustrating strong M&E practices, as this would strengthen capacity building efforts. For example, MIS software training would be delivered to the GSFP staff in conjunction with study exchanges to organizations practicing MIS best practices.

6.3.2. Enabling Environment: Policy Frameworks Standard

6.3.2.1. Develop government proposal for a national HGSP Policy

The development of a national policy on school feeding has been identified by stakeholders as an important step towards the realization of a national legislation of school feeding. A school feeding policy in Ghana will further strengthen the implementation of the programme, providing a framework to support government efforts in the achievement of broader government objectives. Several documents by the Government of Ghana address school feeding directly while others align thematic areas to school feeding. However, Ghana is yet to realize a comprehensive school feeding policy that addresses the different contextual elements supporting school feeding, as well as a defined national objective and roadmap. If well integrated, a school feeding policy can enhance programme sustainability, contribute to the achievement of broader national objectives, including poverty reduction, food security, improved health and nutrition, and the government's effort to provide FCUBE to children of school-age.

Following the examples of several countries practicing HGSP, coupled with the end of Phase 1 of the programme, stakeholders including the Government of Ghana have identified the importance of developing a guiding policy document on school feeding.

- ✓ PCD is in the process of drafting a terms of reference.

6.3.2.2. Conduct annual consultations with parliamentary select committees

The parliament has been identified as an important institution in the stakeholder map of the GSFP. Parliamentarians determine the laws and policy direction of the country. Currently, the GSFP lacks structured support of the legislature. Parliament has scored high marks within the stakeholder environment in relation to the realization of such enabling environments such as 'policy' and 'funding'. In effect, stakeholders have recognised the benefits of periodically consulting with parliament, sensitizing and discussing strategies to address such challenges.

In order to give special attention to core areas of national interest, the parliament is subdivided into select committees. Stakeholders have recommended the need to hold reflective

sessions for the various sub-committees of parliament (MoLGRD, Poverty Reduction, MoFA, MoE, and MoH). These select committees deliberate and advocate for themes relevant to the GSFP. By updating the select committees on the challenges confronting the GSFP, it is envisaged that parliament will adequately seek to address challenges within their mandate. Engaging parliament will also have a spill-over effect to communities since the parliamentarians represent their constituencies.

6.3.3. Enabling Environment: Institutional Capacity and Co-ordination Standard

6.3.3.1. Develop programme guidelines, manuals and training packages

To strengthen the GSFP it was identified that programme support resources demanded further development. Policymakers acknowledged that programme guidelines, manuals and training packages were limited especially on procurement of local produce and training of cooks. Thus, investment in their development and application was required. These manuals will ensure a structured process of programme implementation; providing clarity on roles and responsibilities as well as reporting and accountability mechanisms. Ultimately, the availability of programme resources will prevent ambiguity, while providing programme standards and a point of reference during implementation.

As programme literature requires review, stakeholders have highlighted the redesign process as a great opportunity to develop these resources for Phase 2 of programme implementation. Programme literature should address all levels of programme implementation and include a Programme Guideline, Implementation Plan, Monitoring and Evaluation Strategy and supporting documents.

6.3.3.2. Disseminate programme guidelines, manuals and training packages

Post redesign will be integral to the success of the programme as stakeholders at every level of the GSFP will be conversant with their role, responsibility and related programme activity. To achieve this, stakeholders have indicated the need for a comprehensive roll out process consisting of trainings, provision of relevant programme literature and structures to maintain organizational knowledge. It is expected that the GSFP will play a leading role in the nationwide sensitization of the newly designed programme.

6.3.3.3. Fulfil staffing needs by appointing Specialists

As part of the redesign process it is envisaged that understanding of human resource needs for the programme will be better understood. This will be detailed in the implementation plan and include appropriate posts to be established and required capacity of staff. Stakeholders have identified the potential staff requirements:

1. **Appointment of an Agricultural Specialist:** Agriculture is a significant component of the GSFP and as such stakeholders recognised a need for an agricultural expert to be recruited within the National Secretariat. The Specialist would offer agricultural guidance to link school feeding with agricultural production and income for small-scale farmers, further building co-operation and joint programming between the MoFA, GSFP and other stakeholders such as agriculturally focused CSOs.

The appointed Agricultural Specialist shall be seconded from the MoFA or recruited on a short-term basis based on the recommendation of the MoFA to lead the delivery of specific activities that would effectively and sustainably enhance the linkage between the GSFP and local agricultural production. The Specialist would be the liaison between the MoFA, GSFP and agricultural-based stakeholders, and will lead all relevant activities based on the set objectives under the close supervision of the MoFA and the GSFP.

