

SOCIAL INVESTMENT AND PROTECTION REPORTS: HOME GROWN SCHOOL FEEDING PROGRAM SERIES

**The report of the tracking of the
Home-Grown School Feeding
Program (HGSFP) in
Kaduna State - Nigeria**

**Volume 2,
September - December, 2018**



**MacArthur
Foundation**



Connecting Gender for development (COGEN)

The report of the tracking of the
Home-Grown School
Feeding Program
[HGSFP]

in Kaduna State - Nigeria.

Volume 2 | September to December, 2018

Acknowledgement

A series of surveys, analysis and report writing led to the publication of this document which is the second of the series of reports COGEN will be publishing on its involvement in the tracking of the Home-Grown School Feeding Program in sixty (60) selected schools across 3 Local Government Areas of Kaduna state namely Jema'a, Kaura and Zangon Kataf.

All these activities were made possible with funding support from the John D. and Catherine T. MacArthur Foundation. COCEN is therefore very grateful for this support which has enabled not only the tracking of the HGSFP but also the publication of this document. We believe that this publication will go a long way in improving the delivery of the HGSFP in Kaduna state.

COGEN also acknowledges the efforts of the sixteen (16) Field Monitors that have been working as the foot soldiers on the field and whose passion, commitment and doggedness has not only produced valuable raw data but has impacted on the delivery of HGSFP positively. Likewise, we commend the efforts of the data analysis team whose eye for the right information ensured that data gathered from the field are not compromised. Finally, COGEN would like to also acknowledge the efforts of the report writing committee members whose wealth of experience and expertise has contributed in no small measure to the production of this publication.

It is COGEN's desire that the circulation and use of this publication especially by the communities and administrators of the HGSFP at all levels will truly contribute to improving the present challenges associated with the delivery of the HGSFP in the state. Ultimately every child in public schools can confidently say that the HGSFP is serving them as it has been designed to.



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Acronyms

APC	All Progressive Congress
COGEN	Connecting Gender for development
CSO	Civil Society Organisations
FGD	Focused Group Discussion
FMC	Food Management Committees
HGSFP	Home Grown School Feeding Program
LGA	Local Government Area
LGEA	Local Government Education Authority
MPS	Model Primary School
RDA	Recommended Daily Allowance
SBMC	School Based Management Committees
SIP	Social Investment Program
UBE	Universal Basic Education
UNICEF	United Nations International Children's Emergency Fund



Stakeholders meeting



Meeting with Monitors (Project Implementation meeting)



About Connecting Gender (COGEN)

About COGEN: COGEN is a gender oriented Nigerian non-governmental and not for profit organization working specifically in Northern Nigeria.

Vision: “A world without inequality and discrimination.”

Mission: To “empower women and communities to advocate their own issues; and create linkages between communities and relevant agencies to promote inclusive participatory governance.”

Thematic Focus:

- Democracy and governance
 - Women’s political participation
- Economic empowerment
- Education and health
- Climate change, conflict and peace building
- Gender and social inclusion

COGEN’S Social Investment Projects

Tracking the Home-Grown School Feeding Program for Accountability and Efficiency in Kaduna State.

School Feeding is a globally recognized program that alleviates hunger while supporting the education and health of children on one hand and community development on the other. These programs take different forms and in Nigeria, the School Feeding Program which has been named as Home-Grown School Feeding Program (HGSFP) takes the form of providing one school meal a day for public primary school pupils. It is a safety net program that supports the children, their parents and the host communities.

HGSFP enables children to enroll, attend and complete basic education and at the same time ensuring that children are well nourished. In the process; poverty, unemployment and economic development of the community are also addressed. Food supply for the program as well as cooks are sourced from the local host communities thus contributing to the growth of the local economy and enabling the creation of more jobs. This contributes to the development of healthy communities as well as the growth of the local socio-economic sector. HGSFP was first introduced in Nigeria with the signing of the Universal Basic Education (UBE) Act in 2004. It was re-launched in 2015, building on lessons learned from the 2004 pilot program.

The Nigeria HGSFP aims to:

- improve the education and health status of children, particularly among impoverished households and communities;
- improve school enrolment and completion;
- improve child nutrition and health;
- increase local agricultural production and to tackle poverty through the creation of job within the local economy.

Under the implementation framework of the HGSFP, the Federal Government provides one meal a day to all pupils in public primary schools of class 1 to 3. State governments are required to establish a School Feeding Program Implementation Office to provide the needed structures and personnel for the program as well as provide meals for pupils in primary 4 to 6. In Kaduna State, the HGSFP structures were duly established and school feeding commenced in public primary schools in the state for pupils in primary 1 to 3.

Connecting Gender for development (COGEN) as an independent non-state actor is tracking the implementation of the school feeding program in sixty (60) selected schools in 3 Local Government Areas (LGAs) in the state and will disseminate widely, its findings. This has been made possible with support from the MacArthur Foundation.

It is envisioned that this intervention would enhance value for money, inclusiveness, responsiveness and accountability in the delivery of the program. We also believe that this intervention would empower communities to track the implementation of other government projects in their localities. It is expected that when COGEN's role ends, communities through the School Based Management Committees (SBMCs) would assumed the full ownership and monitoring of the HGSFP in each school thus ensuring its sustainability.

Project Goal: To ensure that the HGSFP is successfully implemented in Kaduna State in a manner that promotes learning, enrollment, retention and completion of primary school by pupils both males and females, while also ensuring that transparency, accountability and responsiveness are adhered to by all stakeholders involved in the project implementation.

Project Objective: To track the process of the implementation of the School Feeding Program in Kaduna State and provide policy makers, communities, other relevant stakeholders and beneficiaries with evidences that would enable accountability and responsiveness in the delivery of the program.

Project Beneficiaries: The beneficiaries of the project are pupils in public primary schools, parents, school administrators, the government, cooks, suppliers contracted to supply food supplements (eggs, juice and biscuit) and host communities.

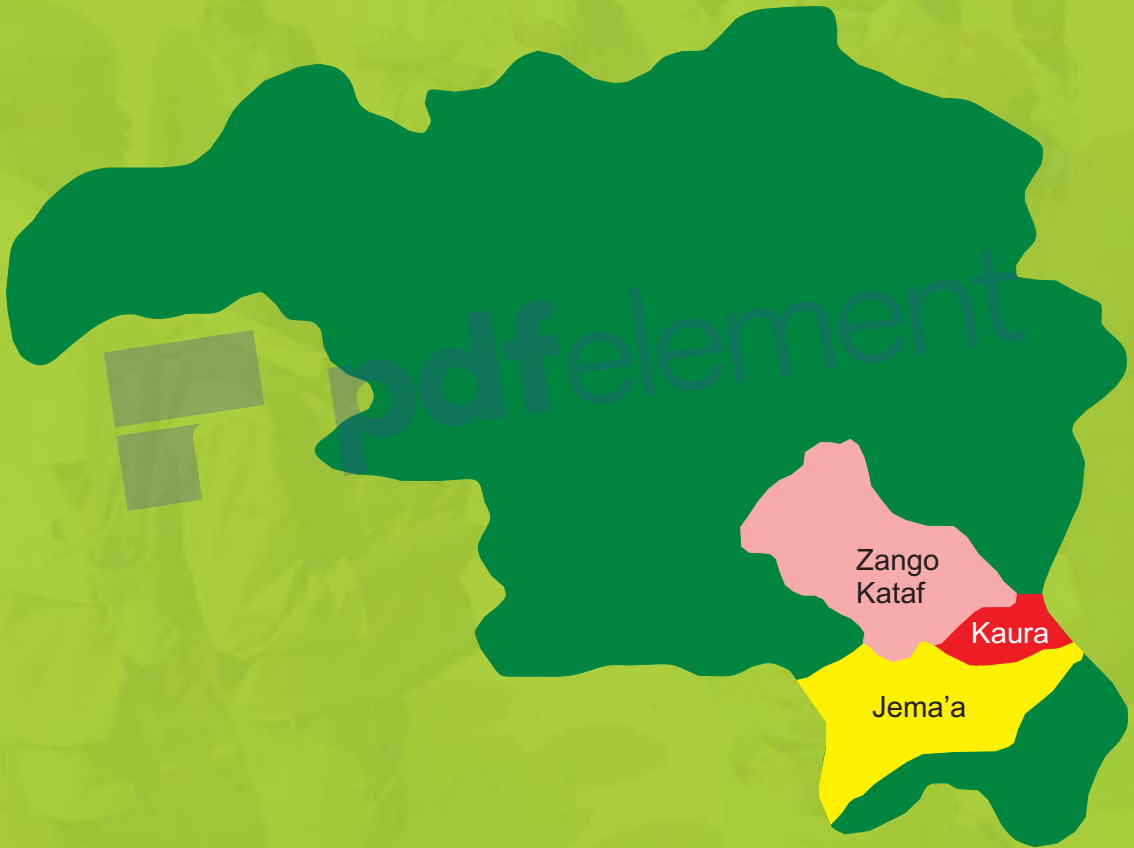
Project Approach: A citizen's led tracking, observation and documentation strategy will enable direct engagement with all stakeholders involved in the school feeding program at various levels in the state. This multi-pronged approach involving the local communities such as members of SBMCs, Community-Based Organizations (CBOs), media and CSO networks will nurture a groundswell of action. It is expected that this action will ensure that the service providers of the HGSFP and governments are implementing the program effectively.

Project Duration: Three (3) years.



School children, beneficiaries of the school feeding having a meal

EXECUTIVE SUMMARY



Executive Summary

Knowledge of the Home - Grown School Feeding Program (HGSFP)

Even though there has been an improvement in cooks accessing funds in the bank, some cooks across all three LGAs reported within this reporting period that accessing funds was not easy and that they still received varying funds fortnightly. This raises questions as to why the designated bank in Kaduna State, the FCMB, has after more than one academic session has not been able to provide high quality services nor explain to the women why they receive varying funds

Issues of cost for transporting eggs, juice and biscuits from the Education Secretary's office to the various schools has not changed. Jema'a and Kaura Local Government Areas have given the responsibility of collecting and distributing eggs to pupils to cooks who within the reporting period collected the eggs from the Executive Secretary's office for their schools. Cooks did not receive any transport fares for this transaction. Head Teachers in Zangon Kataf Local Government Area continue to pick up their school's allocation of eggs, juice and biscuits every week from the Education Secretary's office at their cost as they do not receive any transport costs.

Community participation

Reports from Jema'a, Kaura and Zangon Kataf LGAs between September and December 2018, showed that the SBMCs were involved in monitoring the HGSFP and played a supervisory role in the monitoring process. The SBMCs were also part of the food management committees in the schools.

All except one school did not have a food monitoring

committee within the reporting period, a remarkable improvement from the last reporting period when more than eighty percent of schools across all three LGAs did not have a food management committee. This no doubt is a result of COGEN's tracking where tools keep asking head teachers and SBMCs if they have a functional food management committee to inspect and certify food fit for consumption by the pupils daily.

Community participation in the delivery of the HGSFP, has witnessed a tremendous improvement from the last reporting period. Over ninety percent of the schools now have food management committee when compared to the last quarter's report. SBMCs have become more active and met regularly to discuss issue concerning the smooth delivery of the school feeding. Participation of other teachers including the health teacher in supervising the feeding has become more inclusive with active food management committees comprising teachers in the school which were non-existent nor functional before COGEN's intervention. Similarly, the SBMCs which had distanced themselves from the program are now actively engaged with ensuring smooth delivery.

Assessment of the quality and quantity of food

Adherence of meals scheduled to be served daily by the cooks and school management to the weekly menu came under scrutiny in determining quality of service. The study showed that to a large extent the cooks kept to the menu but meals with eggs were not always complete due to shortfall in supply of eggs to the cooks. Insufficient and lack of food supply continued all through the reporting period for reasons ranging from difficulties accessing funds, absentee cooks to increased numbers of pupils to be fed without a corresponding increase in



Participants at a town hall meeting in Kaura LGA

funds resulting in smaller portions for pupils. Snacks served on Friday's which were supervised by the schools also suffered shortfalls in supply to all LGAs.

Shortfalls in supply of juice and biscuits continued over the reporting period in September which was the beginning of the school session and shortfalls were experienced across all three LGAs. Shortfalls were reported in twenty three out of sixty schools affected by the shortfall in the supply of juice of which eleven (11) schools were in Jema'a LGA, four (4) in Kaura LGA and eight (8) in Zangon Kataf LGA. It would have been expected that as it was the first month in the school session, pupils would have received the proper rations. This set the trend for the reporting period as shortfalls continued all through the term from September to December 2018.

Supply of eggs, juice and biscuits recorded a continuous shortfall within the period under review. Education secretaries could not change the situation other than reporting it to the state implementation committee. The direct payment of money to the egg aggregator and juice and biscuits supplier, eliminates the State and local education units from the process thus they are unable to call suppliers to order. However, with stronger coordination and proper record keeping the Education secretaries and State implementation committees can pass on information to the national office of the Home-Grown School Feeding program so they take action to address the shortfall. Shortfalls in supply of eggs means that children are denied a second source of protein as well as losing the benefits of the high energy biscuits and juice which are either rationed or given children on rotation. Further investigation needs to be done by the

education department to trace leakages in the supply chain of the eggs and persons found culpable penalised. It is recommended that the National Office establishes an online reporting platform where all actors in the Home-Grown School Feeding program can hand problems encountered in the process of school feeding.

Education Secretaries need to be more active in calling defaulting cooks to order. While they cannot have such cooks replaced immediately, they have the names of perpetual defaulters sent to the state implementation committee and recommend for their replacement. For instance, the cook, assigned to LGEA Dutse Kagoro, Anna Solomon in Kaura LGA who has permanently sub-contracted the cooking to the detriment of pupils because she cannot go up the mountain where the school is located, Rifkatu Bitrus, assigned to LGEA Kwarabe in Jema'a LGA and Agatha Mathew, the cook assigned to LGEA Ungwan Kajit in Kaura LGA who have absconded, should be removed immediately.

In Kaura LGA, cooks who fail to supply food on the stipulated day are required to feed the pupils cooked meals on Fridays to make up for the failure. This means that pupils on such days get a double serving of cooked meals, juice and biscuits. This is a practice that should be replicated in all public schools. It engenders accountability and transparency so that pupils are not short-changed.

Kaura LGA had for three months between September and October 2018, the lowest reports of shortfalls in supply of juice, eggs, biscuits and insufficient food. Jema'a LGA consistently within the period had the highest number of reported cases of shortfalls in supply of eggs, biscuits, juice and insufficient food followed by Zangon Kataf LGA. This raises questions as to why Jema'a has highest cases of reported shortfalls compared to the other three and why Kaura had the consistent

lowest reported case of shortfalls in supplies.

Hygiene standards across the three Local Government Areas were very good, with all monitors reporting that where food is kept and then served is clean and the cooks except for one were adjudged as being neat. All cooks however still must learn to wash their hands before serving food as about twenty percent (20%) failed to do so.

Gender in the HGSFP

Membership of the HGSFP committee at local Government level is based on representation of various office thus the gender composition depends on occupants of the office. Deliberate efforts therefore need to be made to co-opt female officers to ensure a gender balance so that women's perspectives can be heard in committee deliberations. As it stands now the committees across the three local government areas are skewed in favour of men with Jema'a and Kaura having only one female on four and six person committees respectively while Zangon Kataf is all male.

Differences in terms of enrolment between male and female pupils is narrow and commendable with male and female pupils being equal in some classes such as primary 1. Similarly, the feelings of domination and threats from other students because of pupil's benefiting in the school feeding shows little differences between male and female responses. However, in the reported cases of feelings of domination and threats, these should be investigated by the Head Teacher, disciplinary teacher and class teachers of pupils reporting to ensure that pupils are not being forced to share food with older pupils. This however needs further investigation for deeper understanding.

Feedback Mechanisms in HGSFP

The HGSFP should use the feedback collated by head

teachers from pupils in a more professional manner so that it contributes to improving the delivery of the school feeding and bridging gaps in the delivery. Within the reporting period all Head Teachers used the feedback from pupils to discuss with the cooks and ask them to improve on the quality and quantity of their food. A formal and proper use of feedback collated from beneficiaries at the last point of the value chain will be an important source of information for the administrators of

the program as well as for possible roll over to the senior classes. For instance, where some Education Secretaries reported that they had supplied the full allocation of juice, biscuits and eggs, head teachers, pupils and cooks said the opposite. Similarly, a quick response to reports of cooks who have failed to meet their obligation with termination of such contracts and assignment of a new cook will go a long way to instil discipline in the delivery of the school feeding.



SBMCs members in a group work session

Introduction

Connecting Gender for development (COGEN) is tracking the Home-Grown School Feeding Program (HGSFP) in sixty (60) schools in three (3) Local Government Areas (LGAs) of Kaduna South Senatorial zone. Twenty (20) schools are being tracked in each LGA. This project aims to promote transparency and accountability as well as support efforts to minimize leakages in the delivery of Federal Governments school feeding for public primary schools. The project also seeks to encourage communities to take charge of tracking the delivery of the school feeding in their communities to ensure efficient and effective delivery of the service.

The HGSFP is one of Federal Government of Nigeria's Social Investment Programs (SIP) being implemented currently in twenty-four (24) states that have met the requirements for the school feeding. The current political will around providing safety nets for vulnerable people through the SIPs provides an open environment for COGEN to track the school feeding program as government is desirous to ensure efficient delivery of the program thus welcoming the external independent

monitoring of the project by Civil Society Organizations.

This report is the second in a series of quarterly reports of field monitoring of the delivery of the school feeding program in the stated target locations. A cross section of stakeholders in the project have been interviewed or in focus groups at stated intervals to collect the information present below. These stakeholders include Head Teachers, Cooks (Vendors), Schools Based Management Committees (SBMCs) and pupils. Frequency of collation of data is as follows;

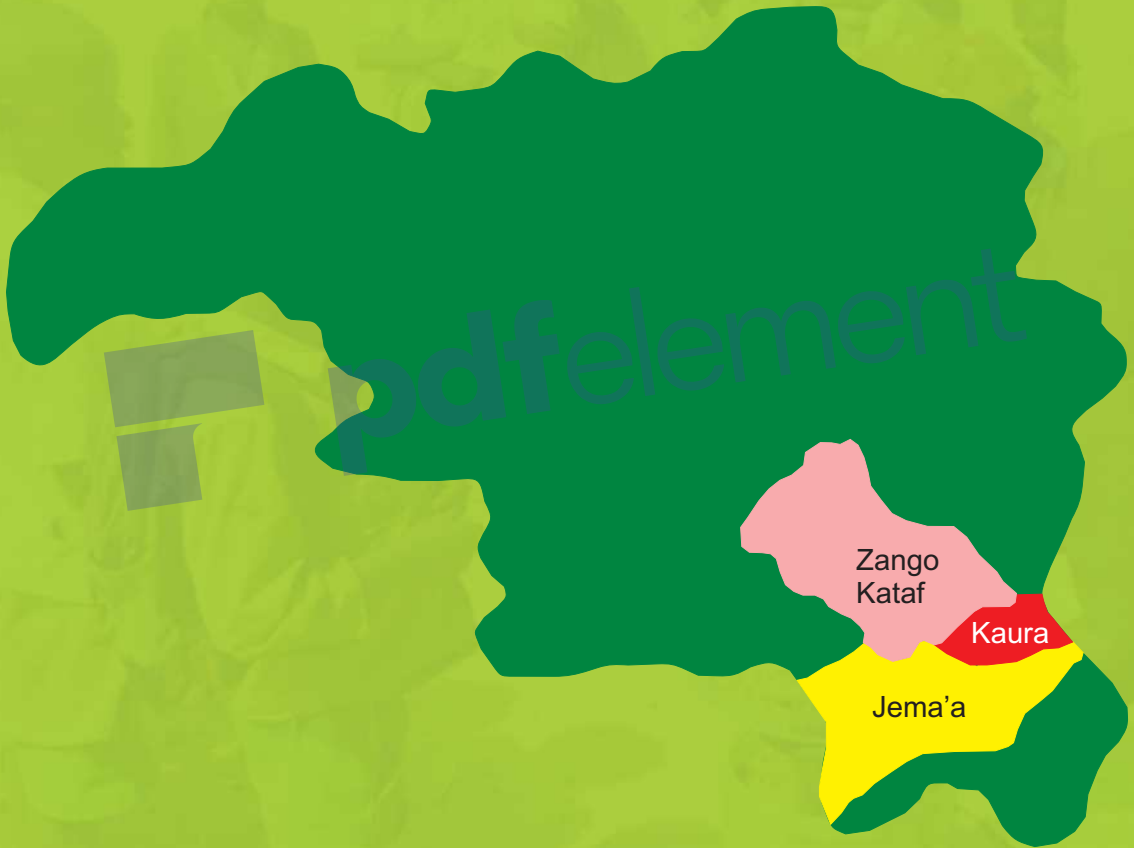
- Head Teachers: Monthly
- Cooks (Vendors): forth nightly
- SBMCs: Quarterly
- Pupils: forth nightly

This report presents findings from the field for the months of September to December 2018 in sixty schools, twenty schools in each Local Government Area of Jema'a, Kaura and Zangon Kataf on the Home Grown School Feeding Program (HGSFP).



Pupils being served a cooked meal

FINDINGS



Findings

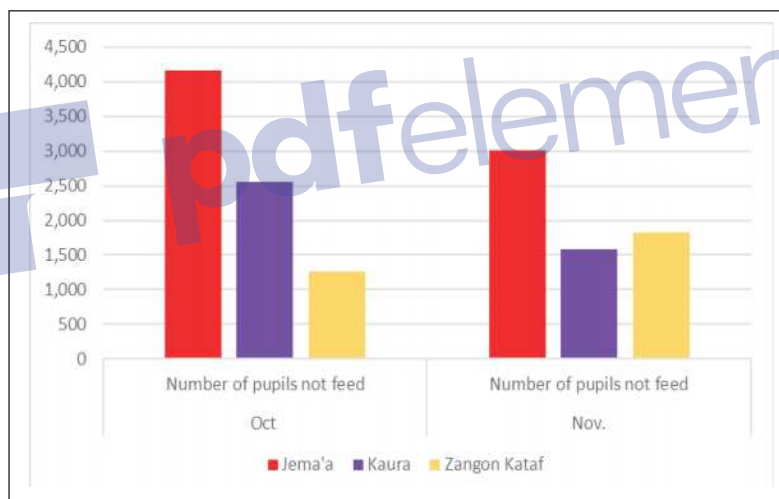
1. KNOWLEDGE OF THE HOME-GROWN SCHOOL FEEDING PROGRAM (HGSFP)

In the period under review between September and December 2018, operators of the HGSFP at the end point of the chain involved with delivery of the school food have shown a good understanding of the program. In all three Local Government Areas of Jema'a, Kaura and Zangon Kataf, a 93% of cooks reported that they live near their assigned schools within thirty minutes thus making it easy for them to supply food regularly. Even though

September 2018 only 90% of Cooks in Zangon Kataf had been vaccinated and remained unchanged by December 2018.

Food has consistently arrived all schools within the reporting period between 9.30am and 10.00am before the break period. Children therefore did not have to wait for food and miss lessons immediately after break period. Daily food supply for the stipulated four days a week is

Figure 1: Numbers of pupils not fed in October and November 2018



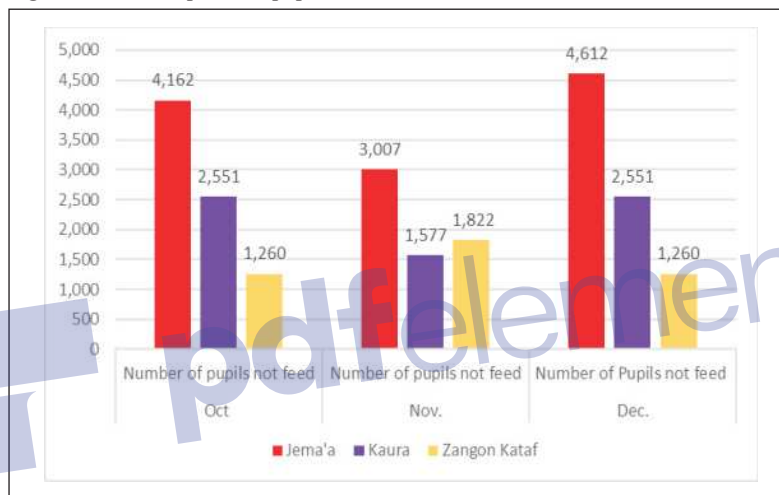
thirty minutes from the school vicinity may not be as near as expected, this is a reasonable distance within which vendors can supply food. The Number of cooks who have received the Hepatitis B vaccine has also increased during the reporting period. While all cooks interviewed in Kaura and Jema'a LGAs had received the vaccine by

yet to be a steady occurrence even though more cooks report supplying food on each of the stipulated school days. For instance, in October and November 2018 as shown in figures 1 and 2, supply of food was very unstable as high numbers of pupils were not fed. Some of the reasons' cooks gave for this included lack of receipt of

funds; ill health of cook in the cooking rotation; abscondment of some cooks who have never supplied food to their assigned schools in Jema'a and Kaura Local Government Areas. Some cooks assigned to LGEA Kwarabe and Kanock in Jema'a Local Government Area and LGEA Ungwan Kajit in Kaura Local Government

Area have consistently during the reporting period not supplied food to assigned schools while the cook assigned to LGEA Dutse in Kaura Local Government Area continues to subcontract as a result of which the stipulated number of children to be fed never get fed because of the shortfall in funds given to subcontractor.

Figure2: Cooks' response on pupils not fed, October to December 2018



A cook making her remark during a town hall meeting in Kaura LGA

There has been a marked improvement in accessing funds by cooks which is responsible for the improvements recorded in supply of food across all three Local Government Areas. In November for instance, eight weeks into the school term, the average percentage of cooks receiving funds easily was at an average of 71%. Figure 3 below shows how many cooks accessed funds easily between September and December 2018. This was collaborated by Head Teachers in all schools. 85% of Head Teachers in Zangon Kataf LGA reported that cooks served food on a regular basis in September with only one absentee cook in LGEA Ungwan Gaiya, while 60% of Head Teachers in Jema'a reported steady supply of food reporting two absentee cooks in LGEA Kwarabe and LGEA Kanock. This trend of steady supply of food by cooks continued to

December of 2018. In October, Head Teachers of 95% of schools in all three LGAs reported a steady supply of food. In November, 95% Head Teacher in Jema'a and Zangon Kataf LGAs reported a steady supply of food, with Kaura reporting 100%. Figure 4 below shows the Head Teachers response to delivery of food between September and November 2018. This is an improvement on food supply.

