**Kingdom of Lesotho**



**National Management Agent**

**School Feeding Guidelines**

DRAFT

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# List of Abbreviations

NSFP

MoET

NMA

WFP

SFC

MOAFS

TOR

SSRFU

FPE

# **Introduction**

The school feeding programme has been implemented as a steady feature of the primary education in Lesotho since 1961. The programme has been implemented through various models and with different partners including World Food Programme (WFP) whose support goes way back in 1965. In 2000, when the Government of Lesotho introduced Free-Primary Education (FPE), school feeding was implemented through two models; Catering model and WFP model. With Catering model, food was sourced by local caterers, prepared and transported to the school for learners to be served with at least one meal a day, while the WFP model served two meals; a mid-morning snack and lunchtime meal.

In 2015 the Government approved a National School Feeding Policy (NSFP) setting into motion a number of changes in a way school feeding programme is to be delivered in public primary schools across the country. The Policy envisages a sustainable school feeding programme where learners are provided with a nutritious and healthy school meal on every school day. The Policy further foresees food provided to learners being produced and processed locally. The Policy also mentions that implementation of the school feeding programme will be overseen by one or more National Management Agents (NMAs), to be contracted by the Ministry of Education and Training (MoET).

It is important that feeding of learners at school is properly managed and supervised, ensuring appropriate hygiene in food handling, adequate nutritional value of food and cost-effectiveness. Also to address reduction of poverty within school vicinities without any discrimination.

The NMA model is based on the National School Feeding Policy, which was elaborated through a participatory process during 2014 and adopted by the Council of Ministers in July 2015.

In a context of widespread poverty, food insecurity and malnutrition, school feeding has been an important safety net in Lesotho for 50 years, ensuring that all children of Lesotho can participate in primary education, and receive a daily minimum healthy diet. However, the various models of school feeding that have been in place in Lesotho each have their disadvantages, among them high financial and administrative costs, little dietary diversity, and little contribution to the local economy, in particular in terms of local food production and processing.

For this reason, the Government of Lesotho devised in the National School Feeding Policy a Lesotho model of school feeding that addresses the observed shortcomings. The policy makes it clear that this model of school feeding has many multi-sectoral aspects. Home-grown school meals contribute to the achievement of the objectives of many sectors (agriculture, health and nutrition, commerce and trade, social development, private sector, civil society), require complementary contributions and activities by these sectors. Based on the policy and other school feeding manuals the following guidelines will be efficient to run school feeding thoroughly through NMA model.

# CHAPTER 1

## NATIONAL MANAGEMENT AGENT (NMA)

This is an agent (private sector company, non-governmental organisation, public organisation, parastatal organization or any other entity that fulfils the criteria to be decided by the Ministry of Education and Training) who will be contracted for the implementation of the school feeding programme.

### NMA Responsibilities:

Once contracted each NMA will be expected, by MoET to carry out the following roles and responsibilities though not limited to the following:

* Adhere to the set menu provided by the MoET
* Adhere to the official food ration scales provided by MoET at all times;
* Feed children on a daily basis during school days and report to the MoET;
* Ensure that there is a cook at all times in schools;
* Pay Cooks, Farmers and other service providers according to the agreed and signed contract;
* Avoid child labour at all costs;
* Ensure the health and safety of all cooks;
* Ensure cooperation with school feeding committees at school level and MoET relevant district officers concerning school feeding issues;
* Identify suitable suppliers of the required food commodities: local farmers, farmers’ associations, whole-traders, larger national, regional or international sources;
* Contract pre-selected cooks well-appointed by MoET through the school board;
* Implement the home-grown school feeding programme for the identified public primary schools;
* Contract suppliers based on quality, cost-efficiency and cost-effectiveness and following the regulations for local procurement set by the MoET management;
* Establish close cooperation with service providers with respect to food logistics, identifying the most suitable arrangements for local transport, storage and handling of food commodities;
* Prepare procurement and delivery plans for different commodities included in the school menu and share the delivery plan with the School Self Reliance and Feeding Unit (SSRFU) at district and national level; and provide post-delivery report after every delivery;
* Recruit, train, supervise and pay cooks, farmers and transporters for the services rendered;
* Identify potential bottlenecks and proposals to the SSRFU/Secretariat and how these could be overcomed;
* Provide evidence that food has been delivered to schools through an accurately filled delivery note which is endorsed and stamped by a host school;
* Compile monthly reports per school on food delivered;
* Prepare monthly reports on commodities purchased (quantity and price), per commodity, per source;
* Ensure that all commodities meet standards specified in this document-grading;
* Attend to all arising queries, complaints in collaboration with MoET (SSRFU) personnel in order to rectify the issues;
* Contribute to the monitoring of the programme, as laid out in the monitoring plan.

