PARES

Partnering for Sustainable Education Outcomes

USDA United States Department of Agriculture

Provided by the United States of America

IFPRI PRONAE cesc CRS World Vision

# PARTNERING FOR SUSTAINABLE EDUCATION OUTCOMES (PARES)



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## OVERVIEW

World Vision is implementing the McGovern-Dole International Food for Education and Child Nutrition Program, funded by the United States Department of Agriculture/Foreign Agricultural Service (USDA/FAS). PARES is implemented in 157 schools in Meconta and Monapo (Nampula Province) and Milange (Zambézia Province), in partnership with CRS and CESC and in collaboration with the Government of Mozambique with IFPRI as a Learning Partner.

### DONOR

USDA, Foreign Agricultural Service (FAS)

### LOCATION

Milange (Zambézia); Meconta and Monapo (Nampula)

### PARTNERS

CRS, CESC, IFPRI and Government of Mozambique

### TIME FRAME

October 2023 – September 2028

## PURPOSE

Child malnutrition is strongly linked to dietary diversity and household vulnerability in Mozambique. The country has a nutritional crisis ranging between 37% and 43% among children under 5 years of age, causing public health and development challenges in the country. The Provinces of Nampula and Zambezia, have the highest level of chronic malnutrition. Around 80% of households face difficulties in maintaining adequate food and providing dietary diversity.

This Technical Brief summarizes commodities management from the PARES's Plan of Operations. The school meals are prepared for the first morning break and afternoon sessions in primary schools. Volunteer cooks get to school after their household chores. This allows for roll calls to verify student attendance for the day. The food prepared is based on the number of students present for that day. The preparation will be early enough to ensure that students get adequate energy for the greater part of the day.

The program provides 196g/student/day ration that include fortified rice, lentils, and fortified vegetable oil and fresh vegetables including tomatoes, onions, cabbage/kale, carrots, OFSP. This provides about a third of the participants' daily calorific needs, as well as key micro-nutrients. The ration size is enough to serve as a meal for the children in schools, removing any hunger pangs even for the most disadvantaged pupils that might come to school without a meal.

## STRATEGIC OBJECTIVES

- Improve literacy of school-age children through better literacy instruction, attentiveness and school attendance.
- Increase use of health and dietary practices through improved health/hygiene knowledge, preventive health access, and access to clean water and sanitation.

## KEY INTERVENTIONS

- Promote literacy, education benefits and school attendance; train teachers and school administrators; distribute teaching and learning materials.
- Provide school meals for school-age children and school staff.
- Provide take-home rations for volunteer cooks.
- Train communities in health, nutrition, food preparation & storage.
- Partner with farmer groups; promote improved agriculture, savings/lending groups and economic resilience.
- Construct latrines and boreholes; promote citizen reporting, social accountability and local ownership.
- Establish Joint School Procurement Committees and identify reliable local suppliers/farmers for local/regional procurement.

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## PROVISION OF SCHOOL MEALS

Nutrition must be addressed with broader efforts to improve household resilience and food security by:

- Improving dietary diversification among households, through diversified food production and consumption of nutrient-dense foods
- Strengthening school feeding systems, reducing short term hunger and contributing to improved dietary diversity among school aged children, attendance and concentration; supporting learning outcomes
- Expand environmentally resilient agriculture through physically adaptive agricultural practices, building resilience to seasonal food shortages
- Support local procurement, linking school feeding programs to local food production for Improved children access to nutritious meals and create stable markets and income opportunities for farming households

## PARTICIPANTS

- 95,422 participants in 157 schools in Meconta, Monapo and Milange districts of Nampula and Zambezia provinces:
- 93,310 students (47,830 boys; 45,480 girls),
- 1,019 teachers (407 females; 612 males)
- 1,093 volunteer cooks (784 females; 309 males).

## KEY ACHIEVEMENT SEPTEMBER 2026

### SCHOOL MEALS

- 16,324,411 school meals were provided to 95,422 participants in 157 schools: 93,310 students (47,830 boys; 45,480 girls), 1,019 teachers (407 females; 612 males) and 1,093 volunteer cooks (784 females; 309 males).
- 3,790 MT (2,640 MT of fortified rice, 879 MT of lentils, and 271 MT of vegetable oil) of Title II commodities for all 157 targeted schools.
- 1.144 MT of LRP commodities (OFSP, onion, kale, cabbage, carrots, tomato) supplied to 157 schools, complementing imported commodities.
- 236.08 MT of fortified rice, lentils, and oil (150.80 MT of fortified rice, 45.29 MT of lentils and 40 MT of vegetable oil) and 93.415 as take-home rations (THR).

### MOZAMBIQUE GOVERNMENT CONTRIBUTION

- 573 thousand dollars exemption on importation of commodities
- 76,340 students (38,404 girls; 37,936 boys) reached through deworming and physical examinations in the 157 school.
- 153 school health teachers trained (60 women, 93 men) in health, hygiene and nutrition.
- Government assistance through advocacy, community mobilization and sensitization through Joint Procurement Committee on LRP and joint monitoring and supervision of activities



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## COMMUNITY CONTRIBUTION

- Utensils (plates, cups and spoons) for use by the beneficiaries during consumption
- Security of the school warehouses (community members remain very vigilant to the project resources in the schools, mainly the food in the warehouses)
- Water for cooking
- Salt
- Firewood

## AGRICULTURE & SUSTAINABILITY

- 74 farmer associations legalized with the coordination of Government and Department of Agriculture to commercialize their crops.
- 810 farmer association members trained in production, post-harvest handling and market linkages.
- 224 savings group members trained in financial literacy and business management.
- 26 farmer associations engaged in direct vegetable supply to schools through the Local and Regional Procurement (LRP) initiative.
- 74 S4T community agents trained; 279 savings groups established and trained.
- Established 20 school gardens and provided agricultural inputs to 20 schools.
- Engaged key government ministries and represented PARES in the School Meals Taskforce for the approval of the National School Feeding Strategy.

## RISK AND MITIGATION

- Lack of dietary diversity of participants in their households
- Environmental degradation due to extensive use of firewood
- Accessibility to the schools especially during the rainy seasons
- Migration of participants to schools with School Feeding projects
- High possibility of pupils drop-outs after the end of project or School Meals
- Lack of WASH infrastructure (water, handwashing station and toilets, etc.)

## PROGRAM IMPLICATIONS

Nutrition must be addressed with broader efforts to improve household resilience and food security by:

- Improve dietary diversification among households, through diversified food production and consumption of nutrient-dense foods
- Strengthening school feeding systems, reducing short term hunger and contributing to improved dietary diversity among school aged children, attendance and concentration; supporting learning outcomes
- Expand climate resilient agriculture through climate-smart agricultural practices, building resilience to seasonal food shortages
- Support local procurement, linking school feeding programs to local farmers for Improved children access to nutritious meals and create stable markets and income opportunities for farming households

## CREDITS AND CONTACTS


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**ANNEX. 1** Commodities Management lifecycle process