Not only was supply of food to pupils rated high, the timeliness of delivery of food has also remained within the set time which is meant to be during the long break at 10am. Both Cooks and Head Teachers reported that food generally arrived before 10.10am. Figures 5 and 6 show the timeliness of supply of food in all three LGAs for three months

Figure 3: Cooks accessing funds easily in three LGAs, September to December 2018

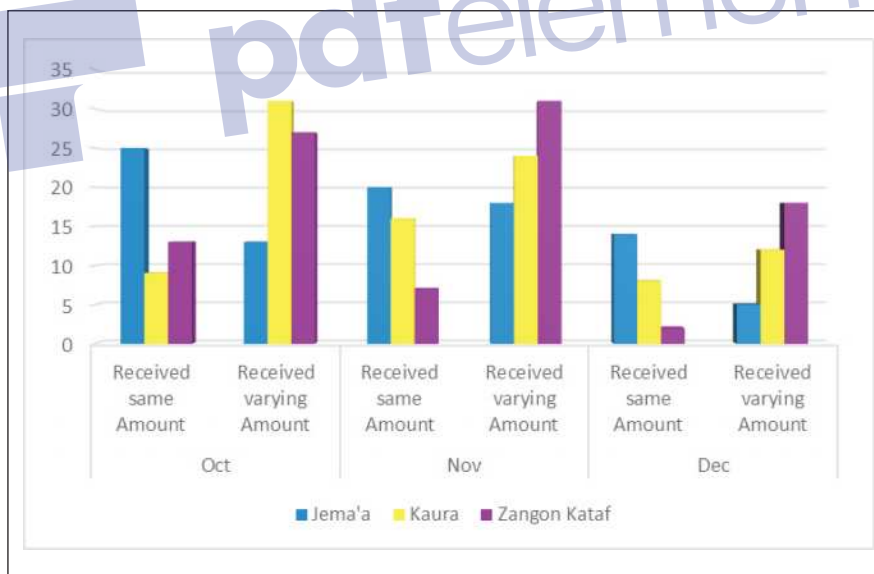


Figure 4: Head teachers' response to delivery of food, three LGAs, September and November 2018

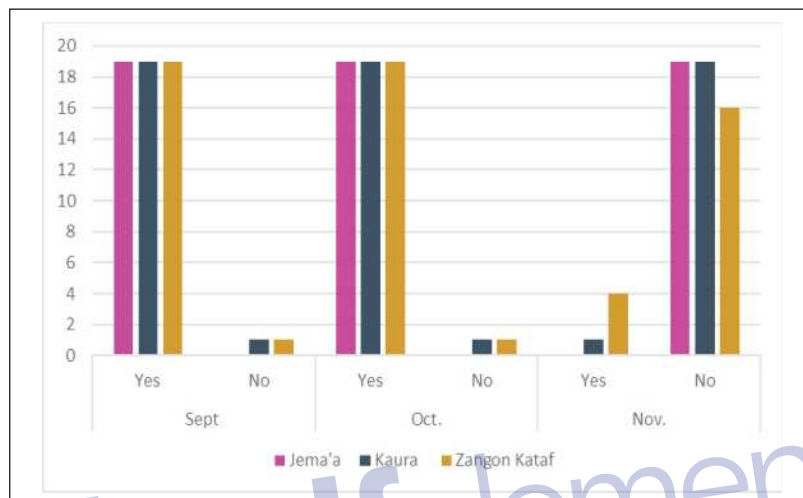


Figure 5: Head teachers' response on scheduled delivery of food, three LGAs, September to November 2018

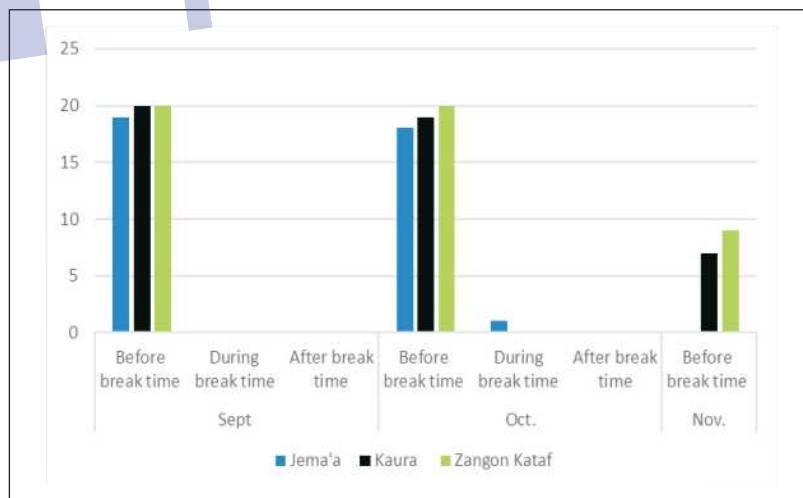
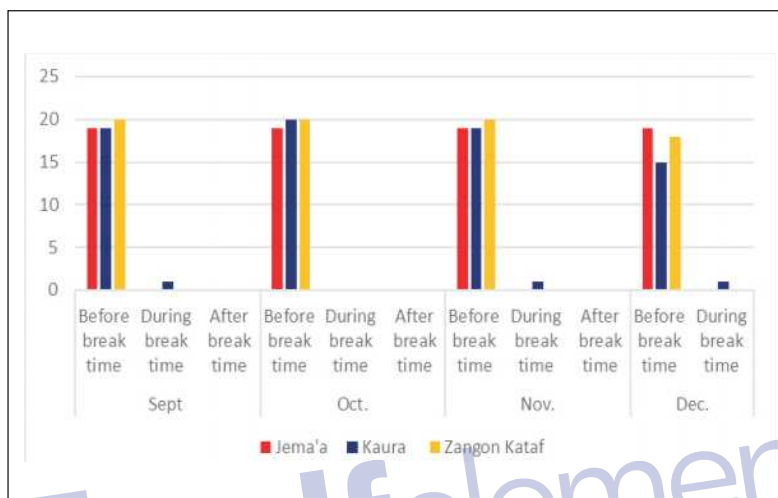


Figure 6: Cooksresponse on scheduled delivery of food in the three LGAs, September to December 2018



Pupils eating lunch

Even though there has been an improvement in the payment of funds as reported by the cooks not all cooks received the same amount of money every two weeks raising questions as to why. This further explains the high number of children who were not fed all through the school term for lack of enough funds to provide food for all. Figure 7 below presents figures of cooks who reported not receiving the same amount of money every two weeks between September and December 2018. Figure 8 shows reasons for cooks' failure to supply food as scheduled. Delay in payment of funds and insufficient

funds topped the list for reasons for shortfalls in supply of food. Figure 9 shows that more cooks reported easy access to funds in the bank which is an improvement since the last report. Nevertheless, some cooks still have challenges accessing the funds. This raises questions as to why after more than one academic session of implementing the HGSFP, the designated bank in Kaduna State, FCMB, has not being able to perfect its payment system to ensure that cooks get the same amounts every two weeks and easily access their money.

Figure 7: Cooks receiving varying amounts of money between October and December 2018

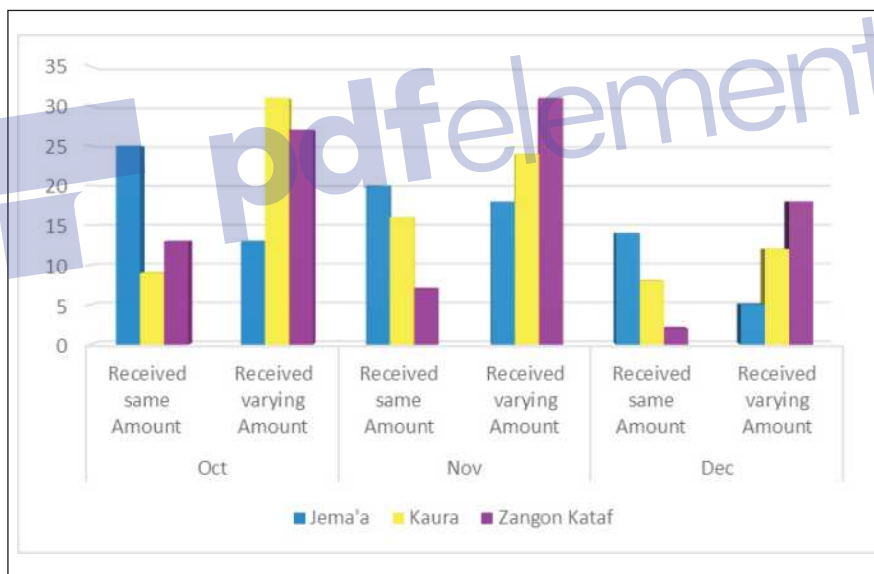


Figure 8: Reasons for shortfalls in supply of food, September to December 2018

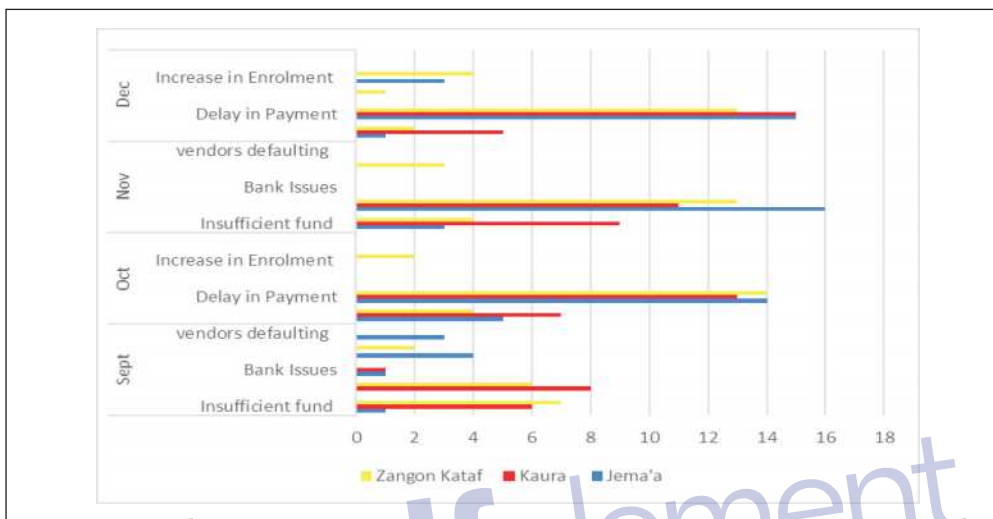
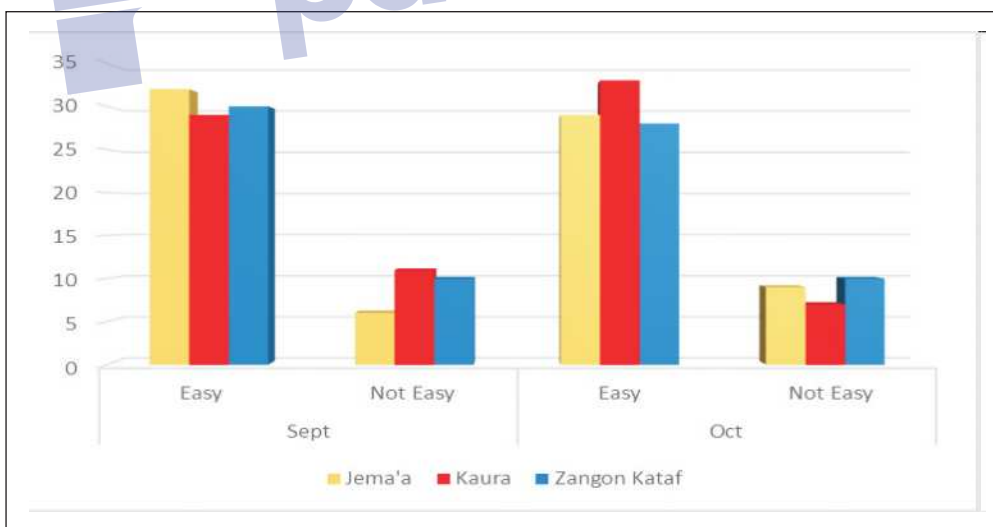


Figure 9: Access to funds by cooks between September and December 2018



The issue of cost for transporting eggs, juice and biscuits from the Education Secretary's office to the various schools has not changed. Jema'a and Kaura Local Government Areas have given the responsibility of collecting and distributing eggs to pupils to cooks who within the reporting period collected the eggs from the Executive Secretary's office for their school. Cooks did not receive any transport fares for this transaction. Head

Teachers in Zangon Katf Local Government Area continued to pick up their school's allocation of eggs, juice and biscuits every week from the Education Secretary's office at their personal cost. The same applies to Head Teachers in Jema'a and Kaura local government areas who also pick up the juice and biscuit allocations to their schools on a weekly basis from the Executive Secretary's Office at their own cost.



Town hall meeting at Zangon Katf LGA

2. COMMUNITY PARTICIPATION IN THE HGSFP

For the period under review, cooks from all COGEN selected schools in Jema'a, Kaura and Zangon-Kataf LGAs said they were aware of the existence of School Based Management Committees (SBMCs) in their schools. The cooks also thought it's the SBMCs responsibility to monitor the delivery of the HGSFP in their school. Only cooks from one school in Jema'a LGA said the SBMCs did not have the responsibility to monitor the delivery of the HGSFP in their school.

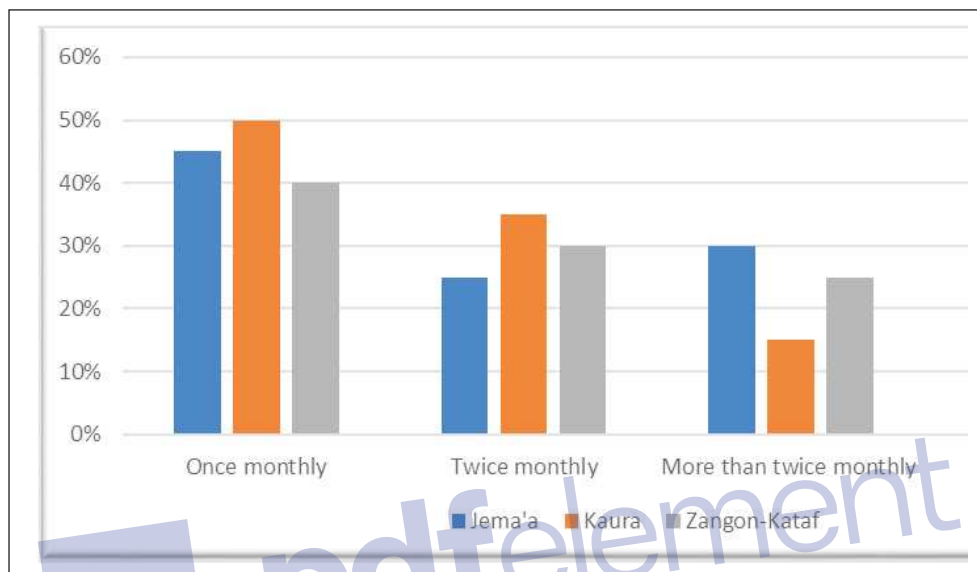
Furthermore, from the period of September to December 2018, the Education Secretaries reported that the SBMCs in the schools in Jema'a, Kaura and Zangon-Kataf met regularly to discuss issues concerning the smooth delivery of the HGSFP and to solve problems arising from the delivery of the program. SBMCs in Kaura and Zangon-Kataf LGs were reported to have a more fixed schedule of weekly and monthly meetings respectively. However, Jema'a had a slightly irregular schedule of meetings where the SBMCs met either weekly or monthly. The Executive Secretaries for all the three LGAs also reported that the school register for all the schools in the LGAs were up to date for the period under review.

Reports from Jema'a, Kaura and Zangon-Kataf LGAs between September and December 2018, shows that the SBMCs are involved in monitoring the HGSFP and play a supervisory role in the monitoring process. The

SBMCs are also part of the food management committees in the schools. This committee is functional and reported to have a regular schedule of meeting. In Zangon-Kataf, one (1) out of the twenty schools monitored by COGEN said the school is in the process of establishing a Food Management Committee.

In Kaura LGA, fifty percent of schools reported that the food management committee meets once every month, thirty five percent (seven schools) said they meet twice a month while fifteen percent said they meet more than twice a month to discuss issues arising from the supervision of the HGSFP. Forty-five percent of schools in Jema'a LGA said the Food Management Committee meets once a month, twenty-five percent said the food management committee meets twice a month while thirty percent said meetings are held more than three times a month to discuss issues affecting the smooth delivery of the HGSFP. Similarly, in Zangon-Kataf LGA, forty percent of schools said the SBMC meets once a month, thirty percent said they meet twice a month while twenty-five percent reported meeting more than twice a month to discuss issues arising from the delivery of the HGSFP. Figure 10, showing frequency of meeting of the Food Management Committee in Jema'a Kaura and Zangon-Kataf LGA. The committee monitors the food delivery on a regular basis to ensure that food is supplied as stipulate in the menu.

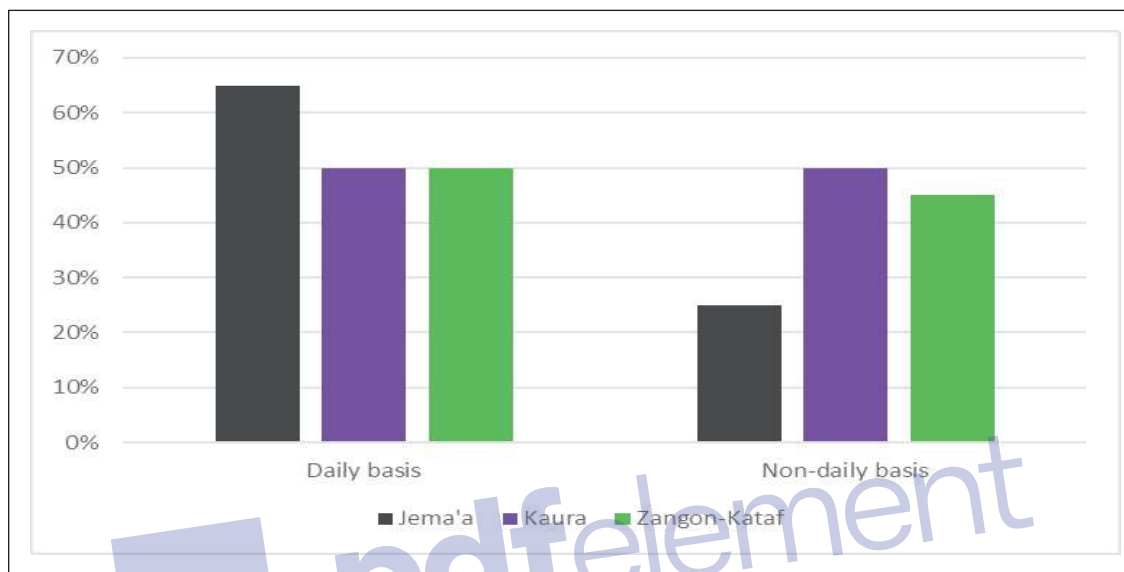
Figure 10: Frequency of meeting of food management committees in the three LGAs



Analysis from the SBMCs tools shows that in the last three months food was supplied to only 50 percent (10 schools) of the twenty schools in Kaura LGA daily while the other ten schools responded that food wasn't supplied to them daily. In Jema'a LGA, sixty-five percent of the schools (13) said food was supplied daily in the past three months, while twenty-five percent (6 schools) said food wasn't supplied daily. Similarly, in Zangon-Kataf, fifty percent of schools (10 schools) said food was supplied daily in the last three months while forty-five percent said they didn't receive food daily. When asked

why food was not supplied daily in the last three months, they explained that there was a delay in payment of cooks or schools were on holidays. All the schools reported that food was not served for eight days (two weeks) in the term. Figure 11 shows regularity of food supplied in the three LGAs. The main reason for failure to supply food was late payments of money to the cooks. One school in Jema'a said vendors had problems withdrawing the funds paid to them for a week. This was why food was not supplied for four days to the pupils.

Figure 11: Regularity of food supply in Jema'a, Kaura and Zangon Kataf LGAs



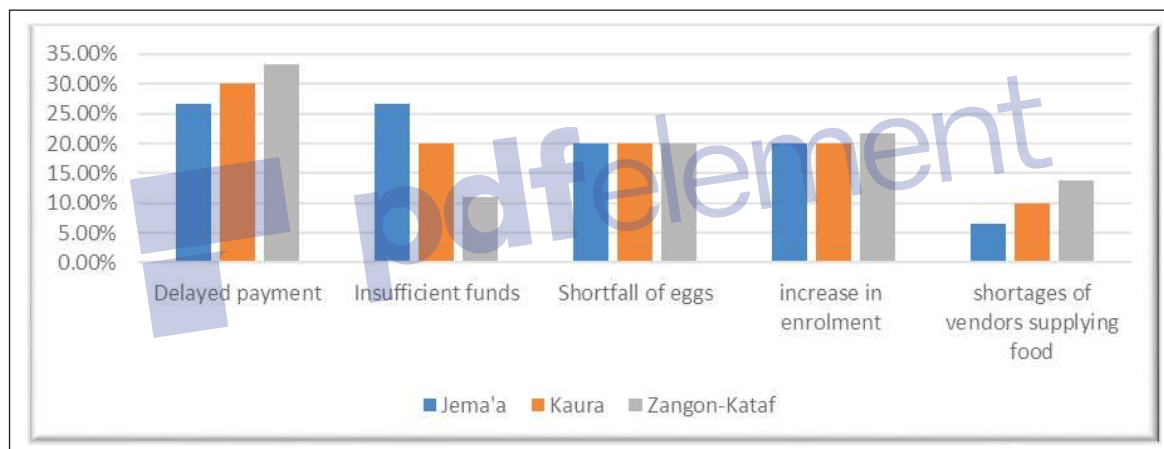
Cross section of participants at a town hall meeting in Zangon Kataf LGA

The SBMCs' reported an increase in enrolment in all the schools for Jema'a, Kaura and Zangon-Kataf LGAs. They complained that there's no commensurate increase in funds given to the cooks in respect to increase in enrolment. This meant that the quantity of food supplied was for fewer pupils and not for the actual numbers of pupils in schools with increased enrolment. This is collaborated by the fact that, the government still uses the enrolment figures of 2017 to pay vendors monies to feed pupils. There were no cases of decrease in

enrolment for the period under review in Jema'a, Kaura and Zangon-Kataf LGAs.

Similarly, no cases of food poisoning were reported for all three LGAs of Jema'a, Kaura and Zangon-Kataf. Some of the constant issues faced in the delivery of the HGSFP in the three LGAs were delayed payment, insufficient funds, shortfall in the supply of eggs, shortages of vendors supplying food for schools and lack of utensils as shown in figure 12 below.

Figure 12: Key issues in the delivery of the HGSFP in the three LGAs



3. ASSESSMENT OF THE QUALITY AND QUANTITY OF FOOD

In making this assessment, pupils in Primary 1 to 3, the primary beneficiaries of the program, vendors, Head Teachers and members of the School Based Management Committees (SBMC) were interviewed in addition to monitors observing the feeding process. The responses indicated a drastic improvement in the supply of meals to the schools across the three LGAs despite

some lingering challenges. The approved weekly menu for the HGSFP remained as it appears below.

From the menu, beans and eggs provide the highest sources of protein for energy, body development and building. Rice provides carbohydrate and other nutrients.

Table 1: Approved Home-Grown School Feeding menu for Kaduna State

S/n	Day of the week	Meal
1	Monday	Moi - moi
2	Tuesday	Rice and Beans
3.	Wednesday	Beans Porridge
4.	Thursday	Jollof rice and egg
5	Friday	Juice and Biscuit



COGEN field monitor during an FGD

SEPTEMBER 2018

Quality of service

Quality of service in this assessment is measured using indices like the extent of coverage of beneficiaries that is the primary school pupils, number of days meals were served, sanitation, hygiene, availability of water with the meals and type of service provided by the vendors.

Extent of Coverage of Pupils

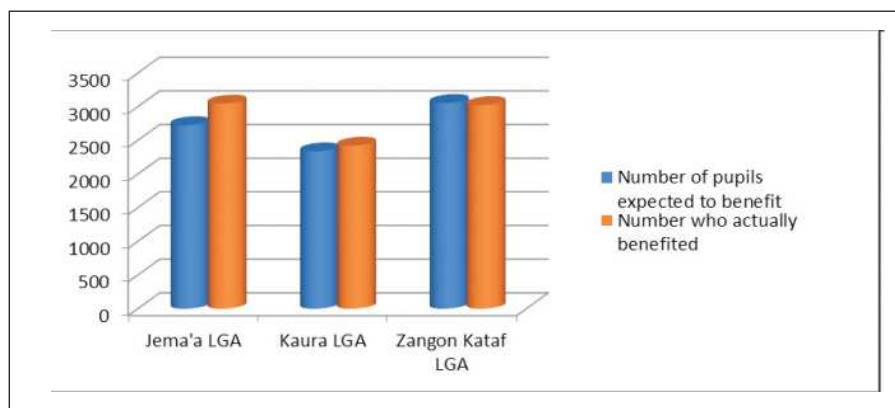
In the month of September 2018, only Nineteen (19) schools benefited from the HGSFP in Jema'a LGA. The twentieth school chosen under the assessment has not been served any meals since the beginning of the session and since COGEN began tracking the school feeding in last school session in 2017. In Kaura and Zangon Kataf LGAs, twenty (20) schools each were covered respectively. The 2018 summer holiday extended into half of the month of September thus serving of meals did not take place for most of the month of September. However, cooks continued to grapple with increasing

number of pupils to serve without a corresponding increase in funds to cover the extra pupils.

Figure 13 shows the numbers of pupils expected to benefit from the HGSFP and the numbers which benefited in September 2018. In Jema'a LGA, 2726 pupils were billed to benefit from seventeen schools whose Head Teachers provided information but 3,047 were fed. The expected number of pupils to be fed in Kaura LGA in the Nineteen (19) schools was 2,337 while the vendors ended up feeding 2,421. For Zangon Kataf LGA, the number expected to benefit were 3,056 but 3,125 were fed.

Pupils and head teachers interviewed attested to the fact that some classes witnessed new enrolment. However only in 13 schools in Kaura LGA, four (4) in Jema'a LGA and four (4) in Zangon Kataf LGA respectively was food adjusted to cover the increased pupil population in the benefitting classes.

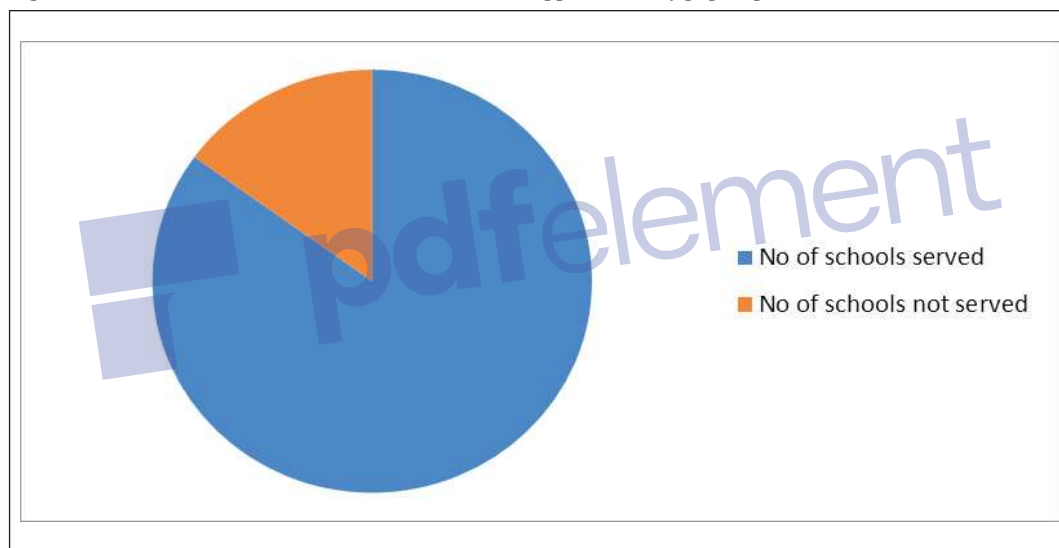
Figure 13: Pupils expected to benefit and actual beneficiaries across the 3 LGAs September 2018



In September, service of meals was suspended in five schools due to late payment of vendors' fees. Service of meals was also suspended in UNICEF Primary School Ungwan Madaki in Jema'a LGA due to non-payment of accrued funds. In Kaura LGA, out of the twenty schools, meals were not served in LGEA Ungwan Kajit for four days in a week while in three schools only a proportion of the pupils were served as depicted in figure 14

the school subcontracted to Anna Solomon on the grounds that she could not climb the mountain to access the school. By this arrangement, the contracted cook purchases food stuff which she supplies to the sub-contractor, Anna Solomon who cooks and serves the pupils. Anna Solomon has continued to complain of insufficient food items to feed the number of pupils assigned. This was collaborated by the SBMC

Figure 14: Number of schools in Kaura LGA with meals supplied to every pupilSeptember 2018



In three of the schools, service was suspended due to non-payment of cooks. However, the cook serving LGEA Dutse in Kaura LGA, Anna Solomon complained of banking problems. Upon further enquiry, COGEN found that Janet Solomon, the cook contracted to serve

chairperson who also complained of a constant shortfall in supply of food to pupils of LGEA Dutse. In Zangon Kataf LGA, eight cooks had problems with payment and failed to serve scheduled meals as a result.