# CHAPTER 2: SCHOOL FEEDING STAKEHOLDERS

These are partners who collaboratively work with the NMA to oversee the overall implementation of the school feeding programme.

## 2.1 School Feeding Manager

This is a teacher nominated by the school principal, and is responsible for managing day to day activities of the school feeding programme.

### 2.1.1 School Feeding Manager's Responsibilities:

* Ensure safe keeping and reliable use of food for school meals after reception;
* Keep proper monthly food commodities records, including opening stock, food receptions, daily use or loss of food, and closing stock;
* Supervise the preparation and distribution of school meals, including hygiene;
* Prepare monthly reports on the number of school meals provided each day, to be certified by the School Feeding Committee (SFC) or relevant authority and transferred to the district education office;
* Inspect the food on arrival for defects (Insects, stone etc);
* Check that food is stored properly;
* Ensure storage area is clean (roof beams, walls and floors);
* Label all food items with name and date received;
* Ensure food is used in order of which they were received (First In First Out).

All teachers in their respective classrooms are responsible for checking that food served to learners is wholesome.

## 2.2 Principal

This is a chief accounting officer elected by the school board, and is responsible for the organisation, management and day to day running and leadership of the school.

### 2.2.1 Principal’s Responsibilities:

* Establish SFCs consisting of an adequate number of members of the school board including at least the head teacher, a designated teacher for school feeding, representative of the three (3) parents of pupils at school (gender be considered);
* Ensure reports concerning school feeding issues are checked, signed and stamped before submission to the district office.

## 2.3 School Feeding Committees

This is a committee established of five members and will include the Principal, one Teacher (school feeding manager) and at least three Parents of learners at the school. School Feeding Committees will meet once every month.

## 2.3.1 School Feeding Committee’s Responsibilities:

* Cooperate with the NMA on the detailed planning of food provisions, deliveries and preparation, i.e. help requirements for the next delivery period, concrete days for reception, etc.
* Ensure proper conditions of the school’s food store; where conditions do not correspond to the requirements of safe and quality food storage, prepare a report and a proposal for the NMA and the District Education Office;
* Assist the NMA in identifying – if required – people who can be recruited for unloading food upon delivery and bringing it into the food store at school;
* Verify the number of pupils enrolled at school;
* Receive and verify food quantity and quality;
* Review and approve the reports of NMA on the number of school meals provided;
* Discuss any complaints by learners, teachers, or parents with respect to school meals and make recommendations for improvement;
* Discuss the suitability of the school meals – and, where relevant, proposing viable and affordable alternatives;
* Discuss suggestions by local farmers and own ideas with respect to potential complementary activities supporting the local food value chains;
* Discuss and propose any other complementary activities at school or community level, e.g. with respect to health, nutrition, social development, etc.
* Mobilise the community to assist with potential support activities;
* Mobilise communities to assist with transport in hard-to-reach areas;
* Assist in the monitoring of the school feeding programme;
* Follow up on issues of food shortages or quality by discussing potential issues and request the head teacher to communicate with NMA and SSRFU/Secretariat;
* Meet and discuss with visiting programme monitors, etc.

### 2.4 Communities

These are important partners of the School Feeding Programme. They are seen as equal partners who will benefit from the programme as well as having certain obligations towards it.