2. **Appointment of a Communication Specialist:** Communication has been observed as weak within the GSFP. Even though a communication strategy has been developed

for the GSFP National Secretariat, the capacity to execute it has been lacking. This has affected the media relations, website and ultimately the public image of the programme. Therefore, to further boost the capacity of the GSFP, stakeholders have recommended the recruitment of a short-term consultant to provide guidance, development of systems, and to enhance the capacities of the GSFP staff to undertake certain activities independently. The appointed Specialist should not hold a permanent post at the GSFP.

PCD's partner, SIGN, has offered as part of work stream 3 (strengthening partnerships and advocacy for HGSF), to provide funds for the recruitment of a Communication Specialist for a year. The Specialist is expected to support the transformation of the programme image through efficient and effective communication.

3. **Appointment of an IT Specialist:** An information technology (IT) Specialist or an IT company will be recruited or subcontracted respectively to address the IT challenges of the GSFP National Secretariat. At the moment, the GSFP National Secretariat lacks any form of IT support, hence most of the systems do not function optimally.
4. **Appointment of an M&E Specialist:** Policymakers highlighted the issue of M&E as a major stumbling block of the GSFP. Strengthening the GSFP through assistance in developing an M&E strategy for the programme has therefore been identified as a priority. A Specialist will be recruited to provide the necessary training and support to the GSFP within a specific timeframe.

6.3.3.4. Strengthen co-ordination of partner activities for programme support

The launch of the HGSF concept through the GSFP in Ghana has been a significant step forward by the Government of Ghana in addressing nutrition and education of schoolchildren and poor market access of small-scale farmers. Many partners have and continue to render diverse support to the GSFP along their areas of comparative advantage. Stakeholders have identified the need to strengthen co-ordination amongst themselves to avoid duplication of effort and enhancing synergies across the board. To further support the GSFP along these lines, setting up a co-ordinating group comprising of major stakeholders was identified as an immediate activity of support to the GSFP.

The co-ordinating group, through regular meetings, will form a nucleus of experts and organizations providing technical and resource assistance to the GSFP National Secretariat and other collaborating ministries. During (re)design, implementation and evaluation stages, the group will offer input, validation and commitment to the programme, and consist of permanent members and provisional specialists. Input from different group members will vary dependent on the level (i.e., policy, funding, organizational structure, design and implementation, and community) and stage of the programme cycle.

Participation will be those organizations that have a vested interest in the GSFP, and as such will freely attend and contribute to the various meetings and activities of the group. It is highly desired that the group is operated without being dependent on external support, as this will promote sustainability of the group in the long-term.

6.3.4. Enabling Environment: Community Participation Standard

6.3.4.1. Develop programme structure to facilitate formal inclusion of community involvement

It was suggested by stakeholders that the redesign of the GSFP should include structures that formally include the role of the community in the implementation of the programme. GSFP end users such as beneficiary communities, will offer opportunities of increased accountability and effective management should their inclusion be strengthened. Further, community involvement can constitute a third beneficiary group, adding additional benefits to

programme implementation such as community income (in-kind contributions), especially when actors within the supply chain are composed of community members. Therefore, community involvement needs to be an integral part of programme implementation and must be considered during the redesign phase to influence the programme's future structure and processes.

6.3.4.2. Mainstream community-based programme design function to facilitate formal inclusion of communities within programme implementation

Once the programme has been redesigned with strengthened emphasis on the role and responsibilities of the community in the GSFP implementation, it would be necessary to ensure the capacity of the community to undertake these roles and responsibilities are universally understood across programme beneficiary groups. Therefore, a sensitization and training strategy would need to be developed and rolled out nationwide. Among some of the strategies under discussion is supporting the MoLGRD with the establishment of ZUTA Forums to support community participation drive. The ZUTA Forums will be established in several GSFP participating communities (yet to be decided) comprising of formal (District Assemblies) and informal (local community opinion leaders) to undertake specific activities in relation to the GSFP. The design of these Forums is spearheaded by the MoLGRD along the Social Accountability Project. It is envisaged by stakeholders that such an active group can certainly help assure community involvement, however, additional complementary activities will be required.

6.4. Work Stream 3: Strengthening Partnerships and Advocacy for HGSF

Activities in this work stream focus on strengthening the multisectoral partnerships needed to support HGSF activities.