Availability of Water with meals and hygienic condition of serving area

Another variable used to assess the quality of meals served was availability of water with the meals, the hygienic condition of the serving area and utensils used for serving. In September, pupils from two schools in Jema'a LGA received their meals without drinking water because of the absence of a source of water in their schools. In Kaura LGA, only one school was without a source of water while in Zangon Kataf LGA, two schools did not have a source of water hence pupils had their meals without water. The monitors reported that the places where meals and utensils were kept before serving pupils were in good hygienic condition across all three LGAs. All the Head Teachers attested to the meals being served in hygienic environment. However, ten (10) Head Teachers from Kaura LGA observed that the cooks in their respective schools did not wash hands before serving. In Zangon Kataf LGA, fifteen (15) cooks washed hands before serving meals while only twelve (12) washed hands before serving meals in Jema'a LGA.

Head Teachers interviewed in all three LGAs reported that there were no delays in serving meals. All interviewed said there were no reported case of illness by any of the pupils after eating the meals served. This means that there was no food poisoning from the meals.

Primary school pupils who are the direct beneficiaries of the HGSFP, SBMCs and Head teachers were almost unanimous in response to the quality of service by the cooks. The head teachers for Jema'a and Kaura LGAs

rated the quality of service as good. Nineteen (19) Head teachers from Zangon Kataf LGA rated the quality of service as good while one Head Teacher rated the cook in their school very good. All the pupils interviewed from Jema'a LGA rated the quality of service as good likewise pupils from Kaura LGA. However, eight (8) male and seven (7) female pupils from Zangon Kataf rated the quality as not good due to the small ration they were served.

Adherence to the menu

Adherence of meals scheduled to be served daily by the cooks and school management to the weekly menu came under scrutiny in determining quality of service. The study showed that to a large extent the cooks kept to the menu but meals with eggs were not always complete due to shortfall in supply of eggs to the vendors. Snacks served on Fridays which were supervised by the schools also suffered shortfalls in supply to all LGAs.

Eggs served with meals

Eggs, one of the biggest sources of protein in the HGSFP menu was not consistently served to pupils as required in the weekly menu and not in the right quantity. cooks claimed a shortfall in supply across the three LGAs thus reducing the quality and quantity of meals served to pupils. Cooks complained on the shortfall in egg supplies. In Table 2, twenty-eight schools recorded low supply of eggs in September in the three LGAs. Tables 2 and figure 15 shows that Jema'a LGA has the largest number of schools affected by a shortfall in the supply of eggs followed by Zangon Kataf LGA while Kaura LGA had only nine affected schools.

Table 2: Schools with shortfalls in egg supply across the three LGAs in September, 2018

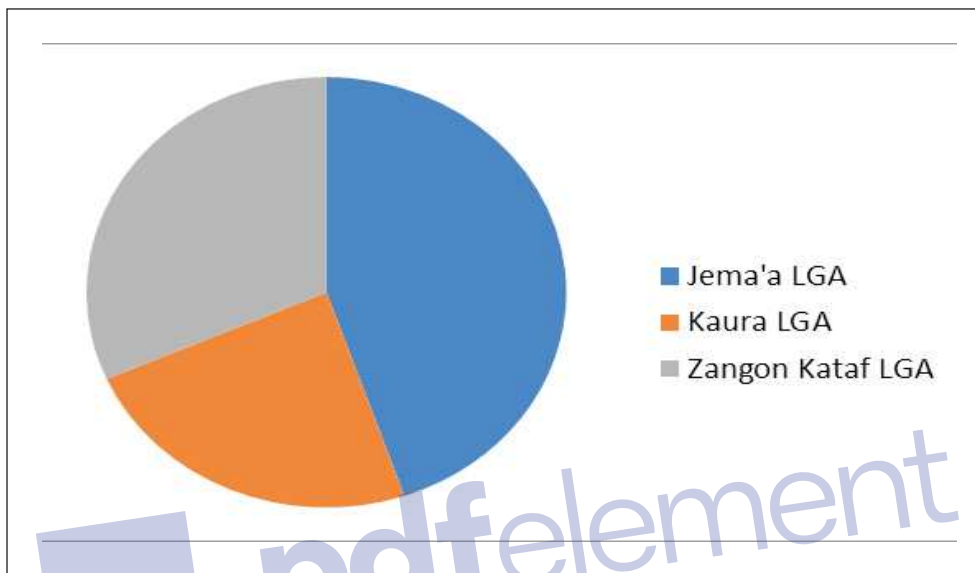
S/n	Names of Schools	LGA
1	LGEA Primary School Ungwan Kanwai	Jema'a
2	LGEA Aduan III	Jema'a
3	MPS Takau I	Jema'a
4	LGEA Primary School Ungwan Yanshi I	Jema'a
5	MPS Zankan	Jema'a
6	LGEA Farin Hawa	Jema'a
7	UBE Kogum Gindin Dutse	Jema'a
8	LGEA Pasakori	Jema'a
9	UBE Primary School Antang	Jema'a
10	MPS Gidan Waya	Jema'a
11	UNICEF Primary School Ungwan Madaki	Jema'a
12	LGEA Kwarabe	Jema'a
13	LGEA Kanock	Jema'a
14	LGEA Ungwan Baki	Jema'a
15	MPS Goska	Jema'a
16	UBE Ungwan Ibrahim	Jema'a
17	MPS Kussom	Jema'a
18	LGEA M	Kaura
19	LGEA Kaura Model	Kaura
20	LGEA Dutse	Kaura
21	UBE Tuyit	Kaura
22	LGEA Kukum Gida	Kaura
23	LGEA Primary School Mallagum I	Kaura
24	LGEA Primary School Manyi Ushui	Kaura
25	LGEA Primary School Adan	Kaura

26	LGEA Bondon Central	Kaura
27	LGEA Primary School Tsoriyang	Zangon Kataf
28	LGEA Jankasa I	Zangon Kataf
29	LGEA Gidan Zaki	Zangon Kataf
30	Child friendly Initiative School Fadan Kamantan	Zangon Kataf
31	LGEA Yangal I	Zangon Kataf
32	LGEA Primary School Kamuru I	Zangon Kataf
33	LGEA Primary School Dutsen Bako	Zangon Kataf
34	LGEA Sakwak	Zangon Kataf
35	LGEA Primary School B	Zangon Kataf
36	LGEA Katsit	Zangon Kataf
37	LGEA Gora Bafai	Zangon Kataf
38	LGEA Gora Gan	Zangon Kataf



Pupils served with their Wednesday meal.

Figure 15: Comparison of Egg shortfalls by LGA in September, 2018



As a result of shortfall in the supply of eggs, the vendors adopted different rationing measures in serving eggs with meals. Tables 3, 4, and 5 shows how the respective

schools in the LGAs served meals with eggs amongst the pupils in addressing the shortfall in eggs.

Table 3: Egg sharing formula in Jema'a LGA in September, 2018

Sharing Formula	Frequency	Percent
Two pupils shared one egg	3	15
Eggs served on a weekly rotational bases to Classes	11	55
Some pupils got a full egg while others got half	1	5

In Jema'a LGA, all the Nineteen (19) sampled schools were served eggs just once in two weeks in September. From Table 3 above, the best for the LGA was the school where pupils got either an egg or half an egg as was reported of three other schools. In eleven schools, eggs were served on rotational basis possibly twice a month although it was not mentioned if each pupil got a full egg or shared with classmates.

Kaura LGA performed a little better. In one of the schools, eggs were allegedly served twice in two weeks. One of the schools reported to have not received supply of eggs in the month hence there were no meals that were

Pupils in eight (8) schools in Zangon Kataf LGA were not served eggs at all in September. Pupils from eleven (11) schools were served meals with eggs once in two weeks. In Table 5, four pupils in four (4) schools shared an egg while three pupils in three schools shared an egg. Pupils in seven schools got half an egg each.

Service of Biscuits and Juice

Biscuits and juice scheduled to be served on Friday's were also in short supply to many schools in the three LGAs respectively in September thus depriving pupils of the juice and snack for the week or weeks. In Table 6, twenty three out of sixty schools were affected by the

Table 4: Egg sharing formula in Kaura LGA, September 2018

Sharing Formula	Frequency	Percent
Four pupils shared an egg	1	5
Two pupils shared one egg	4	20
Classes are rotated for the egg on a weekly basis	2	10
Some get full egg while others get half	1	5
Eggs not supplied	1	5

Table 5: Egg sharing formula for Zangon Kataf LGA, September

Sharing Formula	Frequency	Percent
Four pupils shared an egg	4	15
Three pupils shared one egg	3	10
Two shared an egg	7	35

served with eggs in that school depriving pupils of the full nutritional compliments of protein. Most of the schools in the LGA served half an egg to pupils. The worst-case scenario was one school where four pupils shared an egg as shown in table 4 above.

shortfall in the supply of juice of which eleven (11) schools were in Jema'a LGA, four (4) in Kaura LGA and eight (8) in Zangon Kataf LGA.

Table 6: Schools with shortfalls in juice supply across three LGAs, September 2018

S/n	Names of Schools	LGA
1	LGEA Primary School Ungwan Kanwai	Jema'a
2	LGEA Aduan III	Jema'a
3	MPS Takau I	Jema'a
4	LGEA Primary Ungwan Yanshi I	Jema'a
5	UBE Kogum Gindin Dutse	Jema'a
6	UBE Primary School Antang	Jema'a
7	Model Primary School Gidan Waya	Jema'a
8	UNICEF Primary Ungwan Madaki	Jema'a
9	LGEA Kwarabe	Jema'a
10	MPS Goska	Jema'a
11	UBE Ungwan Ibrahim	Jema'a
12	LGEA Dutse	Kaura
13	UBE Tuyit	Kaura
14	LGEA Tunga Bidam	Kaura
15	LGEA Primary School Mallagum 2	Kaura
16	LGEA Primary School Tsoriyang	Zangon Kataf
17	LGEA Jankasa 1	Zangon Kataf
18	LGEA Yangal I	Zangon Kataf
19	LGEA Primary School Dutsen Bako	Zangon Kataf
20	LGEA Sakwak	Zangon Kataf
21	LGEA Ungwan Rimi	Zangon Kataf
22	LGEA Ungwan Gaiya	Zangon Kataf
23	U.B.E II Magamiya	Zangon Kataf

Table 6 also shows that more than half of the schools in Jema'a LGA recorded shortfall in supply of juice. In

figure 16 pupils traced the reasons for not being served juice to no supply at all to the schools, shortfall in supply

and lack of transportation to pick up the juice from the office of the Education Secretary. In figure 16, pupils cited shortfall in supply as the main

reason for insufficient supply of juice to the pupils in Jema'a LGA with one Head Teacher stating he did not know what was responsible for the shortfall in supply

Figure 16: Reasons for insufficient supply of juice by pupils in Kaura LGA, September 2018

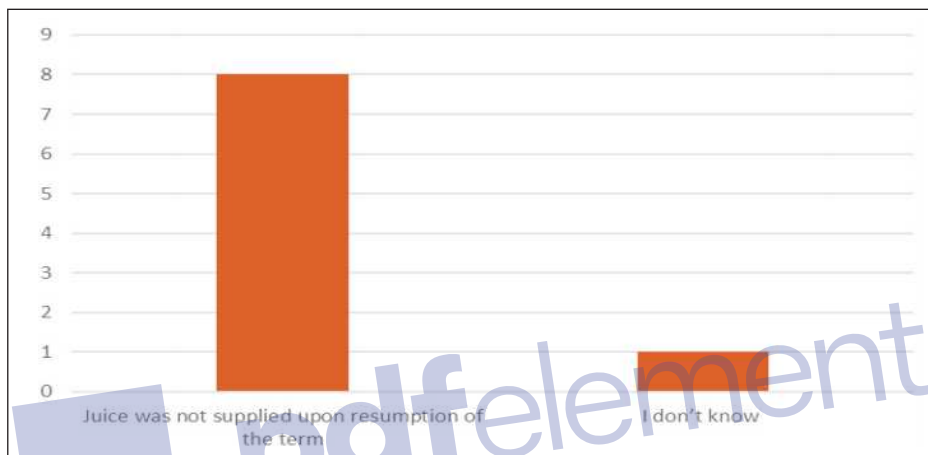
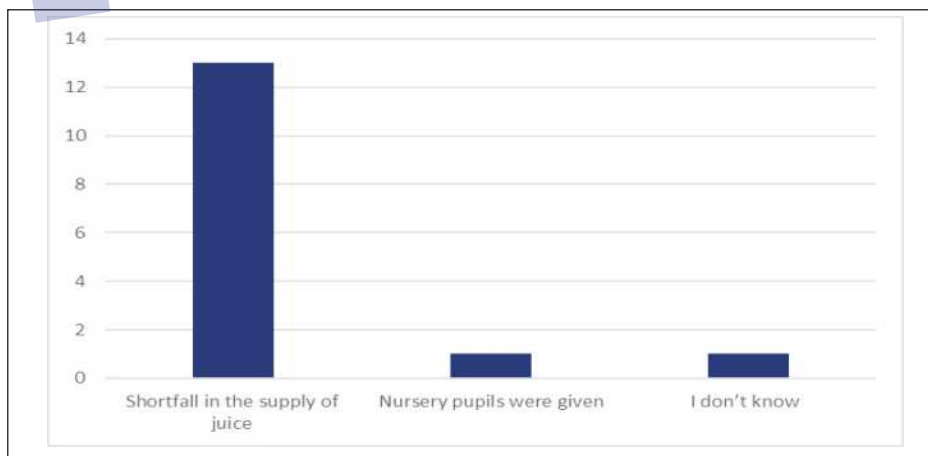


Figure 17: Reasons for insufficient supply of juice by pupils in Jema'a LGA, September 2018



In Zangon Kataf LGA, the eight (8) school teachers that responded to the questionnaire attributed the reason for not having enough juice to serve the pupils to shortfall in supply to their schools. By the end of September four (4) schools in Kaura LGA, thirteen (13) in Jema'a LGA and eight (8) in Zangon Kataf LGA respectively recorded

insufficient supply of biscuits. The number of schools affected by this shortfall in supply of biscuits is shown in table 7 below. Jema'a still topped the list with Kaura LGA having the least numbers of affected schools just like in the shortfall in supply of eggs and juice shown in tables 2 and 6.

Table 7: Schools with shortfalls in biscuit supply in September 2018

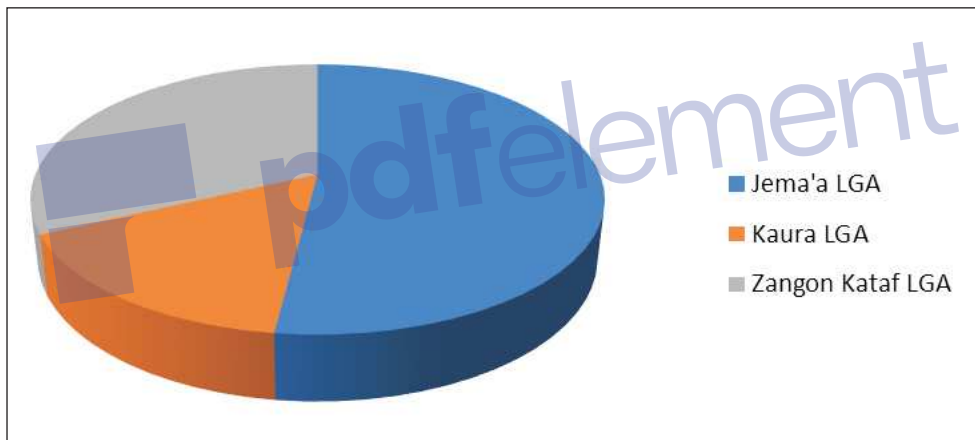
S/n	Names of Schools	LGA
1	LGEA Primary School Ungwan Kanwai	Jema'a
2	LGEA Aduwan III	Jema'a
3	MPS Takau I	Jema'a
4	LGEA Primary School Ungwan Yanshi I	Jema'a
5	MPS Zankan	Jema'a
6	UBE Kogum Gindin Dutse	Jema'a
7	LGEA Pasakori	Jema'a
8	UBE Primary School Antang	Jema'a
9	MPS Gidan Waya	Jema'a
10	UNICEF Primary School Madaki	Jema'a
11	LGEA Kwarabe	Jema'a
12	LGEA Kanock	Jema'a
13	MPS Kussom	Jema'a
14	LGEA Dutse	Kaura
15	UBE Tuyit	Kaura
16	LGEA Tunga Bidam	Kaura
17	LGEA Primary School Mallagum 2	Kaura
18	LGEA Primary School Tsoriyang	Zangon Kataf
19	LGEA Yangal I	Zangon Kataf
20	LGEA Kamuru Bajju	Zangon Kataf

21	LGEA Sakwak	Zangon Kataf
22	LGEA Ungwan Rimi	Zangon Kataf
23	LGEA Katsit	Zangon Kataf
24	LGEA Ungwan Gaiya	Zangon Kataf
25	UBE II Magamiya	Zangon Kataf

Again, Jema'a LGA had the highest number of schools with shortfall in biscuit, followed by Zangon Kataf LGA with Kaura LGA recording fewer schools with shortfall

in biscuit supplies. Figure 18 clearly shows the proportion of schools affected across the three LGAs.

Figure 18: Comparison of biscuit shortfall in September across the three LGAs



Quantity of meals

In assessing the quantity of meals, regard was given to the number of pupils expected to be served, portions served, and number of meals served. During the month of September, many of the schools faced shortfall in supply of eggs, biscuits and juice as highlighted in tables 2 to 7 resulting in diverse rationing formula by vendors and the school authorities.

Schools also recorded insufficient supplies of meals in addition to insufficient supplies of eggs, biscuits and juice. This was peculiar to schools which recorded influx of pupils during the term and vendors in those schools were not paid to adjust service to cover the increase. Table 8 shows that both Jema'a and Zangon Kataf LGAs recorded 11 schools respectively with insufficient quantity of food while Kaura recorded just one school.

Table 8: List of Schools which recorded insufficient quantity of food in September, 2018

S/n	Names of School	LGA
1	LGEA Primary School Ungwan Kanwai	Jema'a
2	LGEA Aduwan III	Jema'a
3	MPS Takau I	Jema'a
4	LGEA Primary School Ungwan Yanshi I	Jema'a
5	LGEA Pasakori	Jema'a
6	UBE Primary School Antang	Jema'a
7	MPS Gidan Waya	Jema'a
8	UNICEF Primary School Ungwan Madaki	Jema'a
9	LGEA Kwarabe	Jema'a
10	LGEA Kanock	Jema'a
11	LGEA Ungwan Baki	Jema'a
12	UBE Tuyit	Kaura
13	LGEA Primary School Tsoriyang	Zangon Kataf
14	LGEA Jankasa I	Zangon Kataf
15	U.B.E Surubu	Zangon Kataf
16	LGEA Primary School Kamuru I	Zangon Kataf
17	LGEA Primary School Dutsen Bako	Zangon Kataf
18	LGEA Kamuru Bajju	Zangon Kataf
19	LGEA Sakwak	Zangon Kataf

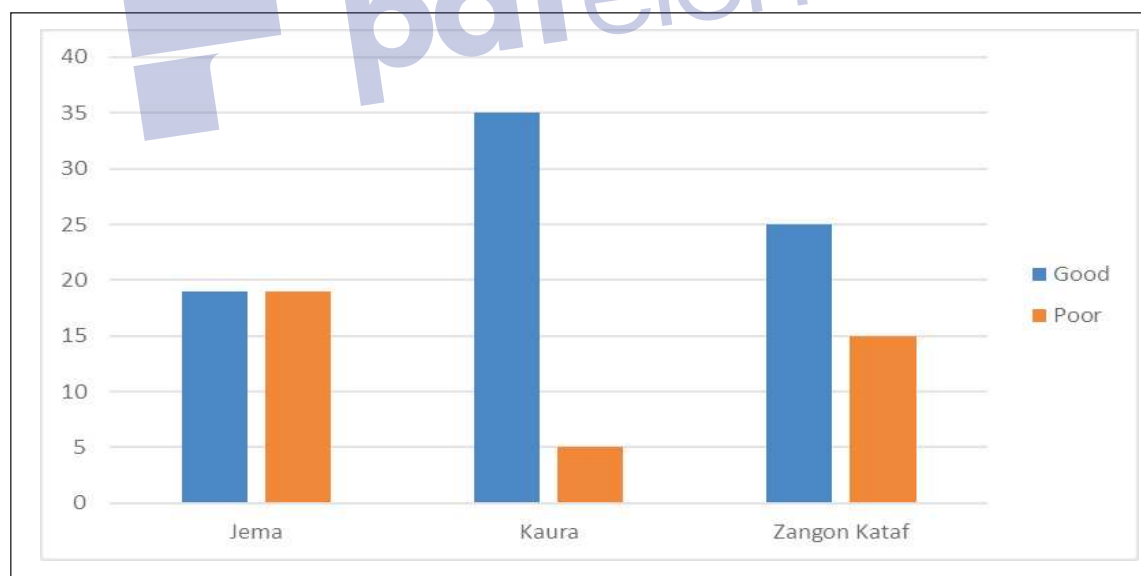
20	LGEA Ugwan Rimi	Zangon Kataf
21	LGEA Katsit	Zangon Kataf
22	U.B.E II Magamiya	Zangon Kataf
23	LGEA Gora Gan	Zangon Kataf

Asked to rate the quantity of meals served, eleven (11) female and eight (8) male pupils rated the quantity as not good in Jema'a LGA and eight (8) males and eight (8) females in Zangon Kataf LGA respectively testified that the quantity of food was not good. For Kaura LGA, only (3) females and (8) males rated the food poor, others gave the quantity a pass mark. Reasons given by pupils for rating the quantity poor included serving small portions, catering for a higher number of pupils due to

new enrolment, quantity supplied less than number of pupils to be fed, serving other pupils, and no show by cook in one of the Schools in Jema'a LGA.

Figure 19 shows the ratings of the quantity of food across the three LGAs in September 2018. Twenty six percent (26%) of the pupils in the three LGAs rated the quantity of meals as good with pupils in Kaura showing greater satisfaction with the quantity.

Figure 19: Pupils rating of quantity of meals across the three LGAs



OCTOBER 2018

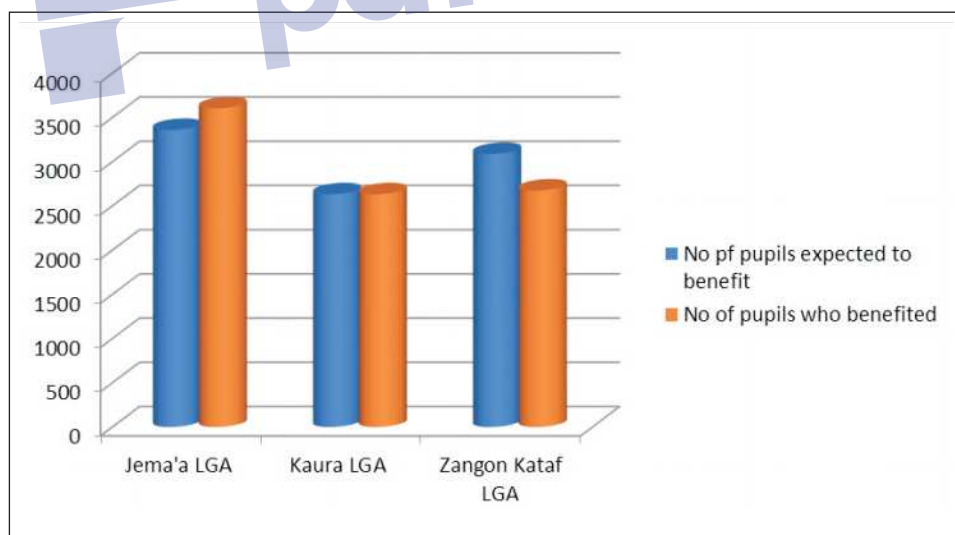
Quality of Service

In the Month of October, three (3) of the cooks in Jema'a LGA namely UBE Gindin Dutse (Alheri Bitrus), MPS Zankan (Felicia Bitrus) and LGEA Kanock (Tina Istifanus) failed to supply meals to their respective designated schools for two weeks due to non-payment of funds. In Kaura LGA, one of the cooks supplying LGEA Ungwan Kajit failed to serve meals for eight (8) days due to challenges accessing funds from the bank while Godiya Emmanuel of LGEA Zankan failed to serve meals for four (4) days in a row because of their inability to access their funds. Agatha Mathew, the cook assigned to LGEA Unwan Kajit in Kaura LGA has consistently failed to supply food.

Head Teachers in Jema'a LGA reported increased

enrolment in thirteen schools but meals were only adjusted in seven (7) schools to meet the increased number of pupils. Figure 20 shows the comparison of numbers of pupils expected to be fed and the actual numbers who benefited across the three LGAs. In terms of coverage, of the three thousand three hundred and sixty (3360) pupils expected to benefit in nineteen schools of Jema'a LGA, vendors ended up serving three thousand six hundred and four (3,604) pupils. For Kaura LGA, two thousand six hundred and thirty-two (2,632) pupils were expected to benefit but the cooks served only two thousand six hundred and thirty-two (2632). In Zangon Kataf LGA, cooks were billed to serve three thousand and eighty-seven (3087) pupils in twenty (20) schools of which two thousand and six hundred and seventy-five (2,675) pupils were served during the month showing a reduction in attendance.

Figure 20: Pupils expected to benefit and actual beneficiaries in three LGAs, October 2018





In terms of timeliness of service, the latest time food was served was between 10.00am and 10.30am which is the scheduled time for food during the long break period. Pupils and the Head Teachers reported delayed service of meals twice in October in Kaura LGA because of non-availability of grinding machines to blend vegetables or beans as reported by the cook. In Kaura LGA, the Head Teachers reported decreased enrolment in only two (2) schools. In three (3) of the schools which witnessed increased enrolment, the quantity of food was not adjusted to cover the increase. COGEN team observed that the quality of meals was good, and the meals were kept in a hygienic environment before being served. However, COGEN team noted that only fourteen (14) cooks washed their hands before serving and one (1) of the cooks was adjudged poor.

Sixteen percent (16%) of most of the schools had a source of potable water except for four (4) schools without a source of potable water to accompany pupils' meals in Jema'a LGA, three (3) in Zangon Kataf LGA and four (4) in Kaura LGA.