#### 2.4.1 Communities Responsibilities:

* Engage in the production of adequate food that can be procured by NMAs at affordable prices;
* Protect the programme and food delivered against misuse, deviation and theft;
* Assist, against an adequate fee and where this is required, with the last leg of transport to the school in remote areas that are difficult to access;
* Ensure that children actually enrol in school, attend classes and diligently follow up on school assignments;
* Participate in training sessions in the areas of nutrition, sanitation and hygiene, improved agricultural techniques, cultivation of nutritious and drought-adapted crops, etc. as will be provided by multi-sectoral stakeholders in support and as complementation to the home-grown NSFP.
* Assist with the implementation of potential complementary activities.

### 2.5 Cooks

This is a man/woman who prepares, cook and serve food to learners. The selected cooks shall be engaged by the NMA.

### 2.5.1 Contracting the Cooks:

* Those eligible to be contracted as cooks are:
* A Lesotho citizen who is unemployed (i.e. not earning a salary or wage of any sort).
* A Lesotho citizen whose age is between 18 and 69 but who is not a scholar at primary, secondary or tertiary level and who is also not a pensioner.
* A Lesotho citizen who has not cooked/catered in Lesotho primary schools in the past five years.
* A cook should strictly be contracted on an annual basis.
* The NMA will hire the cooks from list provided by the office of the SSRFU/Secretariat
* No cook should be allowed to prepare meals for pupils without a signed contract with the NMA (all cooks should be contracted before schools reopen).
* Cooks should be paid on monthly basis by the NMA in accordance with the number of pupils fed.
* Each cook should be allocated up to a maximum of 400 pupils;

#### 2.5.2 Cooks Responsibilities:

* Draw water, clean, prepare and timely serve food to learners (morning snack served before classes resume thus 0730hrs - 0800hrs and lunch served between 1200hrs and 1300hrs);
* Hire assistant cook(s) depending on the number of learners;
* Obtain a medical fitness certificate from a Government recognized institution as a requirement for engagement (for both cook and assistant cook(s));
* Sign attendance register each day;
* Serve food to the allocated number of learners. In the case of absence on the part of learners the NMA will not be held responsible.

# CHAPTER 3: SCHOOL MEALS

This section will contain the decisions taken with respect to the food basket and menus decided; the time of feeding; the question if (potentially where) an arrival snack will be served, etc. The proposed school food basket should ideally be the same for the entire country.

## 3.1 Agreed Food Basket

* Maize Meal
* Samp
* Soya mince
* Beans/Peas
* Vegetables
* Vegetable oil
* Salt
* Sugar (For highlands and foothills schools)

## 3.2 Weekly Menu

Based on the food basket mentioned above the weekly menu will be as follows:

|  |  |  |
| --- | --- | --- |
| **REGION** | **DAY OF THE WEEK** | **MENU** |
| HIGHLANDS | MONDAY | Morning porridge  Papa(maize meal) + Pulse (Peas/Beans) |
| TUESDAY | Morning porridge  Papa + Vegetables |
| WEDNESDAY | Morning porridge  Papa + Pulses |
| THURSDAY | Mealie meal porridge  Papa + Vegetables + Soya Soup |
| FRIDAY | Morning porridge  Papa + Pulses |
| LOWLANDS | MONDAY | Papa + Pulses (Beans/Peas) |
| TUESDAY | Papa + Vegetables |
| WEDNESDAY | Papa + Pulses |
| THURSDAY | Papa + Vegetables + Egg |
| FRIDAY | Papa + Pulses |

**NB: Morning snack (motoho) should be served in the morning before classes resume in the highlands and foothills schools only**.