Building partnerships for HGSF on the existing multisectoral foundation in Ghana was a priority for the different stakeholders involved. There is a definite understanding that existing partnerships should be broadened, particularly to bring agriculture and community development on an equal footing with the well-developed SHN dimension.

From a funding perspective, providing a broad partnership that includes development partners as well as both the public and private sectors is one of the key steps in the transition to a sustainable funding model. The priority for the short-term is to support securing of funding for the HGSF programme, through continuation and future scale up.

In particular, stakeholders identified the following activities in order to strengthen the partnerships around HGSF (see also Table 14).

6.4.1. Enabling Environment: Institutional Capacity and Co-ordination

6.4.1.1. Improve content of programme website

Stakeholders have identified the need to improve the content of the GSFP website (www.ghanasfp.com/). It has further been identified that the importance of effectively communicating through the website has not yet been fully grasped by the GSFP. Furthermore, there is lack of capacity to manage the content of the website.

In addition to acting as an information hub on the work and findings of the GSFP, the HGSF website (<http://hgsf-global.org/>) also contains a user driven network designed to support the development of an online HGSF community of practice. To ensure stakeholders know about

this facility and are able to benefit from opportunities to share knowledge and good practice that the network provides, the GSFP will be supported to actively promote to relevant stakeholders the HGSF Network website (<http://hgsf-global.org/network>). This will require GSFP staff to encourage stakeholders to sign up and register their areas of expertise onto the HGSF website (<http://hgsf-global.org/network>). This activity requires only the promotion of this facility and does not require any maintenance or administrative responsibilities.

Offering training and communication support to the GSFP programme officer in charge of media, public relations and communications has been identified as important. Informal training on the importance of communicating effectively through both websites (www.ghanasfp.com/ and <http://hgsf-global.org/ghana/>) and how to technically manage the content of each website has been identified as important for the effective communication and promotion of the GSFP.

Training and support is also required to help promote and increase the visibility of these online resources through search engine optimization and online networking with other online resources.

6.4.1.2. Promote programme work through mass media

A documentary highlighting the work of the GSFP and explaining the concept of HGSF has been identified by the GSFP as a useful tool in disseminating information about the GSFP to both national and local audiences. This would require the production of two films, in the first case a longer documentary to be screened on national television and secondly a shorter 5 minute film to be used as an advocacy tool during meeting presentations and posted online at the GSFP and HGSF websites (www.ghanasfp.com/ and <http://hgsf-global.org/ghana/>).

Support will be provided to the GSFP programme office in charge of media, public relations and communications to identify potential funding opportunities to cover the costs of producing a longer documentary for broadcasting on television.

PCD, through its media partners Baney Media, will supply assistance to in-country media producers and cameramen to create this video content. This assistance will involve distance training, advice, technical review and mentoring support to the productions. Baney Media will also edit footage provided by the GSFP into a 5 minute documentary to be used according to the GSFP's advocacy strategy.

6.4.2. Enabling Environment: Financial Capacity Standard

6.4.2.1. Develop a resource mobilization plan

Currently, the GSFP is funded by the Government of Ghana with matching funding from the Dutch Government for the procurement of food. Besides these funding, the GSFP has not developed a strategy to mobilize resources. Stakeholders have observed that there is a potential to mobilize resources (e.g., human, capital, and physical) from various sources to further boost the implementation of the GSFP. Designing a plan to achieve this would be rewarding. The successful implementation of such a plan would further secure the sustainability of the programme beyond government funding. The resource mobilization plan should give attention to community contribution as well as private sector and Diaspora funding. Approaching private sector and Diasporas is increasingly being viewed as important by stakeholders. Policymakers have identified the enormous funding opportunities derivable from the private sectors as well as the Ghanaian Diaspora community. Evidence-based research has enumerated some of the opportunities and gains from the private sector and Diasporas involvement in other parts of the world. Approaching the private sector and Diasporas to explore the possible opportunities has been seen as important by stakeholders.

A core team will be established under the leadership of a consultant to carry out this activity. PCD's partner SIGN, will further explore the possibilities of securing Diaspora support (e.g., cash, material or in-kind) for the GSFP.

Closely linked to the resource mobilization plan will be the design of a strategy to secure CSOs, NGOs and international community involvement. By encouraging the involvement of the wider technical and policy level bodies into programme development, stakeholders understand this would increase the resources and technical knowledge at the disposal of the GSFP. This will further contribute to the decision making processes and as such should be encouraged and facilitated. This has been identified as a short-term activity.