Serving of eggs

The month witnessed a large shortfall in the supply of

eggs across the three (3) LGAs affecting forty-six (46) out of the sixty (60) schools. Eggs were picked up from the point of delivery at the office of the Education Secretary by the vendors in Kaura and Jema'a while the Head Teachers or their representatives picked up eggs in Zangon Kataf LGA. According to the Head Teachers from Zangon Kataf LGA, eggs were insufficient for all pupils in eighteen (18) schools towards the end of October. In Jema'a LGA, fifteen (15) schools recorded receipt of insufficient quantity of eggs while Kaura LGA recorded thirteen (13) schools with a shortfall in egg supplies.

In the first two weeks of October, eggs were served with one meal in eighteen (18) schools in Jema'a LGA while one (1) school did not get served eggs at all. In the second half of October, eggs were served with one meal in two (2) schools and with two (2) meals in seventeen (17) schools. Table 9 shows the list of schools that recorded shortfalls in supply of eggs in October. From table 9 and figure 21, Zangon Kataf LGA had the greatest number of schools affected by a shortfall of supply of eggs followed by Jema'a LGA.

Table 9: List of Schools with shortfalls in egg supply across the 3 LGAs, October 2018

S/n	Names of Schools	LGA
1	LGEA Primary School Ungwan Kanwai	Jema'a
2	LGEA Primary School Aduwan 3	Jema'a
3	MPS Takau 1	Jema'a
4	LGEA Primary School Ungwan Yanshi 1	Jema'a
5	MPS Zankan	Jema'a
6	LGEA Farin Hawa	Jema'a
7	UBE Gindin Dutse	Jema'a

8	LGEA Pasakori	Jema'a
9	UBE Sabon Gari Tafa	Jema'a
10	UBE Primary School Antang	Jema'a
11	MPS Gidan Waya	Jema'a
12	LGEA Ungwan Gah	Jema'a
13	UNICEF Primary School Ungwan Madaki	Jema'a
14	LGEA Kwarabe	Jema'a
15	LGEA Kanok	Jema'a
16	LGEA Mifi	Kaura
17	LGEA Kaura Model	Kaura
18	LGEA Dutse	Kaura
19	LGEA Tunga Bidam	Kaura
20	LGEA Mallagum 2	Kaura
21	LGEA Primary School Mallagum 1	Kaura
22	UBE Primary School Manyi Ushui	Kaura
23	LGEA Tachira 1	Kaura
24	LGEA Adan	Kaura
25	UBE Uzah Agban	Kaura
26	LGEA Manchok Central	Kaura
27	LGEA Ungwan Kajit	Kaura
28	LGEA Bondon Central Chiika	Kaura
29	LGEA Zonkwa 5 Model	Zangon Kataf
30	LGEA Primary School Ramai Daji	Zangon Kataf
31	LGEA Primary School Tsoriyang	Zangon Kataf
32	UNICEF Assisted Model Madakiya 2	Zangon Kataf
33	LGEA Jankasa	Zangon Kataf
34	LGEA Kangwaza	Zangon Kataf
35	UBE Surubu	Zangon Kataf

36	LGEA Gidan Zaki	Zangon Kataf
37	Child Friendly Initiative School	Zangon Kataf
38	LGEA Primary School Yangal 1	Zangon Kataf
39	LGEA Primary School Kamuru 1	Zangon Kataf
40	LGEA Primary School Dutse Bako	Zangon Kataf
41	LGEA Ungwan Rimi	Zangon Kataf
42	LGEA Katsit	Zangon Kataf
43	LGEA Ungwan Gaiya	Zangon Kataf
44	UBE 2 Magamiya	Zangon Kataf
45	LGEA Gora Bafai	Zangon Kataf
46	LGEA Gora Gan	Zangon Kataf

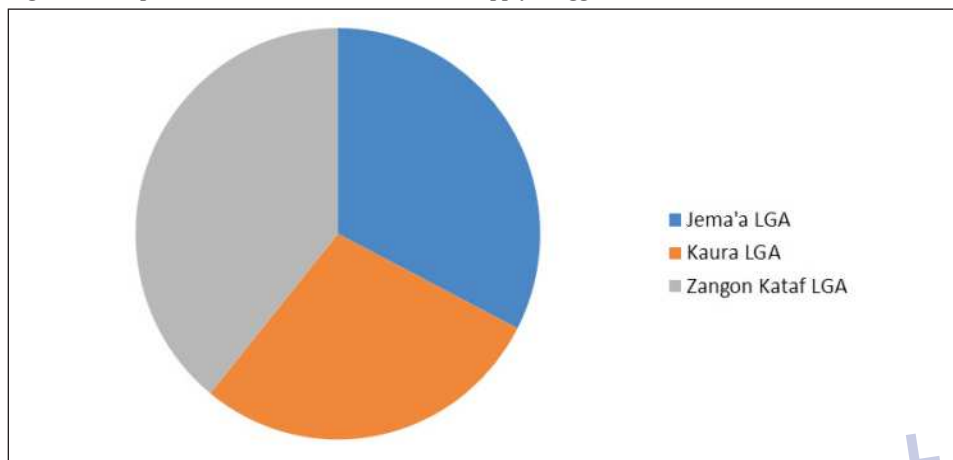


Crates of eggs awaiting distribution.



Haruna Dangiwa, Senior Ward Head of Zonkwa speaking during a town hall meeting in Zangon Kataf LGA

Figure 21: Proportion of Schools with shortfalls in supply of eggs across the 3 LGAs October 2018



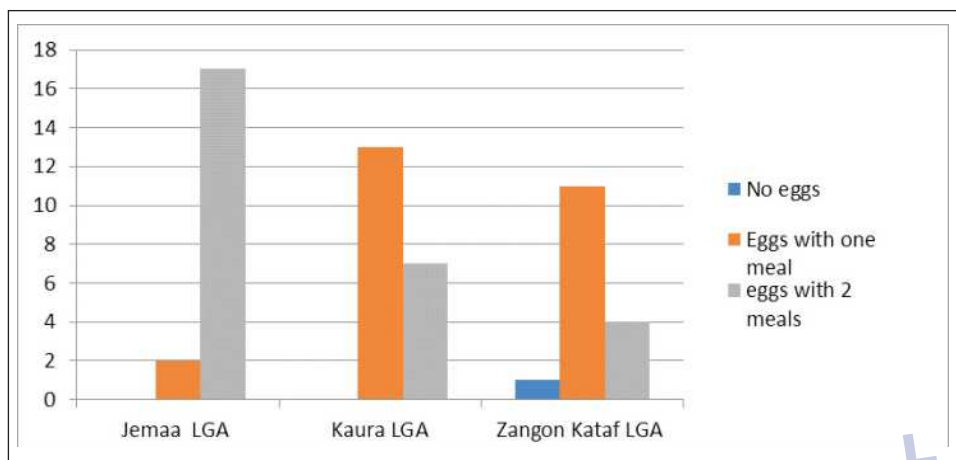
The Education Secretary of Jema'a LGA corroborated the cooks claim that there was a shortfall in supply of eggs for the month. However, it is unclear what criterion the Education Secretary used in distributing the eggs to schools when there is a shortfall in supplies nor if the contractor makes up for the shortfall subsequently.

Figure 22 shows the egg distribution formula used in the various schools across the three LGAs. While in Kaura and Zangon-Kataf LGAs, pupils were served eggs with at least one meal in eight days, pupils in Jema'a LGA had eggs with two meals in eight days meaning they received eggs once a week as scheduled. However, UBE Surubu in Zangon Kataf LGA reported not being supplied eggs at all since resumption for the term meaning that the pupils' only source of protein was beans.



Food warmers with cooked meals waiting to be served.

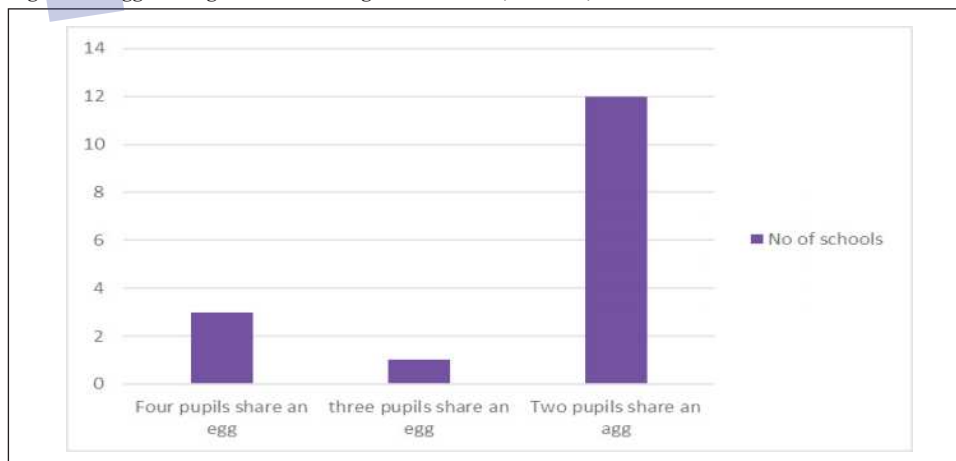
Figure 22: Number of meals served with eggs across the 3 LGAs, October 2018



In Jema'a, eggs were served on a rotational basis weekly amongst classes in five (5) schools not necessarily an egg per child while in eight (8) schools, the pupils also got an egg on a rotational basis. The shortfall in supply of eggs in Zangon Kataf LGA within the reporting period

was very poor. No pupil was served a complete egg with meals towards the end of October 2018. Figure 23 shows the egg sharing formula adopted in some schools where four, three or two pupils shared an egg during the few times eggs were served with meals.

Figure 23: Egg sharing formula in Zangon Kataf LGA, October,2018

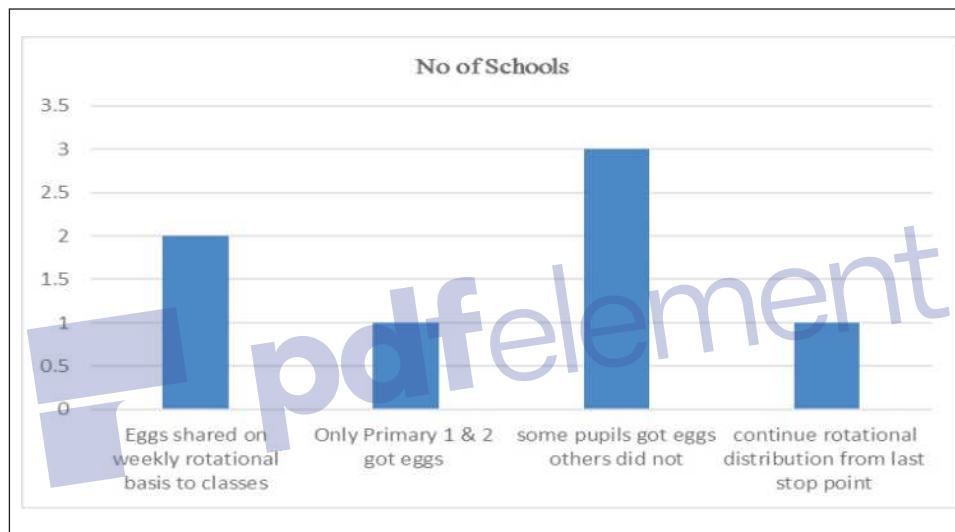


For Kaura LGA, thirteen schools recorded a shortfall in supply of eggs with two (2) schools sharing an egg amongst three pupils while in four (4) schools two pupils shared an egg. In the remaining seven (7) schools, the eggs were shared as shown in figure 24 below

item, either a packet of biscuit or a packet of juice throughout the month.

Thirteen (13) out of the twenty (20) schools in Jema'a

Figure 24: Egg sharing formula in Kaura LGA, October 2018



Serving of Juice and Biscuit.

In October 2018, short fall in the supply of Juice and biscuits were reported by the Head Teachers contradicting the Education Secretary who claimed all schools got full and complete supplies of biscuits and juice in Jema'a LGA. In Table 10, thirteen (13) out of twenty (20) schools had a shortfall in the supply of juice in Jema'a LGA thus constraining Head Teachers to spilt distribution of items to pupils. Instead of a packet of biscuit and a pack of juice for each pupil, the supply received was rationed out with pupils receiving only one

LGA recorded shortfalls in the supply of biscuits. The biscuit sharing formula adopted in the respective schools was not any different as in previous months. In one of the affected schools, two (2) pupils shared a biscuit, while in twelve (12) other schools; some pupils shared a biscuit or a pack of juice. All head teachers of the twenty (20) schools in Kaura LGA responded positively that they received complete supply of juice in the month of October. However, in the case of biscuits, one of the 19 schools received a shortfall in supply hence some pupils got juice while others were served biscuits

Table 10: Schools with shortfall in supply of juice, Jema'a LGA, October 2018

S/n	Names of School	LGA
1	MPS Takau 1	Jema'a
2	LGEA Ungwan Yanshi 1	Jema'a
3	LGEA Jagindi Gari 2	Jema'a
4	MPS Zankan	Jema'a
5	LGEA Farin Hawa	Jema'a
6	UBE Gindin Dutse	Jema'a
7	LGEA Pasakori	Jema'a
8	UBE Antang	Jema'a
9	MPS Gidan Waya	Jema'a
10	LGEA Ungwan Gah	Jema'a
11	UNICEF Primary School Ungwan Madaki	Jema'a
12	LGEA Kwarabe	Jema'a
13	LGEA Kanok	Jema'a

Sufficiency of meals

The Head Teachers in Kaura LGA reported insufficient quantity of food in five (5) schools due to increased enrolment, insufficient funds and the small ration shared to pupils respectively. Nevertheless, the overall quantity of food in seventeen (17) schools was rated as good while in two (2) schools, the quantity was rated as very good. However, it was observed that cooks in ten (10) schools did not wash hands before serving food to the pupils.

All twenty (20) schools in Zangon Kataf LGA were

served meals on all school days in October. Two of the cooks for LGEA Ungwan Madaki and LGEA Kanock in Zangon Kataf LGA, did not supply food in the first two weeks of October 2018. However, four (4) schools got served only one meal with eggs in two weeks of the month while eleven (11) schools got served two meals with eggs in that period. UBE Suburu reported not receiving a single supply of eggs since the school resumed for the term. One of the cooks claimed that the eggs were always supplied late. Eighteen (18) schools reported shortfall in egg supply leading to adoption of egg sharing based on available quantity as seen in figure 26.

Figure 25: Rating of quantity of food by headteachers in Kaura LGA, October 2018

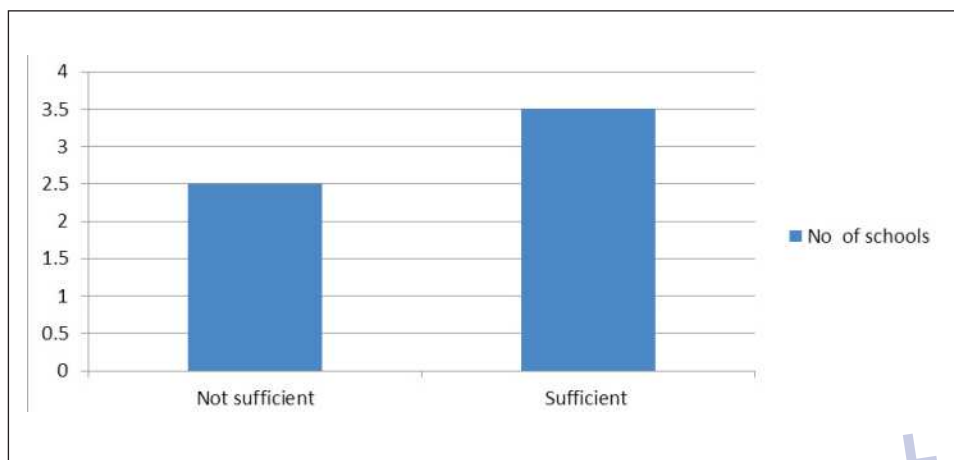
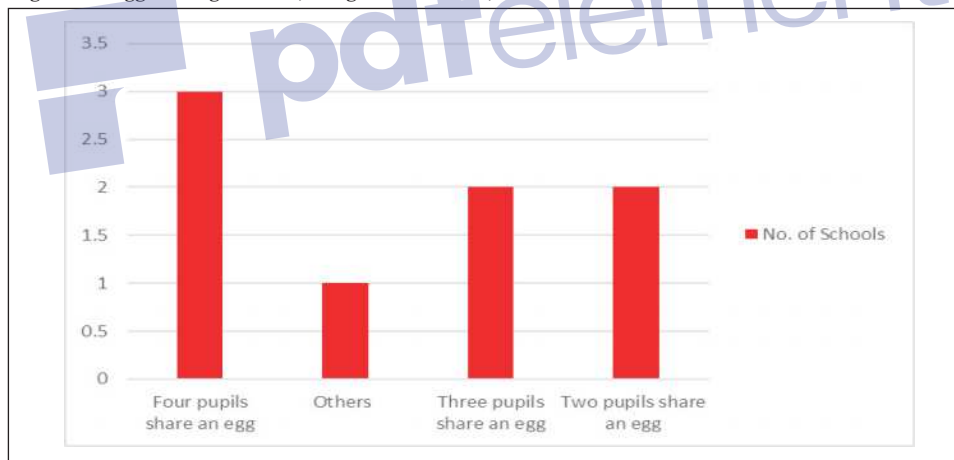


Figure 26: Egg sharing formula, Zangon Kataf LGA, October 2018



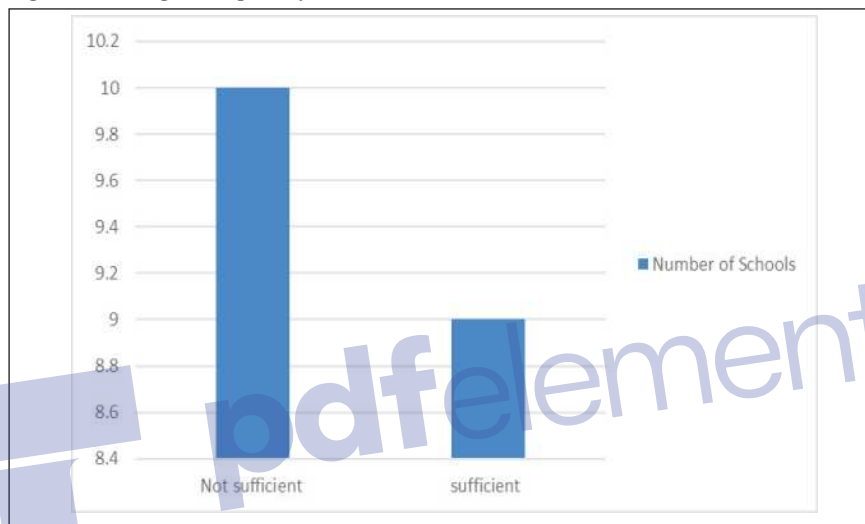
In the second half of October, the Head Teachers reported that five (5) schools did not get enough supply of juice as opposed to only one (1) school reported by the Education Secretary who also admitted that some

sachets were delivered damaged without stating the number. As a result of the shortfall, three (3) pupils were made to share one pack of juice in one school while in two (2) other schools, two (2) pupils shared a pack.

Head Teachers in Jema'a LGA on their part gave several reasons for insufficient meals. The major reason was that funding was not adjusted to cater for increased enrolment which in turn meant that food supply was not

adjusted to cater for increased enrolment. In one of the schools, LGEA Kwarabe, one of the cooks (Shuna Diana Jacob) explained that she feeds all the pupils because the other cook (Rifkatu Bitrus) had stop supplying meals.

Figure 27: Rating of the quantity of the food Jema'a LGA October 2018

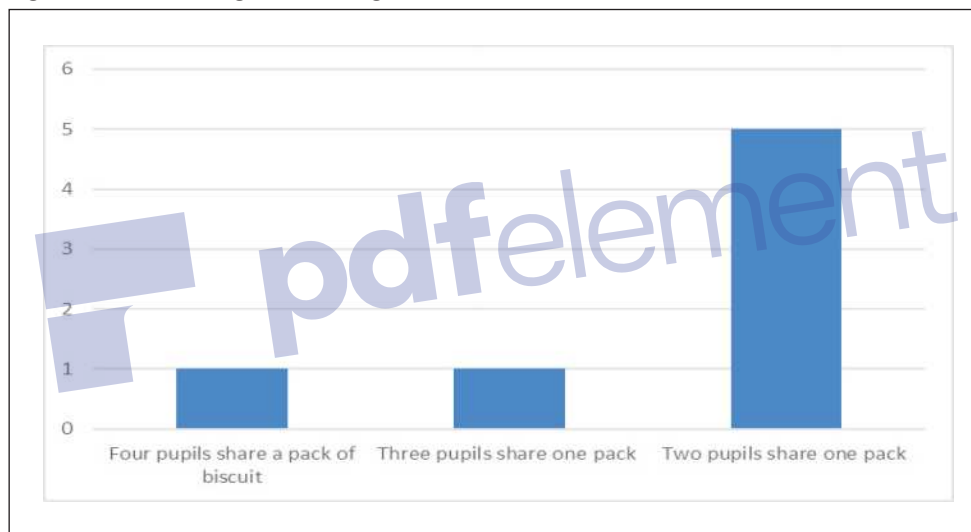


COGEN's Monitor conducting FGD with pupils.

The respective Head Teachers reported a shortfall in the supply of biscuits in seven (7) out of twenty (20) schools. This contradicts the submission of the Education Secretary who claimed that there was no shortfall in the supply of 215 cartons of biscuits to the LGA from where the Schools representatives took delivery. As a result of the shortfall in biscuit supply, schools rationed the biscuits to pupils as reflected below in figure 28 below

schools in Zangon Kataf LGA also recorded insufficient quantity of food. In two (2) of the schools, namely LGEA Agwan Rimi and LGEA Katsit, primary 1 pupils' were not served at all while in the others, the food was not enough to go round the pupils. Six (6) of the schools were not served due to insufficient funds while in another school the quantity of meals was not adjusted to meet up with increased enrolment.

Figure 28: Biscuit sharing formula, Zangon Kataf LGA, October 2018



for Zangon Kataf LGA.

Table 11 shows the list of schools which recorded insufficient quantity of food in October 2018. Out of sixty (60) schools under this study, twenty-five (25) reported insufficient quantity of food. Jema'a LGA had ten (10) schools while only five (5) schools reported insufficient quantity of food in Kaura LGA. Ten (10)

In Jema'a LGA on the quality of food, nineteen (19) of Head Teachers rated the quality of food served as good while one (1) cook was given a very good score. Although all attested that food was kept in hygienic setting, only sixteen (16) cooks washed their hands before serving meals to pupils. The Head Teachers also pointed out that four (4) schools are without toilets and three without drinking water.

Table 11: Schools with insufficient quantity of food in October 2018 across the 3 LGAs

S/No	Names of Schools	LGA
1	LGEA Primary School Ungwan Kanwai	Jema'a
2	MPS Takau 1	Jema'a
3	LGEA Primary School Ungwan Yanshi 1	Jema'a
4	MPS Zankan	Jema'a
5	UBE Gindin Dutse	Jema'a
6	MPS Gidan Waya	Jema'a
7	LGEA Ungwan Gah	Jema'a
8	UNICEF Primary School Madaki	Jema'a
9	LGEA Kwarabe	Jema'a
10	LGEA Kanok	Jema'a
11	LGEA Mifi	Kaura
12	LGEA Kaura Model	Kaura
13	LGEA Duste	Kaura
14	UBE Uzah Agban	Kaura
15	LGEA Bondon Central	Kaura
16	LGEA Sakwak	Zangon Kataf
17	LGEA Agwan Rimi	Zangon Kataf
18	LGEA Katsit	Zangon Kataf
19	LGEA Ungwan Gaiya	Zangon Kataf
20	UBE 2 Magamiya	Zangon Kataf
21	LGEA Gora Bafai	Zangon Kataf
22	LGEA Gora Gan	Zangon Kataf
23	LGEA Kangwaza	Zangon Kataf
24	LGEA Primary School Tsoriyang	Zangon Kataf
25	LGEA Zonkwa 5 Model	Zangon Kataf

NOVEMBER 2018

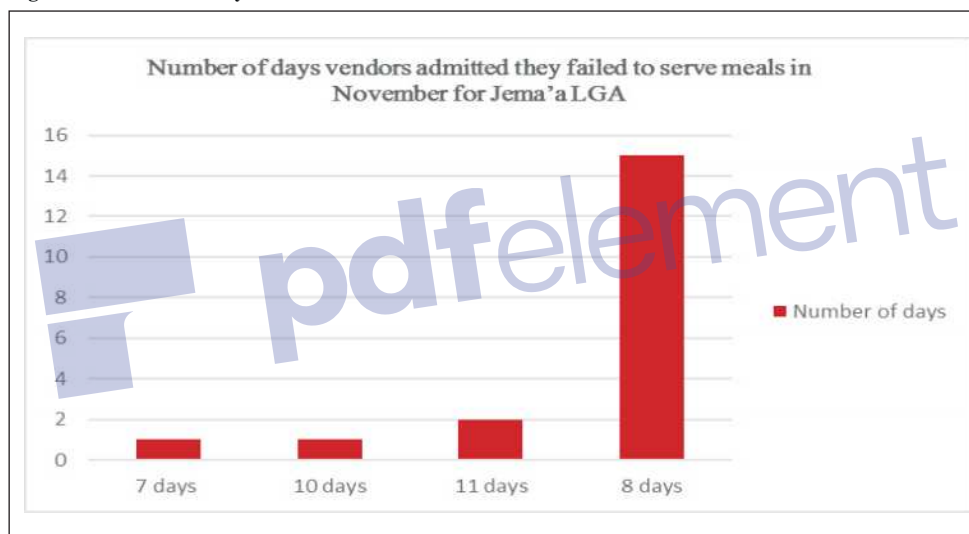
Quality of service

In Jema'a LGA, pupils attested to not been served meals for two weeks in November. Tina Istifanus, one of the cooks serving LGEA Kanock, failed to serve meals several days in November due to challenges relating to funds. The cooks also attested to the fact that they did not

cooks that meals were not served consistently in November. The pupils reported days ranging from eight (8) to seven (7) when meals were not served to them across the LGA.

The pupils proffered varied reasons for the non-service of meals. Eleven (11) males and females respectively attributed this to the cooks' non-receipt of funds. Another

Figure 29: Number of days cooks failed to serve meals in Jema'a LGANovember2018



receive any supplies of eggs in the second half of November hence no meals nor eggs were served within that period. Figure 29 shows the number of days that meals were not served in the second half of the month of November 2019.

The pupils equally corroborated the testimonies of the

set of pupils, seven (7) males and eight (8) females attributed it to no show (service) which could well be for the same reason proffered by others. As earlier mentioned, one of the twenty schools COGEN is tracking has not been covered by the HGSFP since the commencement of the school feeding in Jema'a LGA. This is LGEA Jagindi Gari II primary school.

Quantity of meals

For Jema'a LGA, only two (2) females and one (1) male pupil reported that the quantity of meals was adequate. Eighteen (18) females and sixteen (16) males reported that no food was served at all. One female and two males reported that the quantity served was small. The non-service of meals in the month extended to the supply and service of eggs with meals. Nineteen (19) males and females reported to have not been served any meals with eggs for the period under review.

Juice and Biscuits were also not served in all the schools according to the pupils. This contradicted the Education Secretary who disburses juice and biscuits and reported that there were no shortfalls in supply in the November. The Head Teachers claimed to have taken delivery of less quantity of the two commodities hence rationing these items to pupils thus supporting the report of the pupils.

Clearly between the Education Secretary and the Head teachers, there is no clarity as to the correct state of things with regards to supply, distribution to schools and serving the pupils if they are to be believed especially as no case of pilfering has been reported. However, the Education Secretary did state that they do record some damages to the juice and biscuits but in the absence of providing the numbers, it is difficult to know if they are significant and or not and where the items disappeared to.