## Time for Serving Meals

* Morning snack (motoho/lesheleshele) Served between 0730hrs and 0800hrs.
* Lunch served between 1200hrs and 1300hrs

**Ration size:**

* Morning snack prepared with 30g of maize meal per child per day.
* Papa prepared out of 120g of maize meal per child per day for highlands and foothill schools; 80g maize meal for lowlands schools
* Samp prepared out of 80g per child per day mixed with 30g beans
* 30g of beans/peas per child per day for soup.
* 40g of vegetables (approximately 3 big leaves) per child per day when served with an egg
* 80g vegetables per child per day (When they are eating papa and vegetables only).
* 3g salt per child per day added to beans/peas soup, vegetables and samp.
* 10g sugar per child per day (for morning snack served in the highlands schools and foothills only)
* 10g vegetable oil per child per day
* 30g soya mince per child per day
* 1 medium egg per child per day

**NB: Each cook will be allocated a maximum of 400 learners and he/she is expected to subcontract 2 cooks for work efficiency.**

## 3.4 Promotion of Local Purchases

The NMA should procure locally produced and processed food, unless cleared by relevant authorities (Ministry of Agriculture and Food Security (MAFS) and the Ministry of Small Business Development, Cooperatives and Marketing) confirming that such food is not available*.*

# CHAPTER 4: MANAGEMENT OF FOOD AT SCHOOL

This chapter addresses how food should be stored, received and released at school.

### 4.1. Food storage facility

* Be built on a well-drained site.
* Have smooth cemented floor and walls with no cracks.
* Have a well-fitting door that can be locked.
* Be well ventilated with fine mesh over ventilators
* Have a water-tight roof with no leaks.
* Have ventilation openings necessary to allow circulation of air and reduction of temperatures in the storerooms and kitchens building.

### 4.2 Before receiving food:

* Storeroom should be cleaned;
* Mark the area in the storeroom where food should be placed.
* Leave the space for a person to walk around as much as possible. Do not put commodities against the wall.
* Put pallets (made of planks, wood, or plastic) on the marked area, and make sure that there are no nails or other sharp objects. Pallets should raise food above the floor.

### 4.3 Receiving food:

Inspect food before storage and look specifically for the following:

* Damaged/spoiled or wet food commodities
* Damaged (and dented) or leaking tins
* Insects and insects’ damages
* Missing tins in cartons
* Damaged or leaking bags
* Moulds on food commodities.

### 4.4 Storing Food:

* Store damaged items separately and use as soon as possible if they are fit for consumption. If in doubt, consult Public Health Department for advice.
* Stack cartons of oil upright to prevent spillage and not more than 6 layers of cartons upwards.
* Stack each type of food separately with space between the different types.
* Do not stack commodities too high since it will be difficult to issue to Cooks during preparation time and may cause spoilage of food commodities. The stacks should not touch the roof beams or walls.
* Do not store furniture, books, garden equipment, chemicals, cement or any other non-food items with food as these may contain insects, germs or poisonous substances that may contaminate food commodities.
* Check the store regularly for pests e.g. cockroaches, weevils, rats

# CHAPTER 5: HYGIENE IN FOOD PREPARATION

### 5.1 Personal Hygiene

Poor cleaning and personal hygiene habits or practices can cause food contamination, food poisoning, and spread of infection.

**Personal Hygiene Practices of Food-handlers:**

* Uniforms, aprons (or clothes) should be clean at the beginning of a work shift
* Wear a hair restraint (hat or hairnet)
* Keep fingernails short and clean
* Avoid touching nose, mouth, hair and skin during food preparation
* Do not smoke in food premises
* Do not cough or sneeze directly onto food. Wash hands after coughing or sneezing
* Wash your hands after blowing your nose
* Avoid wearing jewellery while handling and preparing food
* Wear different aprons while preparing food and when serving
* Cover all wounds or cuts on hands or arms completely with bright-coloured waterproof wound strip and wear a disposable kitchen gloves, change both gloves and wound strip regularly
* Food handlers to be free from any illnesses such as gastro or the flu
* Put clothes/jackets/bags in a separate area away from cooking areas
* Do not work in the kitchen if you may have a transmittable disease
* Cease work and report to the manager while ill
* The cook should avoid bringing visitors to the kitchen including babies.

**Hands must be washed before:**

* Working
* Handling food and utensils

##### **Hands must be washed after:**

* Using the toilet
* Handling raw food
* Coughing, sneezing, eating, drinking or smoking
* Licking fingers
* Every break
* Touching pimples or sores
* Handling waste
* Carrying out cleaning duties
* Changing soiled clothes
* Touching ears, nose, hair, mouth, or other bare body parts
* Handling animals
* Any other unhygienic practice

### 5.2 Kitchen Hygiene

Use good cleaning and storage techniques to reduce the chance of food borne illnesses. The highest levels of contamination are found in areas that are damp, such as kitchen sponges, dishcloths, sink drains, and faucet handles.