6.4.2.2. Develop partnership funding for programme support

The overall objectives of the GSFP are laudable and fit into the funding themes of many international support organizations and institutions (donors). By developing a transparent, well-managed and attractive programme, the opportunities for soliciting external funding for the GSFP would be strengthened and pursued. Increasingly, the GSFP concept has gained tremendous attention due to the multi-dimensional benefits as highlighted through evidence-based research. By capitalizing on this growing international interest and support for the GSFP, international partnership support and funding would be pursued.

6.4.3. Enabling Environment: Community Participation Standard

6.4.3.1. Develop mechanisms to increase CSO involvement

Civil society has shown interest in engaging with and supporting the GSFP. However, this interest has not been adequately harnessed to reap results in the recent past. Policymakers have recognised the important role CSOs can play in enhancing desirable goals such as community participation, M&E, complementary support provision, as well as advocacy in relation to transparency and accountability. Developing a workable mechanism to engage civil society has been identified as key to the programme's long-term sustainability by stakeholders, capitalizing on complimentary services.

7. Next Steps

This technical assistance plan has been developed at the request of the Government of Ghana to support the advancement of the GSFP. The aim of this document is to strengthen the capacity needed to implement the GSFP effectively so as to benefit schoolchildren as well as smallholder farmers. It is the result of joint analysis led by the MoLGRD, the GSFP, the MoFA, PCD and other key stakeholders.

The participatory assessment and planning process followed the set of internationally recognised school feeding standards developed in *'Rethinking School Feeding'* to examine the GSFP. The technical assistance plan describes the current situation and programme structure, programme needs and recommends points of technical assistance for programme and policy development.

The technical assistance plan also provides a medium for government advocacy for stakeholder support, offering direction for programme assistance from the Government of Ghana, PCD and the wider development community. Specifically the role of PCD in implementing the technical assistance plan will be to provide facilitation between partners and co-ordinate the development of technical assistance activities already identified.

Working in partnership with the Government of Ghana, PCD will promote donor interest through high level advocacy within the national and international community. PCD will further provide direct support in terms of methodologies for costing or modelling the expected benefits of HGSF, agricultural and market assessments, institutional and capacity analyses and development, training packages, and M&E assistance.

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Annex 1: “Sizing” the demand for HGSP

Annex 1 provides some estimations of the demand for food from the GSFP based on current programme coverage, size of the ration and school feeding days (see Table 1). This demand is then compared to data on rice production (the main staple in the school feeding ration in the case of Ghana). Data at regional level on rice production was obtained for 2009 from the FAO CountryStat database (FAO, 2009). Data on school enrolment and coverage of feeding programme was obtained from the *GSFP 2009 Annual Operating Plan* (Government of Ghana, 2010). The simulations use the most recent available data for the relevant indicators. Annex 1 also provides simulations comparing demand from school feeding to rice production (see Figure 1).

Table 1: Estimated demand of food for the GSFP.

REGION	Total pupil enrolment 2008/2009	Regional % of nationwide enrolment	No. of GSFP Beneficiaries	% of GSFP pupil coverage	(2007) Rice production (MT)	Projected demand from GSFP (MT)	GSFP Demand/ rice production
Ashanti	520,795	17%	171,185	25%	9,886	5,007	0.51
Brong Ahafo	323,027	11%	103,424	15%	4,006	3,025	0.76
Central	300,142	10%	41,648	7%	4,586	1,218	0.27
Eastern	347,940	11%	49,734	9%	18,492	1,455	0.08
Greater Accra	255,463	8%	129,375	20%	2,322	3,784	1.63
Northern	372,089	12%	40,320	6%	62,533	1,179	0.02
Upper East	191,892	6%	28,331	4%	22,692	829	0.04
Upper West	129,439	4%	17,343	3%	5,121	507	0.10
Volta	270,482	9%	27,872	4%	36,959	815	0.02
Western	330,626	11%	47,392	7%	18,744	1,386	0.07
National Total	3,041,895	100%	656,624	100%	185,341	19,206	0.10†

† National total for ‘demand/rice production’ ratio is calculated as: the sum of total region demand divided by the sum of total regional rice production ($19,206/185,341 = 0.10$). Source: Government of Ghana, 2010, FAO, 2009.

Figure 1: Simulations comparing demand from school feeding to rice production.