For Kaura LGA, two schools were not served from the last week in October to the first week of November for periods of two (2) days in one school and eight (8) days in another. The reasons for non-service in one of the schools were unclear to the pupils while in the other

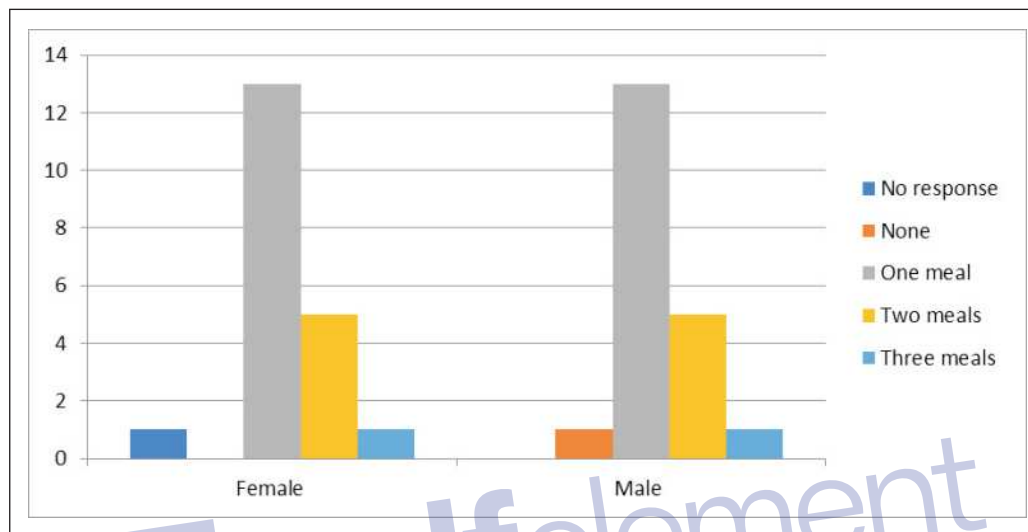
school, it was attributed to lack of funds. majority of the pupils however scored the quantity of food as good. Three (3) females and two (2) males complained that the quantity was insufficient. Two (2) males and two (2) females could not point out why the quantity was insufficient while one male and one female felt that the quantity was small.

Service of meals with Eggs

As reported in October, schools recorded a shortfall in egg supply thus depriving pupils of protein in Jema'a LGA. The Education Secretary admitted no damages recorded but a shortfall in supply of eggs in November failed to reveal the quantity of eggs missing. Meanwhile, the office of the Education Secretary neglects to do anything to ensure that benefitting pupils get their supply of eggs for the week and there is no record that funds covering the shortfall are refunded to the relevant Education departments or carried over to cover the next supplies. Instead he advised that damaged packs of juice should be replaced without taking further action This could be because the egg aggregator gets paid directly from the National Office through the bank without the Education Secretary's involvement.

Figure 29A shows that eggs were served with two (2) meals in only five (5) schools in Kaura LGA. Most of the pupils stated that eggs were served once in two weeks with some schools adopting the rationing formula of some pupils getting eggs this week and no eggs the following week. Despite this rotational egg sharing formula one egg is shared between two, three or four pupils. The only conclusion that can be drawn is that most schools get less than a quarter of the egg supplies that should receive

Figure 29A: No of meals served with eggs in the last two weeks of November 2018 in Kaura LGA



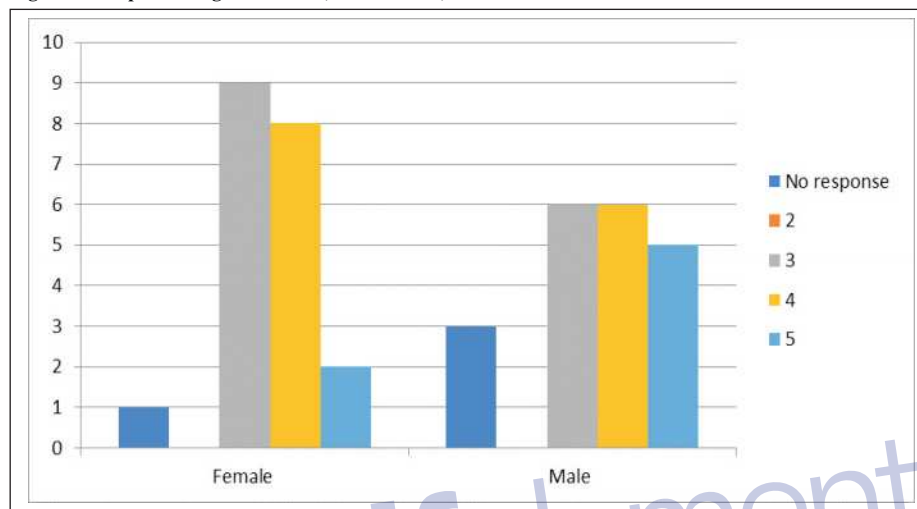
Further investigation needs to be done by the education department to trace leakages in the supply chain of the eggs and persons found culpable penalised. The Education Secretary said that whenever there is a shortfall in the supply of eggs to his office, the contractor makes up the number by purchasing from the nearby market while damaged eggs are replaced the following week. Therefore, the point at which the eggs disappear and never reach the school in the required quantity needs to be investigated by the state implementation team.

Pupils in one school in Kaura LGA reported shortfall in juice supply resulting in some pupils getting juice while the others were served biscuits. While the Education

Secretary reported no shortfall in the delivery of biscuits, schools claimed to have taken delivery of less quantity of biscuits resulting in two schools rationing biscuit and juice to the pupils.

Pupils rated the performance of the program on a scale of 1 to 5. Figure 30 indicates that nine (9) females gave the program a score of four (4) followed by eight (8) pupils who rated it three (3) out of five (5). The females did not consider the school feeding exceptional and thus did not give it the highest score of five (5). Conversely, four (4) males considered the school feeding exceptional and scored the program five (5) while six (6) pupils gave it a score of four and five.

Figure 30: Pupils' rating the HGSFP, Kaura LGA, October to December 2018

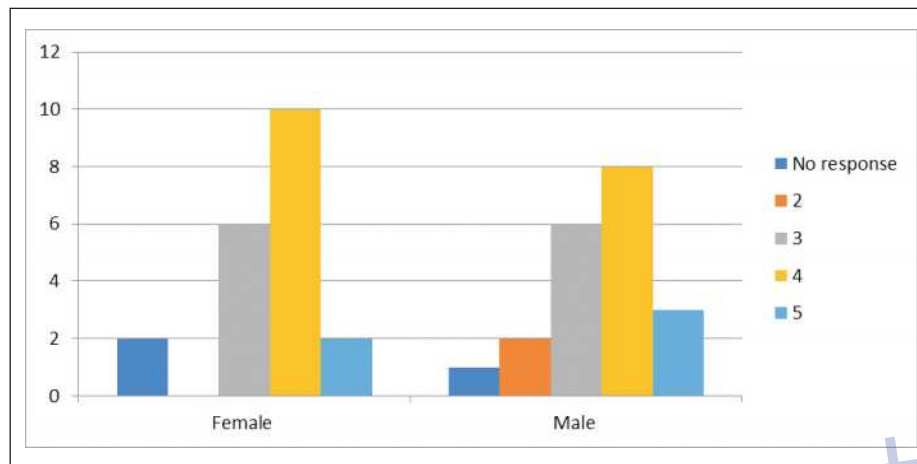


For Zangon Kataf LGA, in the first two weeks of November six (6) females and four (4) males attested to some days when meals were not served. For thirteen (13) females and males, food rations were adjusted to accommodate new pupils hence they adjudged the quantity insufficient. All pupils interviewed expressed satisfaction with the quality of meals. Figure 31 shows the ratings of the performance of the HGSFP in Zangon Kataf LGA showing only two (2) males were dissatisfied with the performance. However, when it came to the composition of the meals, two (2) respondents said there were no meals served with eggs. Ten (10) female and ten (10) male reported being served only one meal with eggs while eight (8) females and males said they were served two (2) meals with eggs. Digging deeper, only five (5) pupils attested to getting served an egg each. For others, the number of pupils to an egg were four (4), three (3) and two (2) respectively or classes were rotated weekly to receive eggs due to shortfall in supply. Pupils reported that their peers complained that the food is not enough

and in one incidence, pupils alleged to have been served rotten eggs. The Education Secretary reported a shortfall in supply and some damaged eggs but unlike what happens in Kaura, damaged eggs are not replaced by the contractor.

Shortfall in the supply of juice was recorded by only two (2) schools in the LGA wherein three or two pupils shared a pack of juice. More schools (eight) recorded a shortfall in the supply of biscuits in October, resulting in three (3) or two (2) pupils sharing a pack of biscuits in the respective schools. The shortfall in juice and biscuit supply contradicts the assertions of the Education Secretary who reported no shortfall in delivery by the contractors. Respondents suggested that amongst the things needed to improve the program are provision of toilets, source of potable water, increased quantity of cooked meals and ensuring the program is consistent and continuous.

Figure 31: Pupils' rating of the HGSFP in Zangon Kataf LGA, October to December 2018



DECEMBER 2018

For the first two weeks in December 2018, the cooks in Jema'a LGA confirmed that they did not serve meals in eighteen (18) schools for four (4) days and in one (1) school for five (5) days due to lack of funds. This was corroborated by the pupils. In the days that meals were served; the meals were brought to the school before break time and served in majority of the schools between 10.00 a.m. and 10.30 a.m. In five (5) of the schools, meals were not accompanied with water due to lack of a source of drinking water in the schools. Although the hygienic condition of the utensils, place where food was kept before serving and most cooks was reported as good by the monitors, two (2) of the cooks were marked as poorly dressed. Only twelve (12) of the cooks washed their hands before serving meals. In the first two weeks of December, the cooks reported that meals were served with eggs once in eighteen (18) schools while pupils in one school were not served any meal with eggs due to shortfall in supplies while one school did not take

delivery of eggs at all. As a result, vendors rotated classes that were served meals with eggs on a weekly basis.

As in all other months within the reporting period, Head Teachers, pupils and cooks reported shortfall in juice and biscuit supply. The LGA Education Secretary on his part reported no shortfall in supply of juice although admitting an unspecified number were damaged but not replaced. Twelve (12) females and eleven (11) males reported that due to shortfall in supply to their respective schools, juice did not go around one pupil per pack thus the use of rotation in serving juice and biscuit. One school reported not receiving biscuit supply at all while thirteen (13) others reported shortfall in supply.

The Education Secretary admitted a shortfall in the supply of biscuits and said he did not take any action to resolve the shortfall. It is unclear if at all the contractors are made to make up for the difference in subsequent weeks. In relation to supply of eggs, the contractors

supplied short of the quantity to be supplied and despite complaints to SUBEB by the Education Secretary, no further supplies were received in December. The inability for the SUBEB to rectify problems reported to it by Education Secretaries maybe the reason why in some instances the Education Secretaries do not take any action to address shortfall in supplies. The Education Secretary suggested direct delivery of eggs to the cooks instead of to the office of the Education Secretary from whom the cooks currently pick up supplies.

The cooks reported that the quantity of food was enough in sixteen (16) schools while in the three (3) remaining schools in Jema'a LGA, the quantity was insufficient due to increased enrolment, insufficient funds and the pupils not being satisfied with served portions. All the pupils interviewed however rated the quality of food as satisfactory.

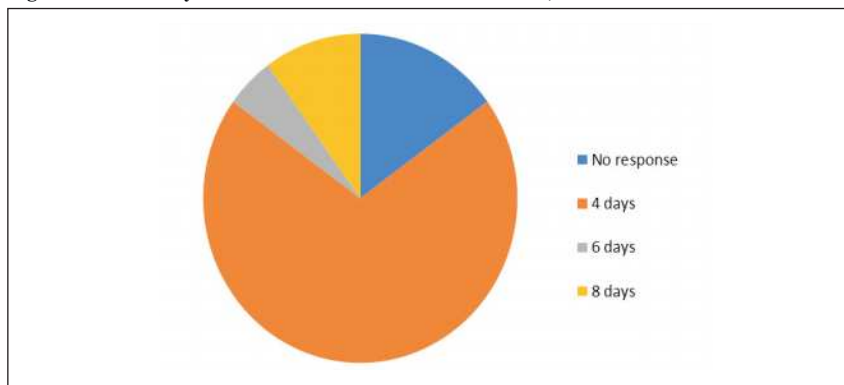
In Kaura LGA, ten (10) cooks admitted having served meals to every pupil in the first two weeks of December while cooks from the remaining ten (10) schools reported that they were unable to serve meals due to lack of funds. On their part, pupils from thirteen (13) schools

attested to not been served meals for periods of four (4) days in two weeks. Figure 32 shows the days when meals were not served in Kaura LGA.

Nineteen (19) pupils rated the quantity of food as enough for them. All the pupils from the twenty (20) schools reported that the quality of food served was satisfactory. Meals reached most of the schools before break time and were served between 9.30am and 10.00 a.m. in thirteen (13) schools. A good innovation in Kaura LGA was that in the cases where the cooks failed to serve meals after receiving payment, such cooks were made to serve meals on Fridays to make up for missed days.

Sixteen (16) schools did not take delivery of eggs in the two weeks of school in December while the remaining four (4) schools had just one meal with eggs in two weeks due to no supplies. Cooks in seventeen (17) schools claimed the quantity of food was enough. COGEN observed that the surroundings where the meals were kept before service were clean and hygienic as well as the utensils used. Six of the cooks did not wash their hands before serving meals.

Figure 32: No of days meals were not served in Kaura LGA, December 2018



The Kaura LGA Education Secretary reported shortfalls in the supply of juice in December even though the contractor is supposed to make up for the difference in the next supply when there is a shortfall. Nevertheless, there continued to be a shortfall in supplies. However, the Education Secretary reported no shortfall in supply at the point of delivery of biscuits although there were incidences of unspecified number of damaged bags which were replaced by the contractor.

The LGA also experienced a shortfall in the supply of eggs at the point of delivery as well as some damages. In resolving the difference, it is unclear the criteria the Education Secretary used in allotting quantities to the schools and if at all the contractor brought in supplies to make up for the difference the following week and if it

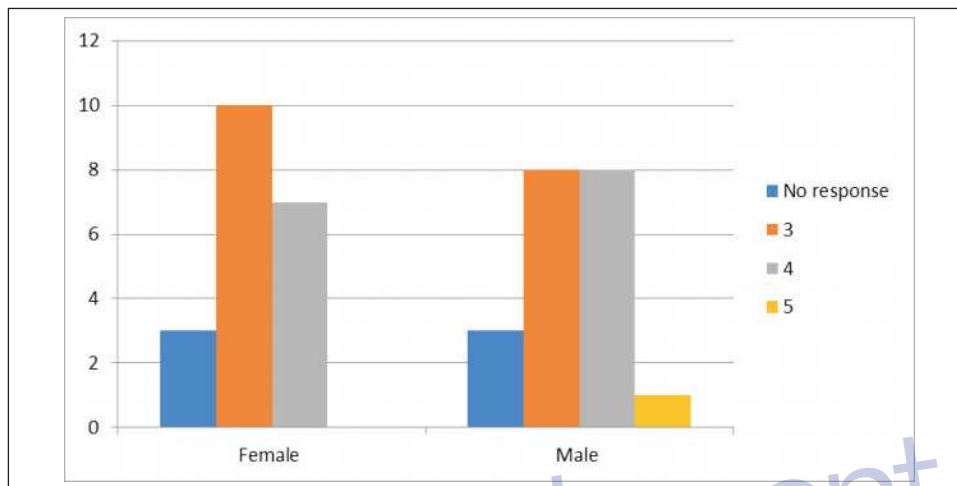
was given to the schools with deficient supplies in addition to the ration for the week. Pupils from fifteen (15) schools reported not been served eggs with their meals for two weeks.

In terms of juice and biscuits, out of twenty (20) schools, only two (2) schools were not served juice as at the time of the interview in December. Two (2) schools did not get any supplies of biscuits while two (2) others had a shortfall in supply. Overall the cooks were rated on a scale of 1 to 5 with 5 being the highest. Figure 33 shows that majority of female pupils scored the performance at three (3) while equal numbers of male pupils gave scores of three (3) and four (4) with one giving a five (5) score. The female pupils are more critical of the program's performance.



Cooks meeting with COGEN Team

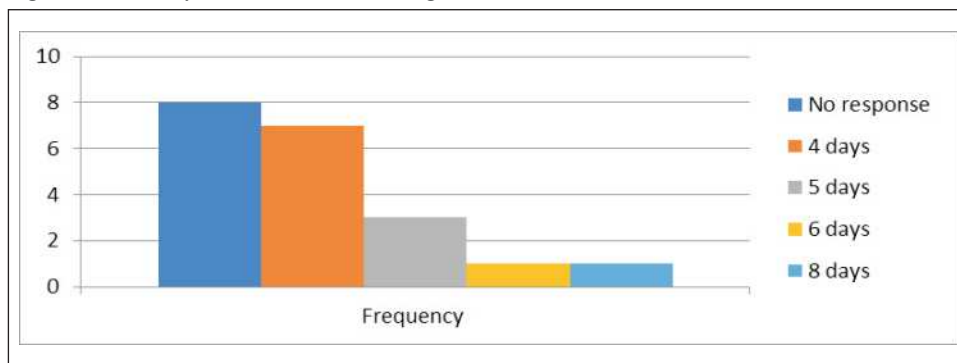
Figure 33: Rating the performance of the HGSFP in Kaura LGA, October and December



In Zangon Kataf LGA, one of the cooks, Alisabatu Moses stood out as being the only cook who failed to serve meals for eight days in the month of December allegedly on the grounds of attending to farm work resulting in the Education Secretary making a report to the Ministry of Education, Science and Technology.

Other cooks were also reported to have failed to serve for fewer days as reflected in figure 34. Most of the schools which were affected recorded no service for four (4) to five (5) days. Only two (2) schools had no food served for six (6) to eight (8) days respectively

Figure 34: No of days meals not served in Zangon Kataf LGA December 2018



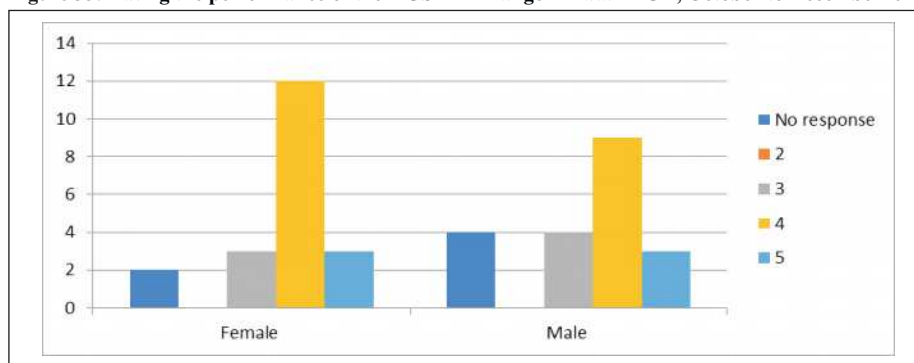
Six of the cooks gave lack of funds as the reason for their inability to serve meals while six others could not proffer any reason at all. The cooks who neglected to serve meals having received funds were reported to Ministry of Education, Science and Technology but no disciplinary action appears to have been taken in that respect nor the money refunded to Government of pupils of designated schools served meals for these amounts.

Of the schools where meals were served, eighteen (18) cooks reported that the meals got to the school premises before break time and that two (2) of the schools recorded no source of drinking water. Eggs were served with one meal in two weeks in eighteen (18) schools while the two (2) remaining schools had no eggs. The cooks however reported that the eggs were not sufficient for each pupil to get one each due to shortfall in supply to sixteen (16) schools resulting in four (4) pupils sharing an egg in three schools, two pupils per egg in nine (9) schools while in the remaining four (4) schools, classes were rotated weekly to ensure that pupils get eggs fortnightly. This was collaborated by pupils who reported insufficient supply of juice in seven (7) schools and a shortfall in biscuit supply in ten (10) schools.

The Education Secretary on his part, reported no shortfall in the supply of juice, biscuits and eggs at the point of delivery to his office or any damages except for some unspecified quantity of eggs which were not replaced. The Education Secretary suggested that if the contractors are located within the LGA, the loss due to damages to eggs would be reduced.

On quality of service, the cooks, utensils and serving areas for the meals, monitors observed that these were all clean and hygienic while only three (3) cooks failed to wash their hands before serving meals. Pupils from thirteen (13) schools found the quantity of food enough in contrast to the experience of pupils in seven (7) schools who reported that not all of them got meals daily and even at that, the quantity was small. Pupils from nineteen (19) out of twenty (20) schools nevertheless gave the quality of meals a pass mark. Figure 35 shows how the pupils rated the performance of the HGSFP. Most of the female pupils scored the performance of the program four (4) out of five (5) while nine out of twenty (20) males also scored it at four. The males in Zangon Kataf LGA are more critical of the program than the females which is the opposite of the rating in Kaura LGA.

Figure 35: Rating the performance of the HGSFP in Zangon Kataf LGA, October to December 2018



4. GENDER AND THE HGSFP

In making a gender analysis in relation to the HGSFP, several indices were also considered. These include the sex of respondents – Head Teachers, pupils, SBMC representatives, HGSFP committee; the responses given by the pupils in relation to rating of the performance of the HGSFP and its influence on their studies or retention in school.

Gender disaggregation of Head Teachers across the three LGAs

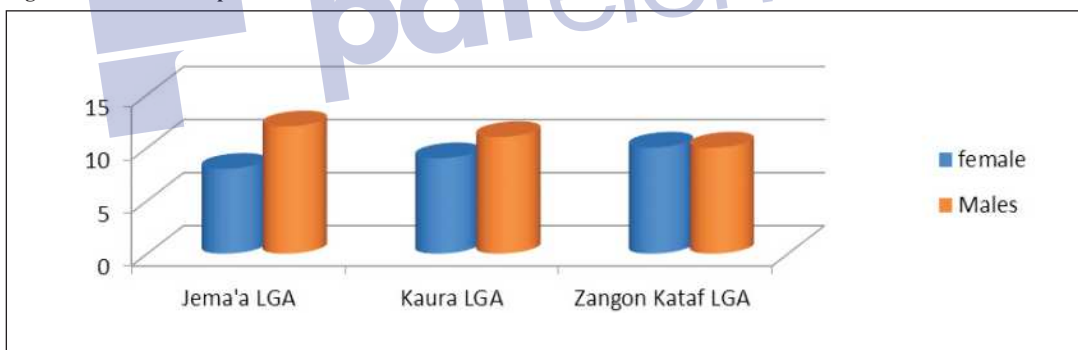
Head Teachers from the targeted schools in the three LGAs were disaggregated according to sex. From the interviews, Jema'a LGA has more male Head Teachers than female – eight (8) females and twelve (12) males than the other two LGAs. Figure 36 shows the gender

The Head Teachers for the twenty schools in Zangon Kataf LGAs were the most balanced in terms of sex representation – ten (10) females and ten (10) males. Kaura LGA schools on the other hand had more male head teachers than females that is nine (9) females and eleven (11) males even Kaura LGA had more female head teachers than Jema'a LGA.

Gender composition of the HGSFP committee

The membership of the HGSFP Committee appears to be drawn from specific offices like the LGA Chairperson, Education Secretary, Social Mobilization Officer, Desk Officer and SBMC chairperson. There is a big gender gap in the composition of the HGSFP across the three LGAs. In Jema'a LGA, the four-member committee

Figure 36: Gender composition of head teachers across the three LGAs



composition of Head Teachers across the three LGAs. The gender gap is not wide and almost at par for Zangon Kataf LGA. While there is the myth that at the primary level is female dominated, leadership of primary schools is obviously male dominated as shown by the figures presented for this study locality.

comprises three males and one female. Kaura LGA HGSFP committee comprises six members out of which only one is female. The five-member committee in Zangon Kataf LGA is all male. Deliberate efforts need to be made to reduce the gender gap by co-opting more females where all the office holders are male to add a female perspective during deliberations.

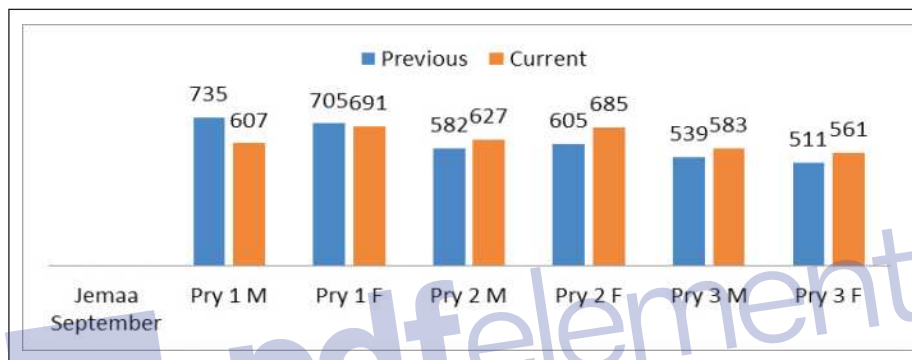
Gender disaggregated enrolment rates

In this section, the enrolment information used is that provided by the Education Secretaries of the LGAs. Information for November 2018 is unavailable for Jema'a LGA unlike Kaura and Zangon Kataf LGAs

Education Secretary disaggregated by sex in October for Jema'a LGA.

In the month of October, male enrolment shot up to 806 from 661 for primary 1 and 765 for females, only for the enrolment rates to fall to below 600 for both males and

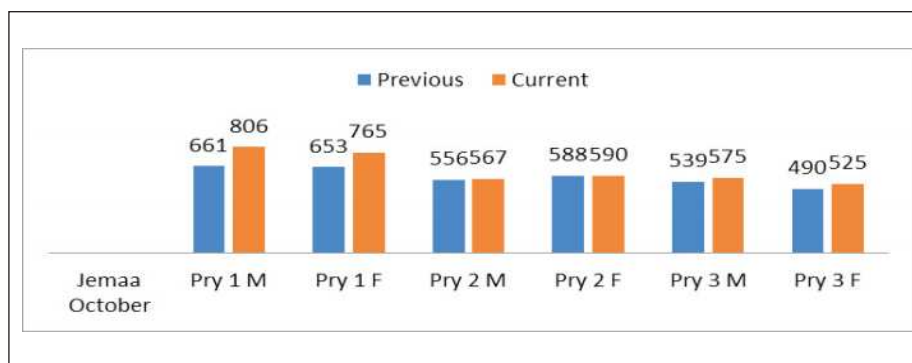
Figure 37: Gender disaggregation of pupil enrolment in September 2018, Jema'a LGA



respectively. In figure 37, male and female enrolment fell only for Primary 1 but increased in Primary 2 and 3. Figure 37 shows the enrolment rate provided by the

females in primary 2 and 3. The number of males in primary 1 increased by 145 pupils as shown in figure 38 while females increased by 112.

Figure 38: Gender disaggregation of pupil enrolment in October 2018, Jema'a LGA



There was just an increase of one male pupil and seven female pupils respectively for primary 2 in October. The roll further dipped for primary 3 with fewer pupils on the roll than there were in September.