* Maintain the general cleanliness of the kitchen by:
  + Disposing of food scraps properly and removing crumbs
  + Wiping counters clean with soap and water and sanitize with a disinfectant
  + Sweeping and wet mopping floors to remove food
  + Cleaning all surfaces, including counter tops, faucets, handles and knobs.
* Do not store garbage in the food preparation area. If possible, store garbage in a cold place to prevent bacteria growth and pest infestation.
* Inspect kitchen for signs of microbiological growth such as mould, slime, and fungi. Clean the affected area appropriately.
* Inspect the kitchen for any plumbing leaks. Notify your supervisor to get it repaired.
* Choose an effective cleaning agent or disinfectant for the job. Most cleaning can be done using water and soap. Some resources will recommend disinfecting with bleach. While bleach is an effective disinfectant, it must be used with care. To sanitize, clean with 5mL (1 tsp) of bleach in 750 mL (3 cups) of water in a labelled spray bottle.
* Make sure that cleaning equipment and materials are conveniently located close to where they are needed.
* Protect open food from flying insects
* Clean the food storage area regularly.
* Clean and sanitize your work area thoroughly after each use.
* Store utensils and other equipment cleanly and safely
* Always keep food covered during cooking especially if cooking is done outside in an open space and after cooking.

To reduce the chances of cross contamination, you should also:

* Wash the lids of canned foods before opening to keep dirt from getting into the contents. Clean the can opener after each use.

To reduce bacteria growth:

* Wash fruits and vegetables in running water before preparing, cooking, or eating. It is not necessary to use soap or specialty produce cleaners.
* Serve hot food while hot (within two hours of preparation).
* Never leave food out for more than two hours, including cut fruits and vegetables.

### 5.3 Kitchen Waste Management

Waste is anything that is no longer useful, tins, bottles, left over foods, food and water from washing up, vegetable/fruit peels, sweepings etc. These wastes are breeding grounds for germs; they attract flies, insects, rats and other pests. Containers like open tins, bottles are breeding grounds for mosquitoes. All waste must be disposed of into dustbins, compost pits.

* Remove garbage regularly and properly
* Keep garbage tightly covered outside the kitchen so it does not attract pests
* Have waste pits/soak pits away from the kitchen where water wastes will be discarded
* Buckets of wastes should be there in schools for learners to dispose their left over food

# CHAPTER 6: FOOD PREPARATION AND SERVING

Proper food preparation means better retention of the nutrients. The way food is prepared not only influences its food buts its safety, taste and appearance as well.

### 6.1 Preparation

* The fuel supply should be checked
* The recipes for the meal must be studied
* Make sure that all cooking equipment is clean
* Ration scales should be adhered to
* Fuel should be enough at all times
* Serving dishes and pots should be kept clean
* Do not leave pots unattended during cooking

### 6.2 Serving

* Bowls and spoons for eating should be checked for cleanliness
* The size of the portions should be appropriate to the age of the child/ should be equal
* The cook and the assistant should serve pupils on time to avoid delays
* Cooked Food should be served in classrooms not in an open space to avoid contamination or at the kitchen. The classroom should be cleaned after eating**.**

# CHAPTER 7: FOOD QUALITY STANDARDS

The following quality standards for maize, sorghum, beans and vegetables.

* The quality of the commodities will be tested, preferably by an independent company at the expenses of the NMA.
* Each consignment bought should be accompanied by certificate of quality. A sample of certificate is attached.
* The NMA may also make arrangements with the Ministry of Trade and other relevant ministries to assist in quality testing.
* The NMA shall provide the Ministry of Education and Training on request with a signed certificate of quality.