For Kaura LGA, figure 39 shows that 26 male and 43 female pupils in primary 1 stayed away from school in September. Attendance by male pupils in primary 2 increased while females reduced attendance by 6. For primary 3, there was an increase in attendance by the

males in school while the females reduced by 2. In the month of October, schools in Kaura LGA witnessed a steady and increased attendance of both male and female pupils. Figure 40 shows that no class recorded less than 400 males or females throughout the month. Figure 41 shows the enrolment rates for November 2018 where a slight dip in attendance of females in primary 3 was recorded from the previous months 494 to 475. Primary 1 female witnessed a very high increase of almost 100 pupils.

Figure 39: Gender disaggregation of pupil enrolment in Kaura LGA, September 2018

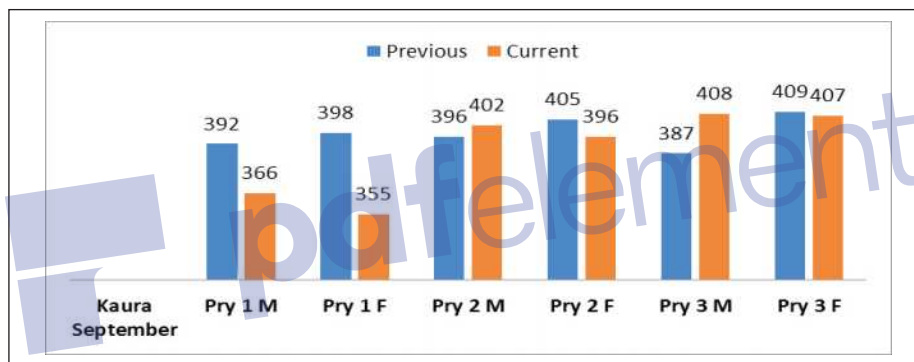


Figure 40: Gender disaggregation of pupil enrolment in Kaura LGA, October 2018

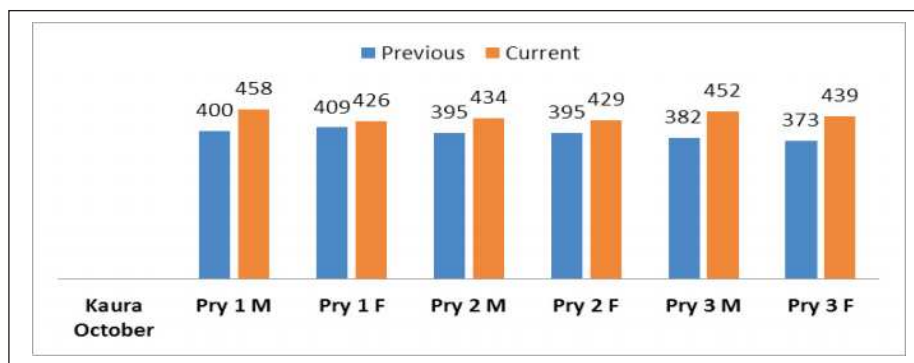
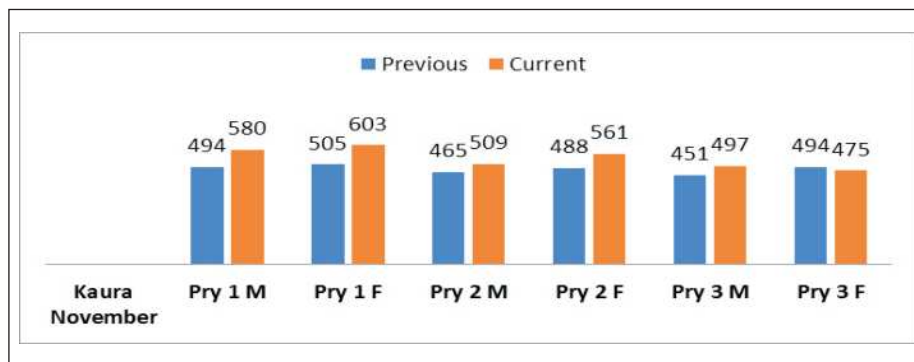


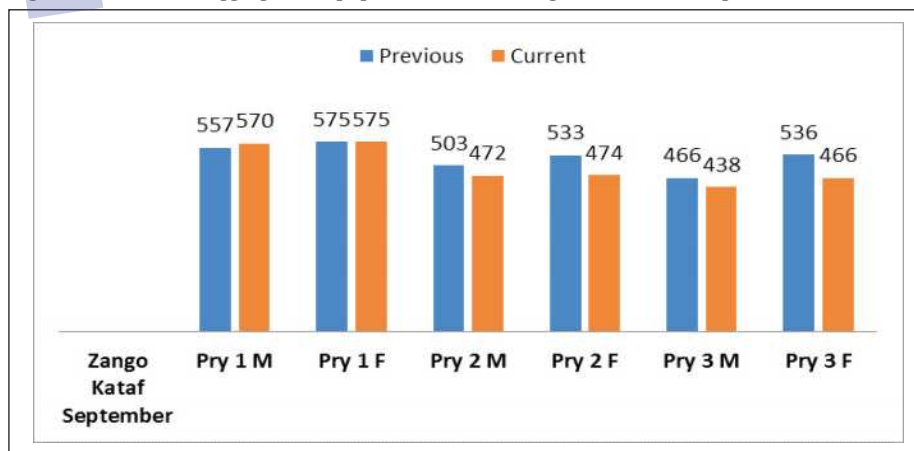
Figure 41: Gender disaggregation of pupil enrolment in Kaura LGA, November 2018



In Zangon Kataf LGA, in the month of September, primary 1, primary 2 and 3 recorded cases of reduced attendance for both males and females. As can be seen in figure 43, the worst hit being primary 3 where 536 female pupils attended school in the previous month and

only 466 were in school in the current month. This scenario improved in October and November as shown in figures Tables 43 and 44 where available data showed an increased in attendance across all the classes for both males and females.

Figure 42: Gender disaggregated of pupil enrolment in Zangon Kataf LGA, September 2018,



Figures 43: Gender disaggregated pupil enrolment in Zangon Kataf LGA, October 2018

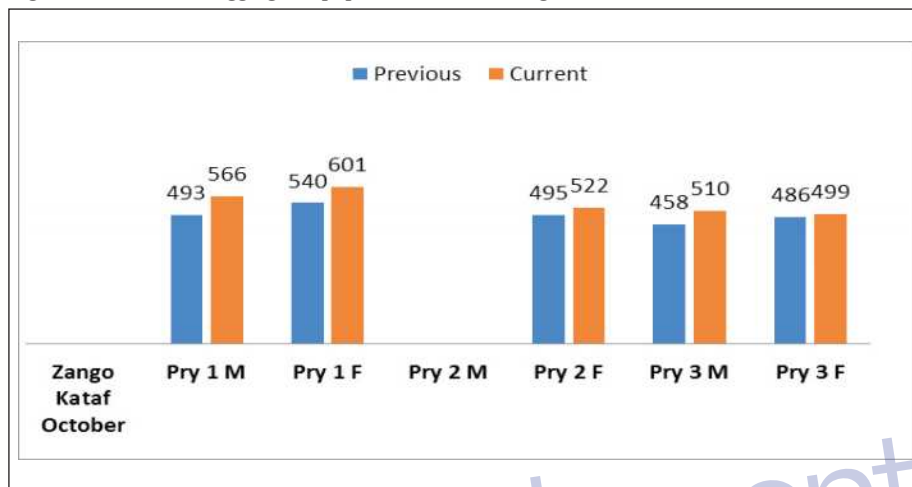


Figure 44: Gender disaggregated pupil enrolment in Zangon Kataf LGA, November 2018

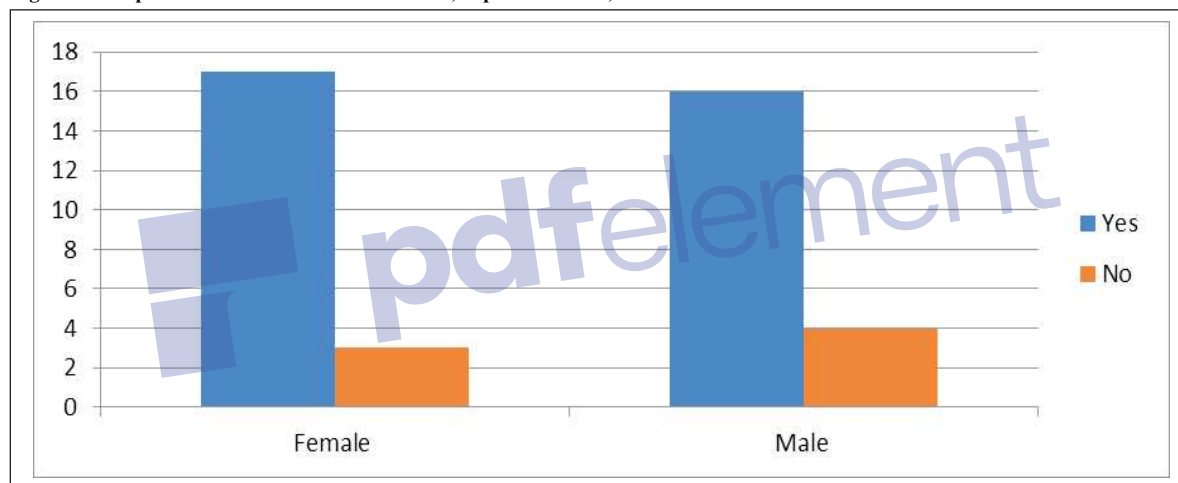


Gender disaggregated data on satisfaction with the HGSFP

Under this section, regard was given to how female and male pupils were influenced by the HGSFP. Interestingly, even though on many occasions' meals were not served or eggs, biscuits and juice were in short supply and therefore rationed, pupils reported that the HGSFP motivated them to attend and remain in school till closing.

In figure 46, three (3) females and four (4) males indicated that the HGSFP did not motivate them to remain in school. In October, out of the twenty (20) males and females interviewed from Jema'a LGA, seventeen (17) males and seventeen females respectively said they were motivated to attend and remain in school by the HGSFP and increased to nineteen in November and December. All the pupils from Kaura LGA felt the meals motivated them to attend

Figure 45: Impact of HGSFP on school retention, September 2018, Jema'a LGA

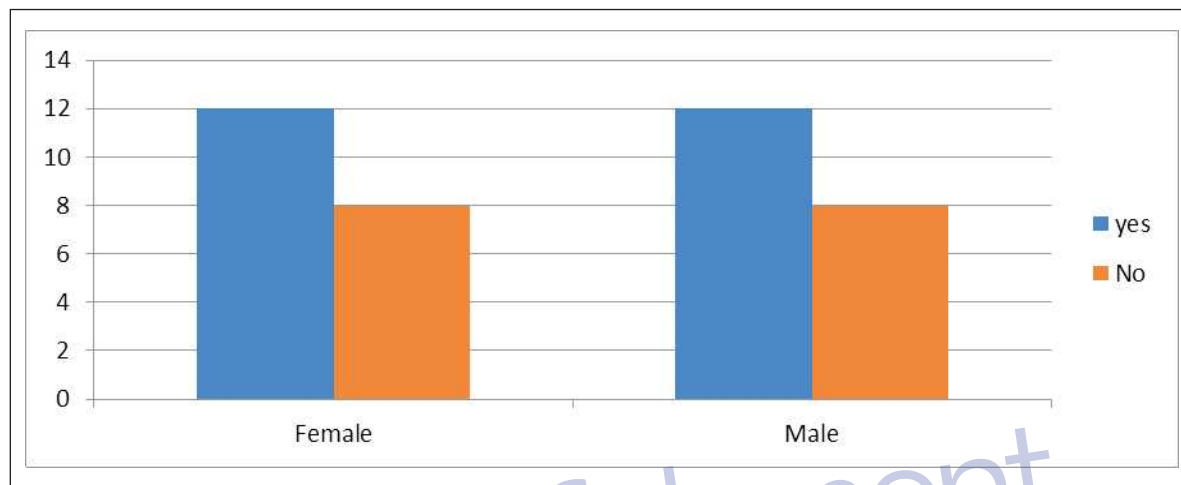


The study showed areas of convergence and divergence on the role played by the HGSFP in motivating the female and male pupils to attend school and satisfaction with the quality and quantity of meals. In September, all the male and female pupils in Jema'a and Kaura LGAs interviewed attested that the meals have motivated them to attend and remain in school in September. However, pupils in Zangon Kataf LGA felt otherwise.

and remain in school in December while seventeen males and eighteen females felt likewise in Zangon Kataf LGA.

The pupils were equally divided on how the HGSFP has affected their learning and performance levels. For pupils in Kaura LGA, sixteen (16) males and females attested to the fact that the HGSFP affected the way they learnt and performed in September.

Figure 46: Impact of HGSFP on school attendance and retention, Kaura LGA, September 2018,



SBMC in a group work session during a town hall meeting

Pupils from Jema'a LGA were divided on the effect of the HGSFP on their learning and performance in September. Half of the males and females testified that it had a positive impact on their learning and performance while the remaining half did not feel it affected them. However, in October, fifteen males and females from Jema'a LGA attested that the HGSFP affected the way they learnt and performed in school while sixteen (16) males and females also affirmed in Kaura LGA and twelve(12) in Zangon Kataf LGA.

With respect to the extent to which the HGSFP has affected learning and performance, males and females gave varied responses and no one sex agreed to the same

extent. In figure 47, one male attested that the HGSFP gives him energy while six others said it helps them to remain in school till closing. Three males felt it helps them learn faster. On the part of the females, majority who responded said it help them learn faster while only three said it helps them remain in school until closing. In October as shown in figure 48, most of the female pupils in Jema'a LGA indicated that the HGSFP motivated them to attend and remain in school while two females and two males brought in the dimension that it reduces hunger. Eight out of the twenty males felt the programme served to motivate them to attend and remain in school more. Five others however said it gave them energy to learn.

Figure 47: The HGSFP effect on pupils learning and performance in Jema'a LGA, September -2018

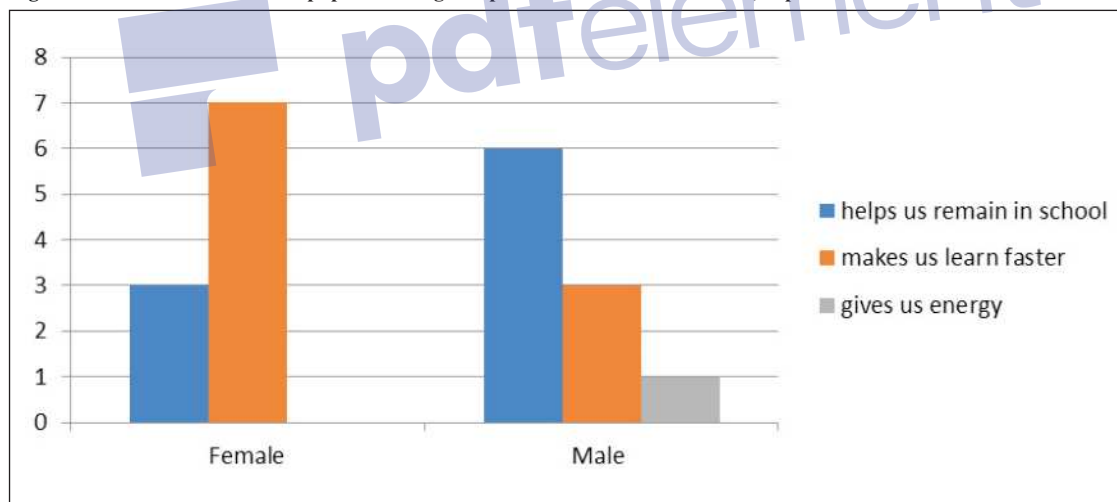
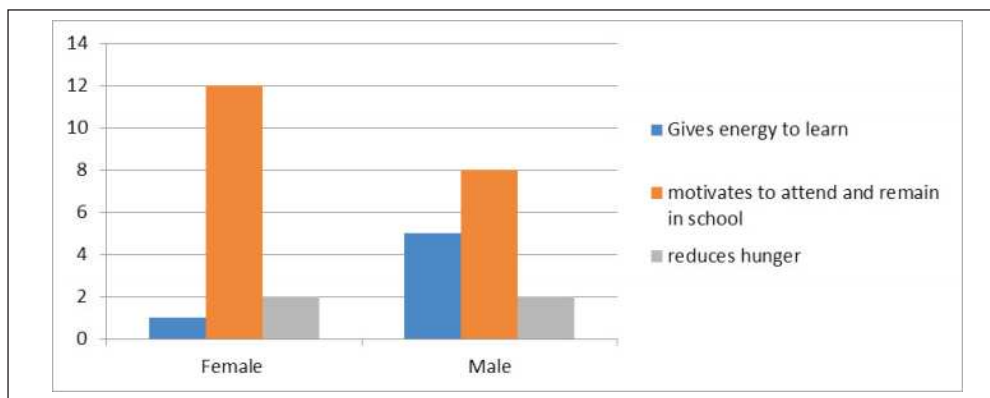


Figure 48: The HGSFP effect on motivation to attend school in Jema'a LGA, October 2018



For pupils in Kaura LGA, in September six (6) males and six (6) females attested that the HGSFP gave them energy than motivation to remain in school. However, three (3) males and four (4) females said it motivated them to remain in school until closing. Figure 49 also revealed that three (3) females said it made them concentrate and learn faster while it is only one (1) male who felt it made him concentrate in class. However, six

(6) males attested that the program made them to learn faster during the month. In October, Figure 50 shows that most of the respondents in Kaura LGA attested that the HGSFP gives them energy to learn. Three (3) of the females also introduced the factor that the program makes them happy as one reason it affects their learning and performance. Two (2) males and females also said they concentrated more in class as a result of the feeding.

Figure 49: The HGSFP effect on pupils learning and performance in Kaura LGA, September 2018

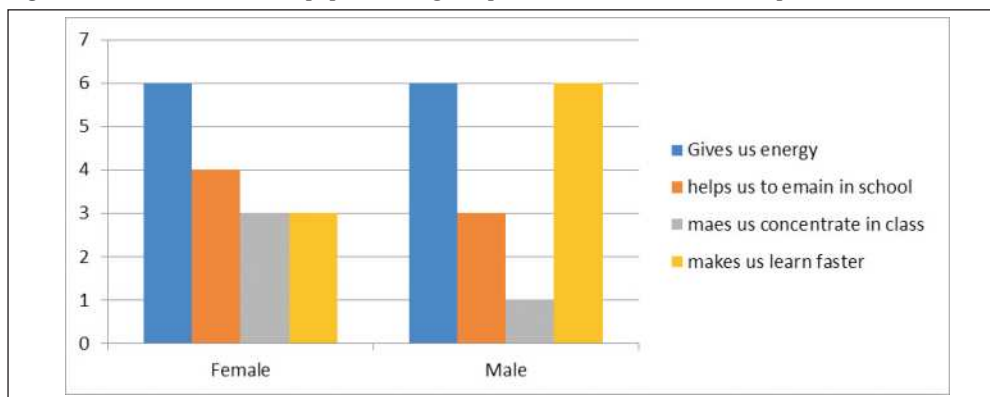
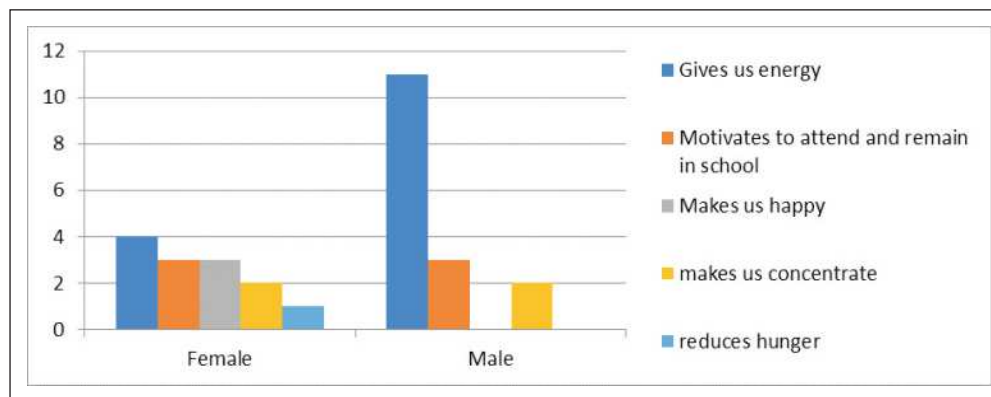


Figure 50: The HGSFP effect on pupils learning and performance in Kaura LGA, October 2018



Similar reasons were also identified by pupils in Zangon Kataf of the impact of the HGSFP on their educational pursuits. In figure 51, for both male and female pupils in Zangon Kataf LGA, during the month of September, the HGSFP mostly motivated them to attend and remain in school. However, three (3) females and one (1) male

attested and said it made them to learn faster. In October, figure 52, two (2) females indicated that the program reduces hunger while majority of the males and females said it motivated them to attend and remain in school showing that the males were more motivated by the meals than the females.

Figure 51: The HGSFP effect on pupils learning and performance, Zangon Kataf LGA, September 2018

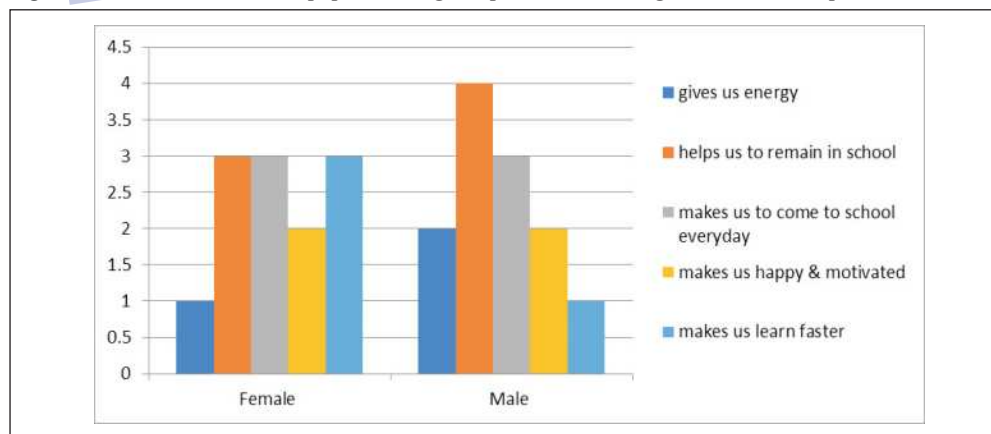
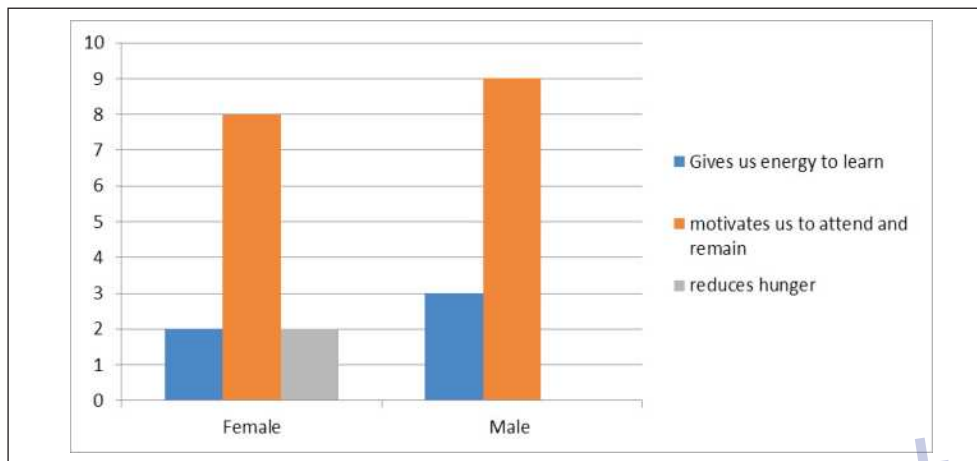


Figure 52: The HGSFP effect on pupils learning and performance in Zangon Kataf LGA, October 2018



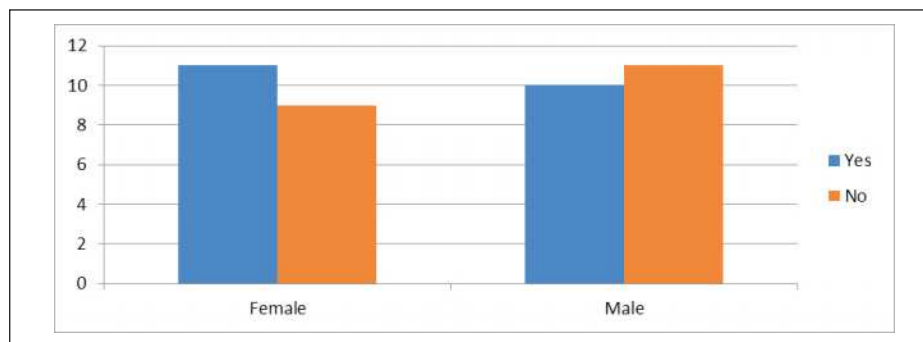
Domination and threats

This aspect of the study looks to assessing if there are any kinds of threats or domination by one sex on the other which may affect pupils' attendance and learning. According to the State of African Women Report (2018) by the International Planned Parenthood Federation African Region, gender-based violence in West Africa occurs in the community, educational institutions, the family, formal and informal institutions and in situations of conflict and war. This is in addition to the fact that one (1) in every three (3) females is estimated to have been a victim of gender-based violence. It is thus important to understand if the HGSFP in anyway contributes to any form of threats to girls. The study found as reflected in figure 53 that eleven (11) out of twenty (20) female's experienced domination by a pupils or group of pupils in Jema'a LGA during the month of September in contrast to ten (10) males responded that they did not experience any domination. On the converse side, two (2) males as opposed to one(1) female reported feeling threatened in Jema'a LGA in September



A pupil testifying of the successes and challenges of the HGSFP, during a town hall meeting

Figure 53: Domination by any pupil or group of pupils in Jema'a LGA, September 2018



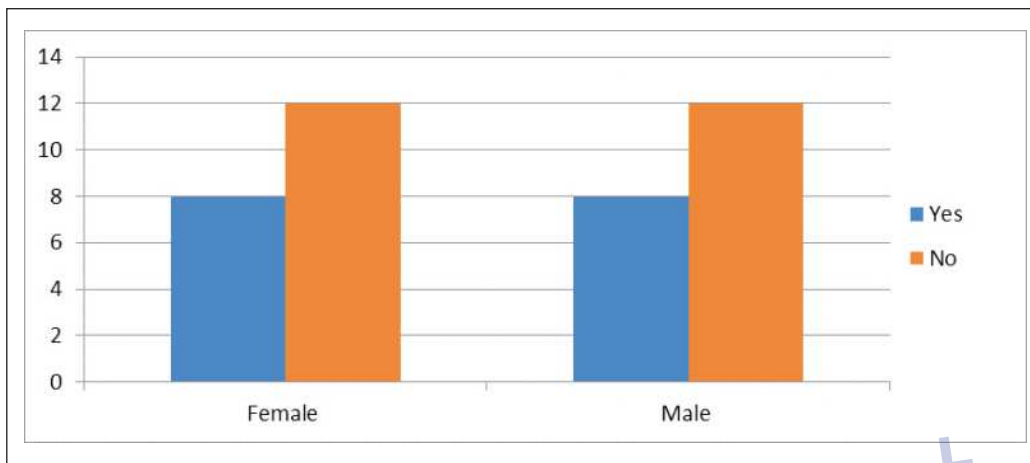
In respect to domination by any pupil or groups of pupils, equal numbers of females and males (sixteen) responded that there was no domination while four (4) females and four (4) males respectively responded yes to the issue of domination. In the month of November, eight (8) females and eleven (11) males said they were domination by a pupil or group of pupils in their respective schools. However only two (2) females and two (2) males reported of any feelings of threats from pupils in their respective schools. In December, the number of pupils who reported domination by a pupil or group of pupils in Jema'a LGA reduced to four (4) females and nine (9) males respectively while the number of threats for female went down to one (1) and that of males stood at four (4).

Concerning feelings of threats or actual threats in Kaura LGA, nineteen (19) females and males respectively responded no while only one (1) female and male respectively said they received threats from pupils in September. Only six (6) female and six (6) male pupils respectively from the LGA reported incidences of domination in their school and only one (1) school had a case of feelings of threats. In October, eight (8) males and eight (8) females respectively reported incidences of domination in their schools while none of the pupils

reported of any feelings of threats. The reported cases of domination by pupils in the schools reduced in November to three (3) females and two (2) males respectively but went up to eight (8) females and males in December.

For Zangon Kataf LGA, figure 54 shows that eight (8) females and eight (8) males respectively indicated that there was domination by a pupil or group of pupils in their schools while the remaining twelve (12) reported no incidence of domination in September. All the pupils interviewed reported that there were no threats or feelings of threats from any pupils in their respectively schools during the month. On threats, four (4) females and males reported of cases in their respective schools while sixteen (16) others reported of no such cases in October. In November, the number of pupils that reported domination by a pupil or group of pupils was eight (8) males and eight (8) females respectively. Only one (1) female and male reported of threats or feelings of threats. Interestingly, the number of males who reported incidences of domination by pupils increased to ten (10) in contrast to eight (8) females in December with four (4) females and three (3) males reporting threats or feelings of threats.

Figure 54: Domianition by any pupil or group of pupils in Zangon Kataf LGA, September 2018



Mr. Titus Mann, resource person addressing participants at a town hall meeting



A cook speaking at a town hall meeting

5. FEEDBACK MECHANISMS IN THE HGSFP

Is the Home-Grown School Feeding Program designed to receive feedback from the key stakeholders at the end point of the value chain, that is the cooks, the Head Teachers and the pupils(beneficiaries) ? If it is, how does this feedback reach the mangers of the program and how has this impacted the quality of the delivery of the homegrown school feeding program? These are the questions this section seeks to answer from the tracking data generated from the field.

Is Feedback collected?

Most pupils in Jema'a LGA, 70% reported that their opinion about the HGSFP was solicited in the month of September 2018. Only 30% of pupils interviewed said no one sought any feedback from them. The story was different in Kaura where 75% of pupils interviewed reported that heir feedback was not sought, 25% however said it was sought. This was the similar situation in Zangon Kataf LGA where 60% of pupils interviewed said no one sought their feedback against 40% who said they gave a feedback to Head Teachers. In the first half of October 2018, Pupils in Zangon Kataf LGA continued to report that no one collected feedback from them as reported by 60% of pupils. This changed however in the second half of October 2019 when 50% of pupils reported that feedback was collected from them. Similarly, for pupils in Kaura LGA, the percent of reporting no feedback taken increased to 85% in the first half of October and dropped to 60% in the second half of the month. In Jema'a LGA, 55% of the pupils reported

that no feedback was collected from them in the first half of October, however in the second half of October, 75% of pupils reported that their opinion was sought on the school feeding.

For November 2018, 55% of pupils in Jema'a said feedback was collected from them and in the second half of the same month, 75% of pupils responded positively when asked if feedback was collected from them. Similarly, 55% of pupils interviewed in the first half of November reported that feedback was collected from them about the school feeding and in the second half of November, 75% of pupils responded positively. For pupils in Zangon Kataf, in the first month of November, 75% reported that their feedback was sought while in the second half of the month only 35% responded positively with 75% saying feedback not collected. The picture in December 2018, showed that 60% of pupils in Zangon Kataf reported that feedback was collected, in Kaura only 35% of pupils reported that feedback was collected with 65% reporting no. Similarly, more pupils (55%) in Jema'a LGA reported that feedback was not collected with only 45% saying it was collected. Head teachers across all three LGA collaborate pupils' response about feedback from pupils. Between September and November 2018, the average response to a feedback mechanism to collect feedback from pupils for the Jema'a, Kaura and Zangon Kataf was 87% which is very high. This indicates a high level of attention paid to the delivery of the school feeding by Head Teachers. Figure 56 below shows the frequency at which feedback is collected from pupils by the Head teachers

Figure 55: Feedback collected from pupils in three LGAs, September and December 2018

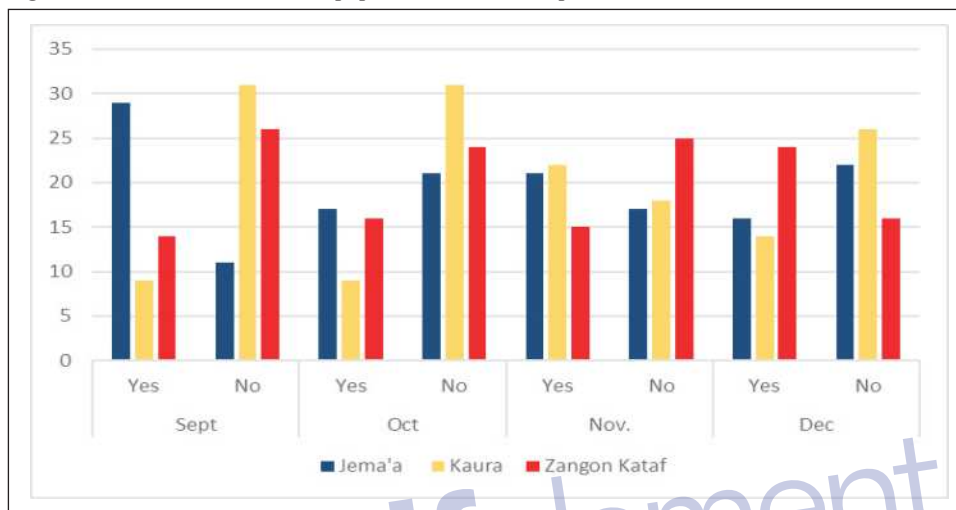
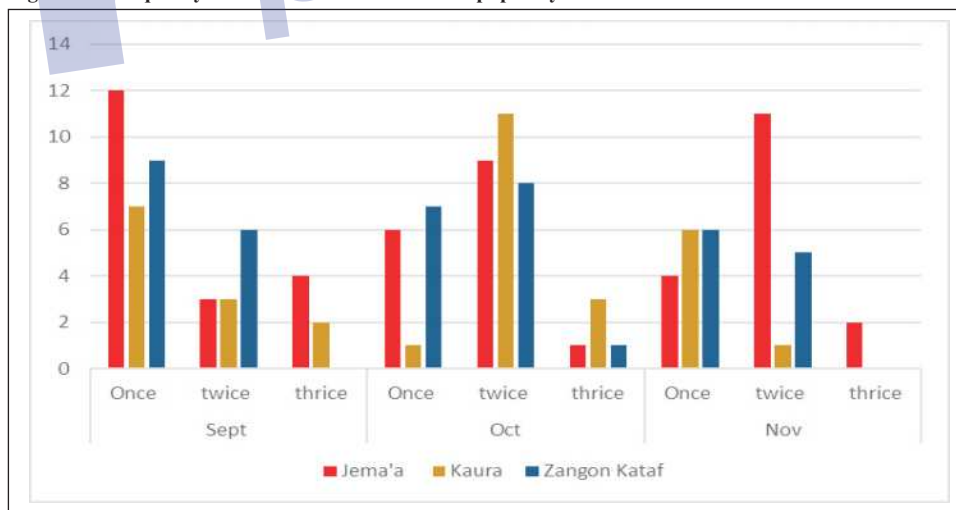


Figure 56: Frequency of collation of feedback from pupils by Head Teachers



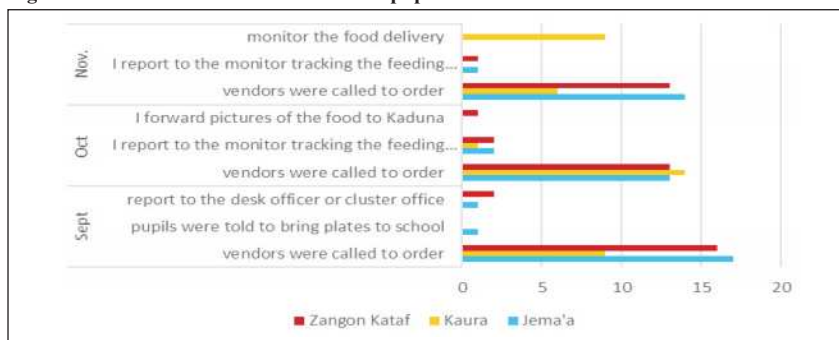
The cooks on the other hand reported that there is a food delivery register which documents each delivery of food. A copy is kept in the school while each cook also keeps a copy. In September, 90% of cooks reported having a food delivery register with 85% saying it was updated. In Kaura 65% reported having updated registers while 65% in Zangon Kataf reported that they had a food register. In the first half of October, 95% of cooks interviewed reported having an updated register and in the second half of the month 89.5% reported same. 80% cooks in Kaura also reported having food registers but only 55% had updated registers in the first half of October and in the second half 75% reported having updated food registers. In Zangon Kataf, 80% reported having a food register in the first half of October and in the second half 80% reported having updated registers. In November 2019, 80% cooks in Zangon Kataf LG reported having updated food registers in the first half of the month and in the second half the figure for cooks with updated registers was 85%. In Kaura LGA, the first half of November had 80% cooks reported having an updated food register and in the second half of November only 75% had updated registered even though 90% of cooks had food registers. For Jema'a in the first half of November 2018, 84.2% cooks interviewed reported having updated food registers and in the second

half of the month 100% of cooks interviewed had updated registers. In December, 95% of cooks had copies of the updated food register. Similarly, in Kaura LGA 95% cooks had updated food registers while in Zangon Kataf 85% of cooks interviewed had a copy of the food register. The presence of regularly updated registers provides yet another avenue for collating feedback on the school feeding by administrators of the program beyond it just being a register of feeding. If used as a feedback mechanism, then it could be a tool for tracking if cooks are all supplying as stipulated in their contract as against pooling cooking.

What is done with feedback?

Head Teachers across all three LGAs reported that feedback collated from the pupils is used in discussing improvements with the cooks as shown in figure 57, the feedback and subsequent discussions with the cooks does not get reported back to the Desk Officer in charge of the HGSFP for further action if needed to improve service delivery. Valuable inputs therefore get lost because of the absence of a process to get such information to LGA supervisors. Another feedback opportunity lost is the food registers where no one seems to be using them as a feedback mechanism.

Figure 57: Use of feedback collected from pupils



Suggestions for improvement

Suggestions on how to improve the HGSFP also provide important feedback for program administrators. For pupils the key improvements they would like to see include increase in the quantity of food served and school feeding should be continuous and should not be stopped. For Head Teachers it is early disbursement of

funds that tops the lists followed by increase in funds to cooks to cater for increased enrolment. Cooks would like to see an increase and earlier disbursement of funds as well and an increase in supply of eggs. Education Secretaries in all three LGAs suggested that the Nursery class should be included in the school feeding, and technical officers mobilized to track the school feeding.

Figures 58: Pupils suggestions on how to improve the HGSFP

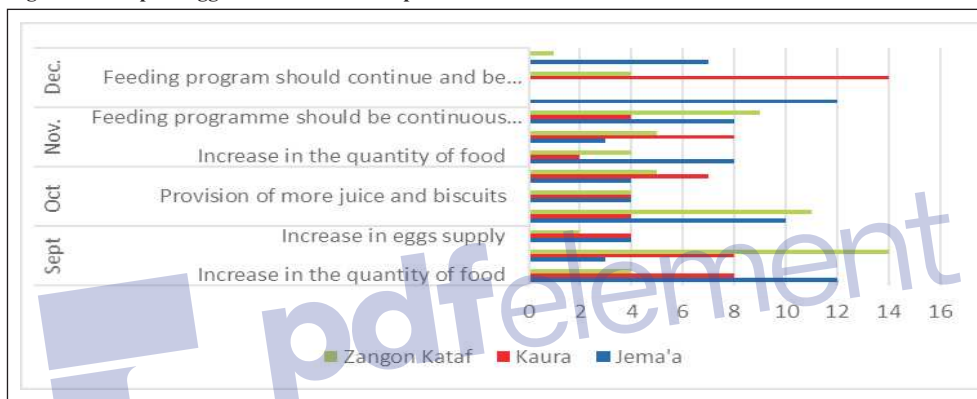


Figure 59: Head Teachers suggestions on how to improve the HGSFP

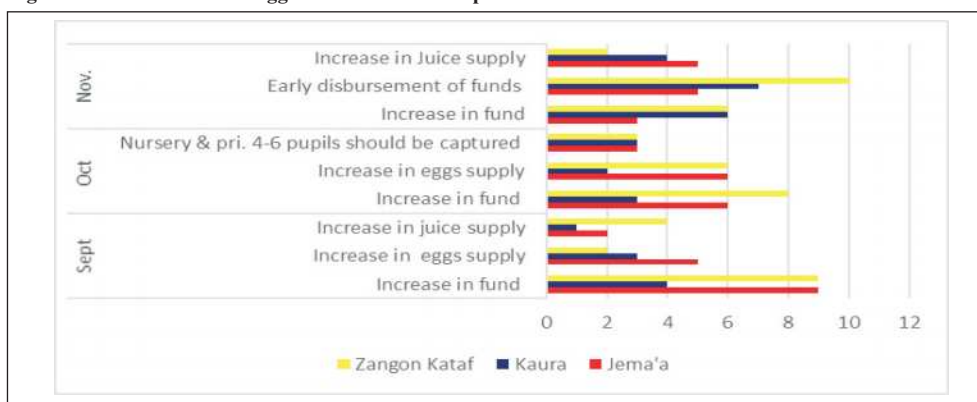


Figure 60: Cooks suggestions to improve the HGSFP

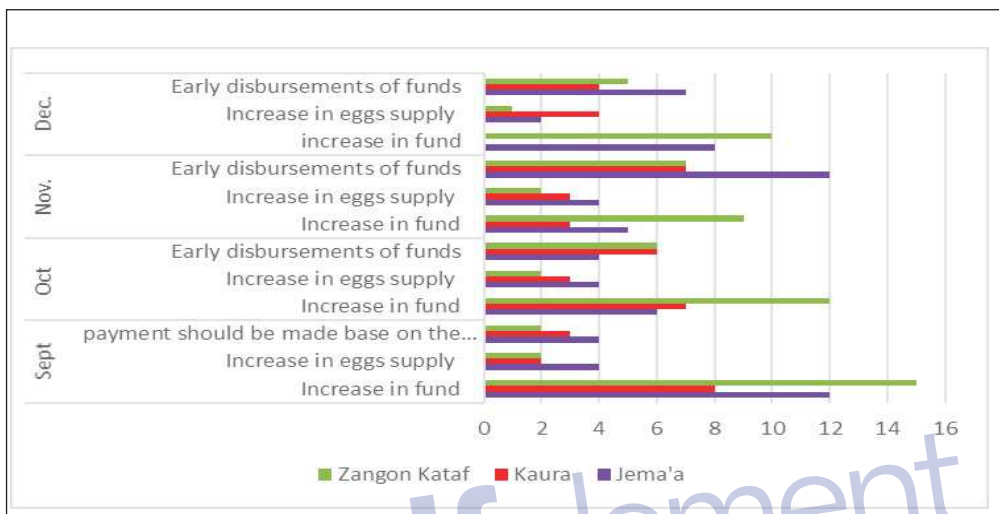
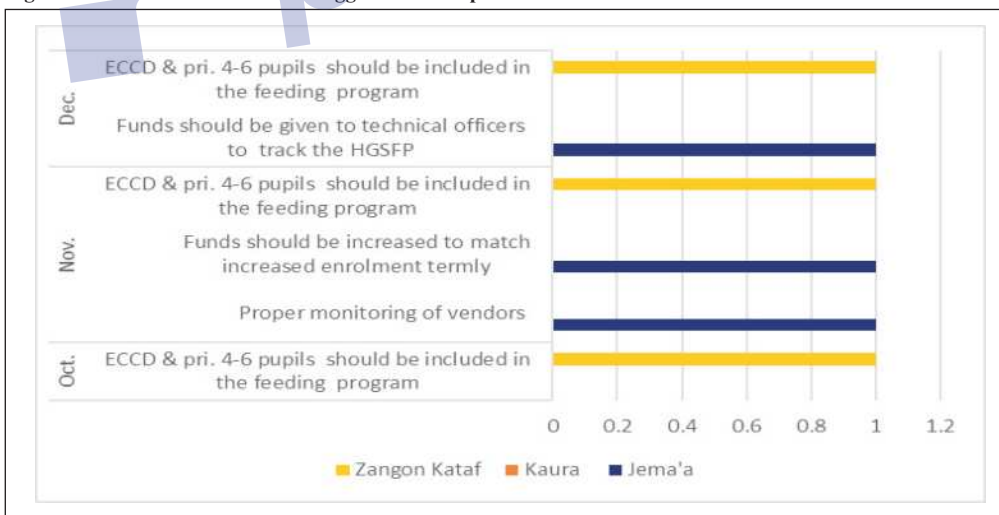
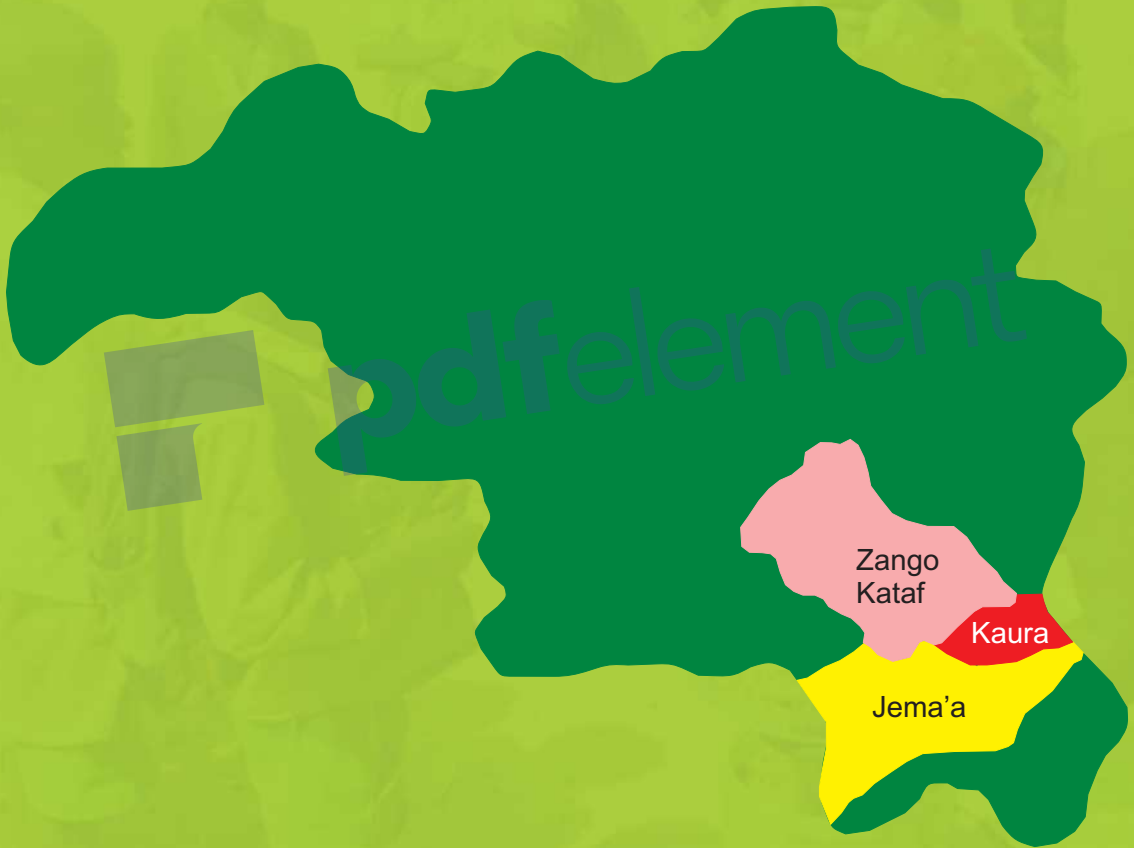


Figure 61: Education Secretaries' suggestions to improve the HGSFP



CONCLUSION AND RECOMMENDATIONS



Conclusion and recommendations

Knowledge of the Home-Grown School Feeding Program(HGSFP)

Knowledge of the HGSFP has greatly improved within this reporting period compared with the last reporting period. Food has consistently arrived schools within the designated time which is during the long break period between 9.30am and 10.00am. There was no reported case of late arrival and serving of food in any school of the sixty (60) been monitored. Nevertheless, the program is yet to reach a maximal delivery level of consistent and uninterrupted food supply during the school term for various reasons ranging from inability to access funds in bank by cooks, late disbursement of funds and simple abscondment of a cook. The Administrators of the program need to perfect the system of payment of cooks so as not to interrupt feeding. In Jema'a LGA between October and November 2018, the highest number of unfed pupils were recorded ranging between 3000 and 4000 plus pupils. The system must be able to address why more pupils in one LGA go unfed when this is not the case across board. The need exists for the HGSFP Administrators to also set up systems for monitoring how much funds get to each cook as several cooks continued to complain within the reporting period that they received varying amounts of funds every fortnight which should not have been as number of assigned pupils does not fluctuate and payment is based on number of cooks assigned each cook which does not exceed 150 pupils per cook.

Community participation

Community participation in the delivery of the HGSFP, this has recorded tremendous improvement from the last reporting period. Over ninety percent of the schools now have food management committee when compared to

the last quarter's report. SBMCs have become more active and met regularly to discuss issue concerning the smooth delivery of the school feeding. Participation of other teachers including the health teacher in supervising the feeding has become more inclusive with active food management committees comprising teachers in the school which were non-existent nor functional before COGEN's intervention. Similarly, the SBMCs which had distanced themselves from the program are now actively engaged with ensuring smooth delivery.

Assessment of the quality and quantity of food

Cooks have continued to adhere to the set HGSFP menu in Kaduna State even though pupils have on a consistent basis being denied the one of assigned protein, a boiled a week because of shortfalls in supply in all three LGA. Timeliness of delivery of food across all three LGAs has remained consistent and the quality of food adjudged by the pupils and Head Teachers as good in all monitoring locations as well. Cooks have however continued to experience payment of varying sums even though the numbers complaining have reduced from the last report. The program has been unable to discipline and dismiss earring cooks who have consistently failed to deliver food such as one of the cooks in LGEA Ungwan Kajit (Agatha Matthew) in Kaura LGA and the cook assigned to LGEA Dutse (Anne Solomom) in Kaura LGA has also continued to subcontract the cooking. As a result, not all the beneficiaries in this school get fed because the contracted cook does not provide enough funds to cater for the number of pupils assigned to her. LGEA Kwarabe in Jema'a LGA, one of the cooks, Rifkatu Bitrus, simply stopped supplying food and she has not been replaced. There is an urgent need to put in place disciplinary mechanisms to address earring cooks as soon as report is

received.

The HGSFP technical committee needs to work with the national office of the program to address the incessant shortfalls in supply of eggs, juice and biscuits to the pupils. The state Government should put in place checks to identify the point at which eggs, juice and biscuits disappear. While the pupils and Head Teachers as well as cooks reported in shortfall in these items, some Education Secretaries said they had supplied the schools the right quantity of items. Furthermore, there must be a system that ensures that when there is a shortfall or damages in the supply of juice, biscuits and eggs that these are replaced by the vendor and that such replacement is clearly documented and publicly available. Similarly, cooks who fail to cook as assigned for whatever reason must be made to use such funds and cook for more children in the school. Where LGAs or SBMCs have failed to enforce this, the cooks then keep such funds as they are not returned to the government.

Gender in the HGSFP

Membership of the HGSFP committee at local Government level is based on representation of various office thus the gender composition depends on occupants of the office. Deliberate efforts therefore need to be made to co-opt female officers to ensure a gender balance so that women's perspectives can be heard in committee deliberations. As it stands now the committees across the three local government areas are skewed in favour of men with Jema'a and Kaura having only one female on four and six person committees while Zangon Kataf is all male.

Differences in terms of enrolment between male and

female pupils is narrow and commendable with male and female pupils being equal in some classes such primary one. Similarly, the feelings of domination and threats from other students because of pupil's benefiting in the school feeding shows little differences between male and female responses. However, in the reported cases of feelings of domination and threats, these should be investigated by the Head Teacher, disciplinary teacher and class teachers of pupils reporting to ensure that pupils are not being forced to share food with older pupils. This however needs further investigation for deeper understanding.

Feedback Mechanisms in HGSFP

The HGSFP should use the feedback collated by head teachers from pupils in a more professional manner so that it contributes to improving the delivery of the school feeding and bridging gaps in the delivery. Within the reporting period all Head Teachers used the feedback from pupils to discuss with the cooks and ask them to improve on the quality and quantity of their food. A formal and proper use of feedback collated from beneficiaries at the last point of the value chain will be an important source of information for the administrators of the program as well as for possible roll overs to the senior classes. For instance, where some Education Secretaries reported that they had supplied the full allocation of juice, biscuits and eggs, Head Teachers, pupils and cooks said the opposite. Similarly, a quick response to reports of cooks who have failed to meet their obligation with termination of such contracts and assignments of new a cook will go a long way to instil discipline in the delivery of the school feeding.

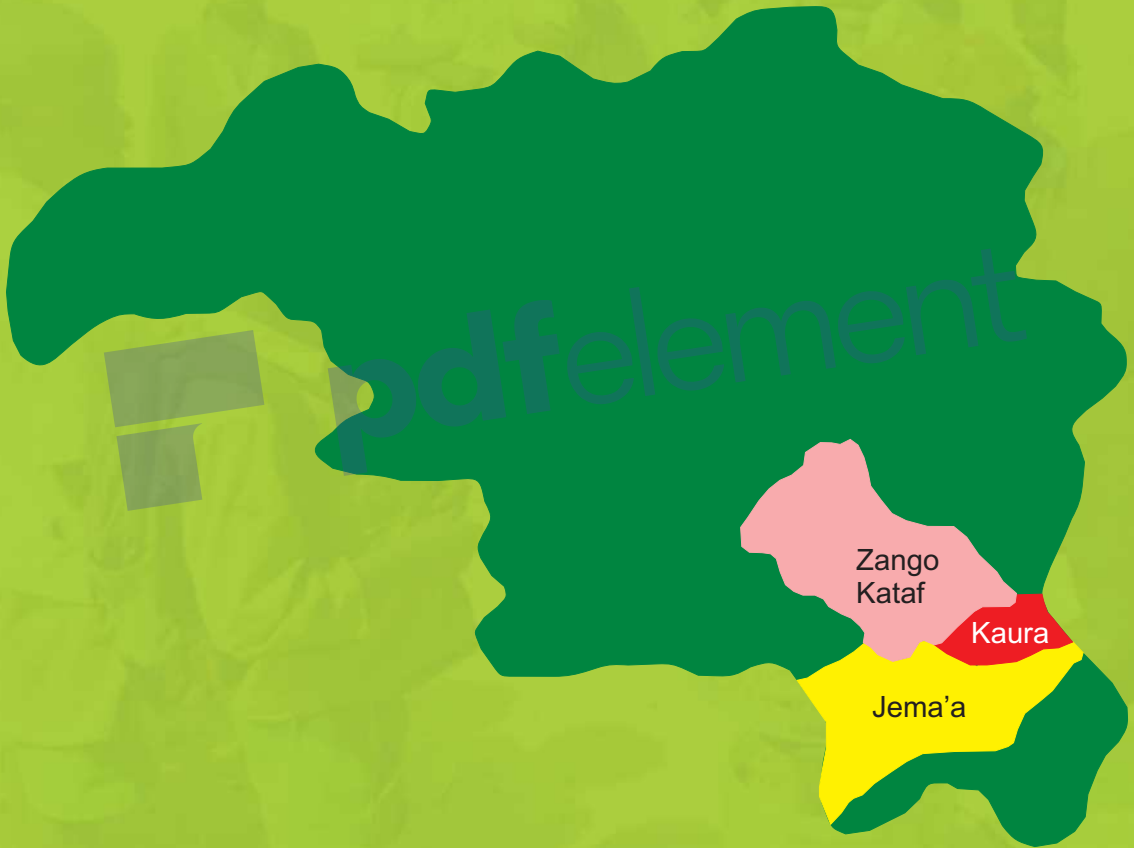


A pupil speaking at a town hall meeting.