## 7.1 Grains sampling plan

## Maize grading

**1.Moisture content**: Same procedure is followed while grading sorghum**.**

* The moisture content express the amount of water present in a grain sample
* It should be determined during purchasing.
* Moisture content does not directly affect grain quality but can indirectly affect quality since grain will spoil at moisture contents above that recommended for storage.
* It is expressed in percentage(%).Moisture can be determined by moisture meter.

1. **Defective kernel**

* Are all maize kernels and pieces of maize kernel which are shrivelled, obviously immature , frost damaged , heat-damaged , mouldy or discoloured.
* Have sprouted(Including kernels whose growing point in the germ is visibly discoloured).
* Have cavities in the germ or endosperm caused by insects or rodents, are visibly contaminated by smut, soil, smoke or coal-dust, can pass through the 6.35mm round -hole sieve are clearly of inferior quality and subspecies.

**3. Foreign matters:** Means all matter other than maize e.g. glass, stone, coal dung and metal.

**4. Pinked kernels**

* Maize kernels whose endosperm is white or yellow.
* And whose pericarp or part thereof is red or pink in colour

**4. Organoleptic:** Visualize and smell the white maize kernels

**5. Live insect infection:** The maize weevil is found in all warm and tropical parts of the world.

6. **Other colours**

* Are kernels materially discoloured by excessive heat ( white maize)
* Excessive respiration (heat damage) and dried damaged kernels
* May appear darkened, wrinkled, blistered, puffed or swollen, often discoloured.

## 7.2Certificate of Analysis

Constituency........................................& No................................

Name of supply (as appear in a passport)

Village: ..........................................................

Place of purchasing.......................................

Date of purchasing…………………………………….

Type of cereal

No. Bags

Name of inspector

Signature of inspector

Signature of supply /driver

Results

|  |  |  |  |
| --- | --- | --- | --- |
| NO. | Tests | limits | Results |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |
| 7. |  |  |  |
| 8. |  |  |  |
| 9. |  |  |  |
| 10. |  |  |  |

## Beans grading

1. Moisture content

* The moisture content express the amount of water present in a grain sample
* It should be determined during purchasing.
* Moisture content does not directly affect grain quality but can indirectly affect quality since grain will spoil at moisture contents above that recommended for storage.
* It is expressed in percentage(%).Moisture can be determined by moisture meter.

**2. Colour**

* Colour is evaluated on the cleaned sample after the removal of splits and damaged beans.
* There is no numeric tolerance for colour .
* It is included in the evaluation of standard of quality of the sample.

**3. Fair good colour**

* Beans moderately adhered soil or are stained.
* Moderately discoloured from storage.

**4. Ergot**

* Ergot is a plant disease producing elongated fungus bodies with a purplish-black exterior,
* A purplish -white to off white interior , and a relatively smooth texture

**5 .Excreta:** Waste matter discharged from the body, especially faeces and urine .

**6.Insect parts**

* Refers to pieces of insects such as grasshopper and lady bugs that remain in the sample after cleaning or processing.
* Samples are analyzed for the percentages of insect fragments and graded according to established tolerances.

**6. Sclerotinia sclerotiorum**

* Is a fungus producing hard masses of tissue, called sclerotia.
* The sclerotia vary in size and shape.
* Have a course surface texture.
* Vary in exterior color from dark brown to gray to white .
* Have a pure white interior.

**7. Stones**

* Are hard shale , coal , hard earth pellets , and other non toxic materials of similar consistency.
* Fertilizer pellets are assess as stones when constituting 1.0% or the net sample weight.

**8. Foreign matter**: This includes any material other that beans or split beans not removed in cleaning.

**9. Contracting classes:** Beans of another class that contract in colour, size or shape to the predominant beans in a sample are considered to be of a contracting class.

**10. Heated: red kidney beans:** Heating is indicated by a dull seed coat, dark red to black in colour.

**11. Rotted beans**

* Rotted beans are whole beans or pieces of beans that are visibly in advanced stages of decomposition and that feel spongy under pressure.

**12. Mouldy beans**

* Mouldy beans are characterized by the presence of dark blue exterior moulds that develop in the machine-damaged crevices.
* Light and dark kidney beans may develop yellow to black interior moulds in the concave centre area.