Town hall meeting at Zangon Kataf

APPENDICES



Appendix 1: List of CBOs interested in tracking the HGSFP and the proposed schools

S/n	Name of CBO and contact person	Number of schools selected	Name of School
ZANGON KATAF LGA			
1.	Bajju Development Association Ezra Batssa	9	LGEA Ayagan; LGEA Bankwa; LGEA Farman Dutse; LGEA Kanem; UBE Abvong; LGEA Tsohon Gida; UBE Asasun; UBE Mantsok; UBE Azuhuwo
2.	Global Community Prime Initiative Matha Kude	3	LGEA Samaru I LGEA Samaru II LGEA Mabushi
3.	YOTASCID Iliya Magaji	5	LGEA Kurmin Bi I LGEA Kurmin Bi II UBE Kurmin Bi III UBE Kurmin Bi IV LGEA Wawa Rafi
JEMA'A LGA			
1.	NEZIT Iliya Swam	1	Model Primary School Jema'a
2.	FOMWAN Rahinatu Tukur	1	Staff School, Gidan Waya
3.	Nation Youth Comment Danlami Dogara	2	LGEA Jagindi Gari LGEA Yuli
4.	Gidauniya Mohammed D Sarlaipawa	2	LGEA Godogodo LGEA Anjo
KAURA LGA			
1.	Takad Development Association Along Philip	5	LGEA Ashim; LGEA Tachira I LGEA Adu-Sambo; LGEA Tachira II; LGEA Mafan
2.	Attakar Youth Alex Philip	4	LGEA Zilan; LGEA Kyalan LGEA Fadan Attakar; LGEA Afan Mangang.
3.	CAN Women Assabat V. Kawai	3	LGEA Anturung; LGEA Randiyam; LGEA Mahuta.
TOTAL		35 SCHOOLS	

Appendix 2: Schools with insufficient quantity of food, September 2018

S/No	Names of Schools	LGA
Jema'a		
1	LGEA Primary School Ungwan Kanwai	Jema'a
2	LGEA Aduan III	Jema'a
3	MPS Takau I	Jema'a
4	LGEA Primary School Ungwan Yanshi I	Jema'a
5	LGEA Pasakori	Jema'a
6	UBE Primary School Antang	Jema'a
7	MPS Gidan Waya	Jema'a
8	UNICEF Primary School Ungwan Madaki	Jema'a
9	LGEA Kwarabe	Jema'a
10	LGEA Kanock	Jema'a
11	LGEA Ungwan Baki	Jema'a
Kaura		
12	UBE Tuyit	Kaura
Zangon-Kataf		
13	LGEA Primary School Tsoriyang	Zangon Kataf
14	LGEA Jankasa 1	Zangon Kataf
15	U.B.E Surubu	Zangon Kataf
16	LGEA Primary School Kamuru I	Zangon Kataf
17	LGEA Primary School Dutsen Bako	Zangon Kataf
18	LGEA Kamuru Bajju	Zangon Kataf
19	LGEA Sakwak	Zangon Kataf
20	LGEA Ugwan Rimi	Zangon Kataf
21	LGEA Katsit	Zangon Kataf
22	U.B.E II Magamiya	Zangon Kataf
23	LGEA Gora Gan	Zangon Kataf

Appendix 3: Schools with shortfalls in egg supply for September 2018.

S/No	Names of Schools	LGA
Jema'a		
1	LGEA Primary School Ungwan Kanwai	Jema'a
2	LGEA Aduan II I	Jema'a
3	MPS Takau I	Jema'a
4	LGEA Primary School Ugwan Yanshi I	Jema'a
5	MPS Zankan	Jema'a
6	LGEA Farin Hawa	Jema'a
7	UBE Kogum Gindin Dutse	Jema'a
8	LGEA Pasakori	Jema'a
9	UBE Primary School Antang	Jema'a
10	MPS Gidan Waya	Jema'a
11	UNICEF Primary School Ungwan Madaki	Jema'a
12	LGEA Kwarabe	Jema'a
13	LGEA Kanock	Jema'a
14	LGEA Ungwan Baki	Jema'a
15	MPS Goska	Jema'a
16	UBE Ungwan Ibrahim	Jema'a
17	MPS Kussom	Jema'a
Kaura		
18	LGEA Mifi	Kaura
19	LGEA Kaura Model	Kaura
20	LGEA Dutse	Kaura
21	UBE Tuyit	Kaura
22	LGEA Kukum Gida	Kaura
23	LGEA Primary School Mallagum I	Kaura
24	LGEA Primary School Manyi Ushui	Kaura
25	LGEA Primary School Adan	Kaura
26	LGEA Bondon Central	Kaura

Zangon-Kataf		
27	LGEA Primary School Tsoriyang	Zangon Kataf
28	LGEA Jankasa 1	Zangon Kataf
29	LGEA Gidan Zaki	Zangon Kataf
30	Child friendly Initiative School Fadan kamantan	Zangon Kataf
31	LGEA Yangal I	Zangon Kataf
32	LGEA Primary School Kamuru I	Zangon Kataf
33	LGEA Primary School Dutsen Bako	Zangon Kataf
34	LGEA Sakwak	Zangon Kataf
35	LGEA Primary School B	Zangon Kataf
36	LGEA Katsit	Zangon Kataf
37	LGEA Gora Bafai	Zangon Kataf
38	LGEA Gora Gan	Zangon Kataf



Pupils served a hot meal.



A pupil speaking of the benefits and challenges of the HGSFP at a town hall meeting

Appendix 4: Schools with shortfalls in supply of juice, September 2018

S/No	Names of Schools	LGA
Jema'a		
1	LGEA Primary School Ungwan Kanwai	Jema'a
2	LGEA Aduan III	Jema'a
3	MPS Takau I	Jema'a
4	LGEA Primary Ugwan Yanshi I	Jema'a
5	UBE Kogum Gindin Dutse	Jema'a
6	UBE Primary School Antang	Jema'a
7	Model Primary School gidan waya	Jema'a
8	UNICEF Primary Ungwan Madaki	Jema'a
9	LGEA Kwarabe	Jema'a
10	MPS Goska	Jema'a
11	UBE Ungwan Ibrahim	Jema'a
Kaura		
12	LGEA Dutse	Kaura
13	UBE Tuyit	Kaura
14	LGEA Tunga Bidam	Kaura
15	LGEA Primary School Mallagum 2	Kaura
Zangon- Kataf		
16	LGEA Primary School Tsoriyang	Zangon Kataf
17	LGEA Jankasa 1	Zangon Kataf
18	LGEA Yangal I	Zangon Kataf
19	LGEA Primary School Dutsen Bako	Zangon Kataf
20	LGEA Sakwak	Zangon Kataf
21	LGEA Ungwan Rimi	Zangon Kataf
22	LGEA Ungwan Gaiya	Zangon Kataf
23	U.B II Magamiya	Zangon Kataf

Appendix 5: Schools with shortfalls in supply of biscuit, September 2018

S/No	Names of Schools	LGA
Jema'a		
1	LGEA Primary School Ungwan Kanwai	Jema'a
2	LGEA Aduwan III	Jema'a
3	MPS Takau I	Jema'a
4	LGEA Primary School Ungwan Yanshi I	Jema'a
5	MPS Zankan	Jema'a
6	UBE Kogum Gindin Dutse	Jema'a
7	LGEA Pasakori	Jema'a
8	UBE Primary School Antang	Jema'a
9	MPS Gidan Waya	Jema'a
10	UNICEF Primary School Madaki	Jema'a
11	LGEA Kwarabe	Jema'a
12	LGEA Kanock	Jema'a
13	MPS Kussom	Jema'a
Kaura		
14	LGEA Dutse	Kaura
15	UBE Tuyit	Kaura
16	LGEA Tunga Bidam	Kaura
17	LGEA Primary School Mallagum 2	Kaura
Zangon - Kataf		
18	LGEA Primary School Tsoriyang	Zangon Kataf
19	LGEA Yangal I	Zangon Kataf
20	LGEA Kamuru Bajju	Zangon Kataf
21	LGEA Sakwak	Zangon Kataf
22	LGEA Ungwan Rimi	Zangon Kataf
23	LGEA Katsit	Zangon Kataf
24	LGEA Ungwan Gaiya	Zangon Kataf
25	UBE II Magamiya	Zangon Kataf

Appendix 6: Schools with insufficient quantity of food, October 2018

S/No	Names of Schools	LGA
Jema'a		
1	LGEA Primary School Ungwan Kanwai	Jema'a
2	MPS Takau 1	Jema'a
3	LGEA Primary School Ungwan Yanshi 1	Jema'a
4	MPS Zankan	Jema'a
5	UBE Gindin Dutse	Jema'a
6	MPS Gidan Waya	Jema'a
7	LGEA Ungwan Gah	Jema'a
8	UNICEF Primary School Madaki	Jema'a
9	LGEA Kwarabe	Jema'a
10	LGEA Kanok	Jema'a
Kaura		
11	LGEA Mifi	Kaura
12	LGEA Kaura Model	Kaura
13	LGEA Duste	Kaura
14	UBE Uzah Agban	Kaura
15	LGEA Bondon Central	Kaura
Zangon - Kataf		
16	LGEA Sakwak	Zangon Kataf
17	LGEA Agwan Rimi	Zangon Kataf
18	LGEA Katsit	Zangon Kataf
19	LGEA Ungwan Gaiya	Zangon Kataf
20	UBE 2 Magamiya	Zangon Kataf
21	LGEA Gora Bafai	Zangon Kataf
22	LGEA Gora Gan	Zangon Kataf
23	LGEA Kangwaza	Zangon Kataf
24	LGEA Primary School Tsoriyang	Zangon Kataf
25	LGEA Zonkwa 5 Model	Zangon Kataf

Appendix 7: Schools with shortfalls in supply of eggs, October 2018

S/No	Names of Schools	LGA
Jema'a		
1	LGEA Primary School Ungwan Kanwai	Jema'a
2	LGEA Primary School Aduwan 3	Jema'a
3	MPS Takau 1	Jema'a
4	LGEA Primary School Ungwan Yanshi 1	Jema'a
5	MPS Zankan	Jema'a
6	LGEA Farin Hawa	Jema'a
7	UBE Gindin Dutse	Jema'a
8	LGEA Pasakori	Jema'a
9	UBE Sabon Gari Tafa	Jema'a
10	UBE Primary School Antang	Jema'a
11	MPS Gidan Waya	Jema'a
12	LGEA Ungwan Gah	Jema'a
13	UNICEF Primary School Ungwan Madaki	Jema'a
14	LGEA Kwarabe	Jema'a
15	LGEA Kanok	Jema'a
Kaura		
16	LGEA Mifi	Kaura
17	LGEA Kaura Model	Kaura
18	LGEA Duste	Kaura
19	LGEA Tunga Bidam	Kaura
20	LGEA Mallagum 2	Kaura
21	LGEA Primary School Mallagum 1	Kaura
22	UBE Primary School Manyi Ushui	Kaura
23	LGEA Tachira 1	Kaura
24	LGEA Adan	Kaura
25	UBE Uzah Agban	Kaura

26	LGEA Manchok Central	Kaura
27	LGEA Ungwan Kajit	Kaura
28	LGEA Bondon Central Chiika	Kaura
Zangon - Kataf		
29	LGEA Zonkwa 5 Model	Zangon kataf
30	LGEA Primary School Ramai daji	Zangon kataf
31	LGEA Primary School Tsoriyang	Zangon kataf
32	UNICEF Assisted Model Madakiya 2	Zangon kataf
33	LGEA Jankasa	Zangon kataf
34	LGEA Kangwaza	Zangon kataf
35	UBE Surubu Da	Zangon kataf
36	LGEA Gidan Zaki	Zangon kataf
37	Child Friendly Initiative School	Zangon kataf
38	LGEA Primary School Yangal 1	Zangon kataf
39	LGEA Primary School Kamuru I	Zangon kataf
40	LGEA Primary School Dutse Bako	Zangon kataf
41	LGEA Ungwan Rimi	Zangon kataf
42	LGEA Katsit	Zangon kataf
43	LGEA Ungwan Gaiya	Zangon kataf
44	UBE 2 Magamiya	Zangon kataf
45	LGEA Gora Bafai	Zangon kataf
46	LGEA Gora Gan	Zangon kataf

Appendix 8: Schools with shortfalls in supply of juice, October 2018

S/No	Names of Schools	LGA
Jema'a		
1	MPS Takau 1	Jema'a
2	LGEA Ungwan Yanshi 1	Jema'a
3	LGEA Jagindi Gari 2	Jema'a
4	MPS Zankan	Jema'a
5	LGEA Farin Hawa	Jema'a
6	UBE Gindin Dutse	Jema'a
7	LGEA Pasakori	Jema'a
8	UBE Antang	Jema'a
9	MPS Gidan Waya	Jema'a
10	LGEA Ungwan Gah	Jema'a
11	UNICEF Primary School Ungwan Madaki	Jema'a
12	LGEA Kwarabe	Jema'a
13	LGEA Kanok	Jema'a

Appendix 9: Schools with shortfalls in supply of biscuit, October 2018

S/No	Names of Schools	LGA
Jema'a		
1	LGEA Primary School Ungwan Kanwai	Jema'a
2	MPS Takau 1	Jema'a
3	LGEA Primary School Yanshi 1	Jema'a
4	LGEA Jagindi Gari 2	Jema'a
5	MPS Zankan	Jema'a
6	LGEA Farin Hawa	Jema'a
7	UBE Gindin Dutse	Jema'a

8	LGEA Pasakori	Jema'a
9	UBE Antang	Jema'a
10	MPS Gidan Waya	Jema'a
11	LGEA Ungwan Gah	Jema'a
12	UNICEF Primary School Ungwan Madaki	Jema'a
13	LGEA Kwarabe	Jema'a
14	LGEA Kanok	Jema'a
Kaura		
15	LGEA Zankan	Kaura
Zangon - Kataf		
16	LGEA Primary School Ramai Daji	Zangon kataf
17	Child Friendly Initiative School Fadan Kamantan	Zangon kataf
18	LGEA Primary School Yangal 1	Zangon kataf
19	LGEA Primary School Kamuru 1	Zangon kataf
20	LGEA Primary School Dutse Bako	Zangon kataf
21	LGEA Katsit	Zangon kataf
22	LGEA Ungwan Gaiya	Zangon kataf

Appendix 10: Schools with insufficient quantity of food, November 2018

S/No	Names of Schools	LGA
Jema'a		
1	LGEA Primary School Ungwan Kanwai	Jema'a
2	LGEA Primary School Aduwan 3	Jema'a
3	MPS Takau 1	Jema'a
4	LGEA Primary School Ungwan yanshi 1	Jema'a
5	MPS Zankan	Jema'a
6	LGEA Farin Hawa	Jema'a

7	UBE Gindin Dutse	Jema'a
8	LGEA Pasakori	Jema'a
9	UBE Sabon Gari Tafa	Jema'a
10	UBE Primary School Antang	Jema'a
11	MPS Gidan Waya	Jema'a
12	LGEA Ungwan Gah	Jema'a
13	UNICEF Primary School Ungwan Madaki	Jema'a
14	LGEA Kwarabe	Jema'a
15	LGEA Kanok	Jema'a
16	LGEA Ungwan Baki	Jema'a
17	MPS Goska	Jema'a
18	UBE Ungwan Ibrahim	Jema'a
19	MPS Kussom	Jema'a
Kaura		
20	LGEA Mifi	Kaura
21	LGEA Duste	Kaura
22	UBE Tuyit	Kaura
23	LGEA Tunga Bidam	Kaura
24	LGEA Kukum Gida	Kaura
25	LGEA Mallagum 2	Kaura
26	LGEA Primary School Mallagum 1	Kaura
27	UBE Primary School Manyi Ushui	Kaura
28	LGEA Tachira 1	Kaura
29	LGEA Kadarko	Kaura
30	LGEA Adan	Kaura
31	UBE Uzah Agban	Kaura
32	LGEA Manchok Central	Kaura

33	LGEA Bondon Central Chikka	Kaura
34	LGEA ung.kajit	Kaura
Zangon - Kataf		
35	LGEA Primary School Ramai Daji	Zangon Kataf
36	LGEA Primary School Tsoriyang	Zangon Kataf
37	LGEA Jankasa	Zangon Kataf
38	LGEA Kangwaza	Zangon Kataf
39	UBE Surubu Da	Zangon Kataf
40	LGEA Gidan Zaki	Zangon Kataf
41	Child Friendly Initiative School Fadan Kamantan	Zangon Kataf
42	LGEA Primary School Yangal 1	Zangon Kataf
43	LGEA Primary School Kamuru 1	Zangon Kataf
44	LGEA Primary School Dutse Bako	Zangon Kataf
45	LGEA Ungwan Gaiya	Zangon Kataf
46	LGEA Gora Bafai	Zangon Kataf
47	LGEA Gora Gan	Zangon Kataf
48	LGEA Kamrum Bajju	Zangon Kataf
49	LGEA Sakwak	Zangon Kataf
50	LGEA Angwan Rimi	Zangon Kataf
51	LGEA Katsit	Zangon Kataf

Appendix 11: Schools with shortfalls in supply of eggs, November 2018

S/No	Names of Schools	LGA
Jema'a		
1	LGEA Primary School Ungwan Kanwai	Jema'a
2	LGEA Primary School Aduwan 3	Jema'a
3	MPS Takau 1	Jema'a

4	LGEA Primary School Ungwan Yanshi 1	Jema'a
5	MPS Zankan	Jema'a
6	LGEA Farin Hawa	Jema'a
7	UBE Gindin Dutse	Jema'a
8	LGEA Pasakori	Jema'a
9	UBE Sabon Gari Tafa	Jema'a
10	UBE Primary School Antang	Jema'a
11	Model Pri.Sch.Gidan waya	Jema'a
12	LGEA Ungwan Gah	Jema'a
13	UNICEF Primary School Ungwan Madaki	Jema'a
14	LGEA Kwarabe	Jema'a
15	LGEA Kanok	Jema'a
16	LGEA Ungwan Baki	Jema'a
17	MPS Goska	Jema'a
18	UBE Ungwan.Ibrahim	Jema'a
19	MPS kussom	Jema'a
Kaura		
20	LGEA Zankan	Kaura
21	LGEA Mifi	Kaura
22	LGEA Kaura Model	Kaura
23	LGEA Ungwan Nka	Kaura
24	LGEA Duste	Kaura
25	UBE Tuyit	Kaura
26	LGEA Tunga Bidam	Kaura
27	LGEA Kukum Gida	Kaura
28	LGEA Mallagum 2	Kaura
29	LGEA Primary School Mallagum 1	Kaura
30	LGEA Primary School Kpak	Kaura

31	UBE Primary School Manyi Ushui	Kaura
32	LGEA Tachira 1	Kaura
33	LGEA Kadarko	Kaura
34	LGEA Adwan	Kaura
35	UBE Uzah Agban	Kaura
36	LGEA Manchok Central	Kaura
37	LGEA Ung.Kajit	Kaura
38	LGEA Bondon Central Chikka	Kaura
Zangon - Kataf		
39	LGEA Zonkwa 5 Model	Zangon Kataf
40	LGEA Primary School Ramai daji	Zangon Kataf
41	LGEA Primary School Tsoriyang	Zangon Kataf
42	UNICEF Assisted Model Madakiya 2	Zangon Kataf
43	LGEA Jankasa	Zangon Kataf
44	LGEA Kangwaza	Zangon Kataf
45	UBE Surubu Da	Zangon Kataf
46	LGEA Gidan Zaki	Zangon Kataf
47	Child Friendly Initiative School	Zangon Kataf
48	LGEA Primary School Yangal 1	Zangon Kataf
49	LGEA Primary School Kamuru 1	Zangon Kataf
50	LGEA Primary School Dutse Bako	Zangon Kataf
51	LGEA Kamuru Bajju	Zangon Kataf
52	LGEA Sakwak	Zangon Kataf
53	LGEA Agwan Rimi	Zangon Kataf
54	LGEA Katsit	Zangon Kataf
5	LGEA Ung.Gaiya	Zangon Kataf
56	LGEA Gora Bafai	Zangon Kataf
57	LGEA Gora Gan	Zangon Kataf
58	UBE 2 Magamiya	Zangon Kataf

Appendix 12: Schools with shortfalls in supply of juice, November 2018

S/No	Names of Schools	LGA
Jema'a		
1	LGEA Primary School Ungwan Kanwai	Jema'a
2	LGEA Primary School Aduwan 3	Jema'a
3	MPS Takau 1	Jema'a
4	LGEA Primary School Ungwan Yanshi 1	Jema'a
5	LGEA Jagindi Gari 2 Ungwan Moro'a	Jema'a
6	MPS Zankan	Jema'a
7	LGEA Farin Hawa	Jema'a
8	UBE Gindin Dutse	Jema'a
9	LGEA Pasakori	Jema'a
10	UBE Sabon Gari Tafan	Jema'a
11	UBE Primary School Antang	Jema'a
12	model pri.sch.gidan waya	Jema'a
13	LGEA Ungwan Gah	Jema'a
14	UNICEF Primary School Ungwan Madaki	Jema'a
15	LGEA Kwarabe	Jema'a
16	LGEA Kanok	Jema'a
17	LGEA Ungwan Baki	Jema'a
18	MPS Gaska	Jema'a
19	UBE Ungwan Ibrahim	Jema'a
20	MPS Kussom	Jema'a
Kaura		
21	LGEA Zankan	Kaura
22	LGEA Mifi	Kaura
23	LGEA Kaura Model	Kaura
24	LGEA Duste	Kaura
25	UBE Tuyit	Kaura

26	LGEA Tunga Bidam	Kaura
27	LGEA Kukum Gida	Kaura
28	LGEA Mallagum 2	Kaura
29	LGEA Primary School Mallagum 1	Kaura
30	LGEA Primary School Kpak	Kaura
31	UBE Primary School Manyi Ushui	Kaura
32	LGEA Tachira 1	Kaura
33	LGEA Kadarko	Kaura
34	LGEA Adan	Kaura
35	LGEA Manchok Central	Kaura
36	LGEA Ung.Kajit	Kaura
37	LGEA Bondon Central Chikka	Kaura
38	LGEA Hayin Gora	Kaura
Zangon-Kataf		
39	LGEA Zonkwa 5 Model	Zangon Kataf
40	LGEA Primary School Ramai Daji	Zangon Kataf
41	LGEA Primary School Tsoriyang	Zangon Kataf
42	UNICEF Assisted Model Madakiya 2	Zangon Kataf
43	LGEA Jankasa	Zangon Kataf
44	LGEA Kangwaza	Zangon Kataf
45	UBE Surubu Da	Zangon Kataf
46	Child Friendly Initiative School	Zangon Kataf
47	LGEA Primary School Yangal 1	Zangon Kataf
48	LGEA Primary School Kamuru 1	Zangon Kataf
49	LGEA Primary School Dutse Bako	Zangon Kataf
50	LGEA Kamuru Bajju	Zangon Kataf
51	LGEA Sakwak	Zangon Kataf
52	LGEA Agwan Rimi	Zangon Kataf

53	LGEA Katsit	Zangon Kataf
54	LGEA Ungwan Gaiya	Zangon Kataf
55	UBE 2 Magamiya	Zangon Kataf
56	LGEA Gora Bafai	Zangon Kataf
57	LGEA Gora Gan	Zangon Kataf

Appendix 13: Schools with shortfalls in supply of biscuit, November 2018

S/No	Names of Schools	LGA
Jema'a		
1	LGEA Primary School Ungwan Kanwai	Jema'a
2	LGEA Primary School Aduwan 3	Jema'a
3	MPS Takau 1	Jema'a
4	LGEA Primary School Yanshi 1	Jema'a
5	LGEA Jagindi Gari 2	Jema'a
6	MPS Zankan	Jema'a
7	LGEA Farin Hawa	Jema'a
8	UBE Gindin Dutse	Jema'a
9	LGEA Pasakori	Jema'a
10	UBE Sabon Gari Tafa	Jema'a
11	UBE Primary School Antang	Jema'a
12	MPS Gidan Waya	Jema'a
13	LGEA Ungwan Gah	Jema'a
14	UNICEF Primary School Ungwan Madaki	Jema'a
15	LGEA Kwarabe	Jema'a
16	LGEA Kanok	Jema'a
17	LGEA Ungwan Baki	Jema'a
18	MPS Goska	Jema'a
19	UBE Ung.Ibrahim	Jema'a

20	MPS Kussom	Jema'a
Kaura		
21	LGEA Zankan	Kaura
22	LGEA Mifi	Kaura
23	LGEA Kaura Model	Kaura
24	LGEA Duste	Kaura
25	UBE Tuyit	Kaura
26	LGEA Tunga Bidam	Kaura
27	LGEA Kukum Gida	Kaura
28	LGEA Mallagum 2	Kaura
29	LGEA Primary School Mallagum 1	Kaura
30	LGEA Primary School Kpak	Kaura
31	LGEA Tachira 1	Kaura
32	LGEA Kadarko	Kaura
33	LGEA Adan	Kaura
34	LGEA Manchok Central	Kaura
35	LGEA Ungwan Kajit	Kaura
36	LGEA Bondon Central Chikka	Kaura
37	LGEA Hayin Gora	Kaura
Zangon Kataf		
38	LGEA Zonkwa 5 Model	Zangon Kataf
39	LGEA Primary School Ramai Daji	Zangon Kataf
40	LGEA Primary School Tsoriyang	Zangon Kataf
41	UNICEF Primary School Ungwan Madaki	Zangon Kataf
42	LGEA Jankasa	Zangon Kataf
43	LGEA Kangwaza	Zangon Kataf
44	UBE surubu Da	Zangon Kataf

45	Child Friendly Initiative School Fadan Kamantan	Zangon Kataf
46	LGEA Primary School Yangal 1	Zangon Kataf
47	LGEA Primary School Kamuru 1	Zangon Kataf
48	LGEA Primary School Dutse Bako	Zangon Kataf
49	LGEA Kamrum Bajju	Zangon Kataf
50	LGEA Sakwak	Zangon Kataf
51	LGEA Ungwan Rimi	Zangon Kataf
52	LGEA Katsit	Zangon Kataf
53	LGEA Ung.Gaiya	Zangon Kataf
54	UBE 2 Magamiya	Zangon Kataf
55	LGEA Gora Bafai	Zangon Kataf
56	LGEA Gora Gan	Zangon Kataf
57	LGEA Jankasa	Zangon Kataf



Toilet facility in Zonkwa 5 Model School in Zangon Kataf LGA

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