**13. Splits**

* Includes split beans .
* Broken pieces of beans that are less than three -quarter of the whole kernel.
* And halves of beans that are loosely held together by cracked seed coats.
* Splits do not includes beans that are otherwise damaged .
* In order words, if is damaged , it is graded as damaged, not splits.

**14. Other classes of beans that blend**

Are sound beans of other classes which are similar in colour, size and shape to the predominant beans in a sample.

## Grading certificate

Supplier’s name (as appear in a passport):……………………………………………………………………………………………

Address of supplier:………………………………………………………………………………………………………………………………….

Tel of supplier:…………………………………………………Signature of supplier /driver:………………………………….

Constituency & No:………………………………………… Resource centre:………………………………………………………..

Date of purchasing:……………………………………….Village:……………………………………………………………………………

Type of cereal:…………………………………………… …No. Bags:……………………………………………………………………….

Name of inspector:…………………………………………Signature of inspector:………………………………………………

|  |  |  |  |
| --- | --- | --- | --- |
| **NO** | **Test /Analysis** | **Limits** | **Results** |
| 1. | Moisture content | 14% max |  |
| 2. | Defective kernels (a) | 13% max |  |
| 3. | Other colours (b) | 6% max |  |
| 4. | Foreign matter (c ) | 0.5% max |  |
| 5. | Pinked kernels | 12% max |  |
| 6. | a +b+c | 16% max |  |
| 7. | Organoleptic | Natural smell and colour |  |
| 8. | Live infestation | Nil |  |
| 9. | Alfa toxin | 20ppb max |  |
| 10. | GMO ( only if required) | Negative |  |

**Remarks**:…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..………………………………………………………………………………………………………………………………………………………………………..………………………………………………………………………………………………………………………………………………………………………..……………………………………………………………………………………………………………………………………………………………………….……………………………………………………………………………………………………………………………………………………………………….

Accepted………….

Rejected…………..

## Vegetable Grading

**Vegetables Grading**

Grading of vegetables is manual hence it is done based on physical characteristics;

- Weight,

- Size

- Colour

- Freshness

- Free from insects’ traces

- No defects

- Free from insecticides residues

- No decay

- No mechanical damage or injury

# CHAPTER 8 MONITORING

There are monitoring activities that have to be undertaken in order for the Secretariat, the Advisory Board and the Office of the Minister at MOET to be able to assess if the NSFP is being carried out as planned, and if the desired results are being achieved, and how the programme can be further strengthened. For school feeding to run smoothly there should be tools used in delivering food in schools and monitoring the use of food and or reporting.

## 8.1 Food delivery note

This is a document accompanying a consignment of goods that lists description, destination and quantity of commodities to be delivered. This document is prepared by NMAs and has to be stamped at each school to show that they have received such commodities and therefore confirm receipt by the principal’s signature. This should be in a form of four copies each copy will be dispersed to School, District Education Office, NMA and Central Office)

## 8.2 Feeding Form

This is a record book that allows the efficient monitoring of all food deliveries at school, food losses, and in particular the daily use of food for meals. It also shows daily attendance of learners. On daily basis when school meals are provided, the feeding manager takes the required quantity of each relevant commodity (see section on school meals and menus) out of the food store, and registers how much of each commodity is being used. At the beginning of each month, the total food (per commodity) carried over from the previous month is entered in the summary section of the form as the opening stock. At the end of the month, the total quantity of each commodity used for meals is calculated and the result is transferred into the summary section of the feeding form. This allows the calculation of the quantity of each commodity that is carried over to the next month. Once this calculation is done, the Feeding Manager carries out a stock control in the store room and checks, if the calculated quantities are in fact in store, and still of adequate quality. The feeding form is submitted monthly to district education office or NMA offices. This also should be in a form of four copies each copy will be dispersed to School, District Education Office, NMA and Central Office).

## 8.3 Purchase record

This is a list of all goods purchased by the NMA from local farmers or suppliers. It has to clearly show the description of the commodities, name of the supplier and the place where such supplier is found and the contact numbers.