

# IMPLEMENTATION ARRANGEMENT



# ROLES AND RESPONSIBILITIES FOR PROGRAM IMPLEMENTATION

- ❑ Management and coordination arrangements at the District and School Level for effective implementation
- ❑ At the District Level, One focal person (Coordinator) to take charge of distribution of logistics, supervision and reporting



# DISTRICT LEVEL IMPLEMENTATION

## □ DISTRICT NFSI TEAM

- ❖ NUTRITION OFFICER
- ❖ PUBLIC HEALTH NURSE
- ❖ HEALTH PROMOTION OFFICER
- ❖ SHEP COORDINATOR
- ❖ GIRLS EDUCATION COORDINATOR
- ❖ BASIC EDUCATION COORDINATOR
- ❖ TRAINING OFFICER
- ❖ REP OF ASSEMBLY(DCE/MCE)
- ❖ REP OF COMMUNITY WATER AND SANITATION AGENCY
- ❖ REPS OF RELIGIOUS ORGANIZATIONS



# ROLES & RESPONSIBILITIES

## ❑ DISTRICT NFSI TEAM

- Social mobilization, promotion and advocacy
- Orientation and sensitization at the district/sub-district levels
- Share progress report with DDH/DDE/Regional NFSI Core Team

## ❑ CIRCUIT SUPERVISORS and CHOs/CHNs

- Oversight responsibility over School Health Teams
- Report to the District Core Team
- Provide Direction and Support
- Visiting schools to monitor the successful implementation of the Program



# □ REGIONAL NFSI TEAM

- Support Districts to form their Teams and ensure the inclusion of all relevant stakeholders
- Oversight responsibility over the District Teams
- Training, Technical and Logistics support where applicable
- Monitoring and Supervision
- Promotion, Advocacy and Sensitization at the Regional level
- Share information on progress report with Regional Minister, RCC, RDH, RDE and National NFSI Team



# CAPACITY BUILDING

Orientation, Sensitization and Training

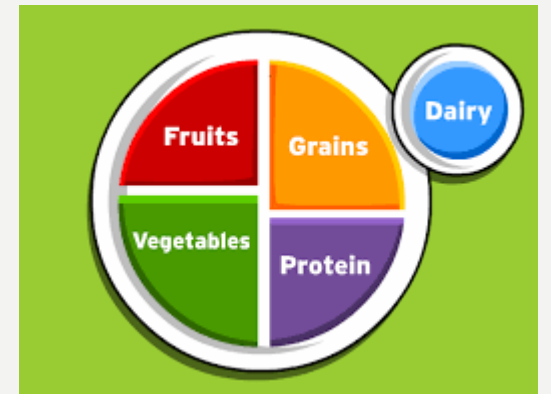
Target Groups

- Parents
- Caterers and Vendors
- Cooks
- Teaching Staff
- School Children
- Traditional Leaders
- Opinion leaders



# SENSITIZATION AND ADVOCACY

- ❑ Promotion and Awareness on the NFSI through,
  - Community durbars
  - Community Radio (Information Center) Discussions
  - Engagement with Religious Groups (church/mosque visits)
  - Festivals
  - PTA Meetings
  - Social gatherings
  
- ❑ Engagement with Assemblies, NGOs, CBOs, FBOs, CSOs especially where material and financial support are needed eg. WASH facilities



# TRAINING

- District Teams will be expected to conduct downstream training with support from Regional and National Core Teams for;
  - Sub-district/Zonal Level for frontline Teaching and Health Staff





# REPORTING AND DATA MANAGEMENT

Termly Reports on all activities undertaken to be submitted to CS

• School Reports → CS → District SHEP → Regional SHEP → National SHEP

• Reports should be shared with relevant stakeholders

School reports should cover

- Fruit days
- Health Inspection Days
- Bi-monthly general inspection of school compound
- Weekly physical activity
- Greening/Gardening efforts
- Weekly Girls Iron Folate Supplementation

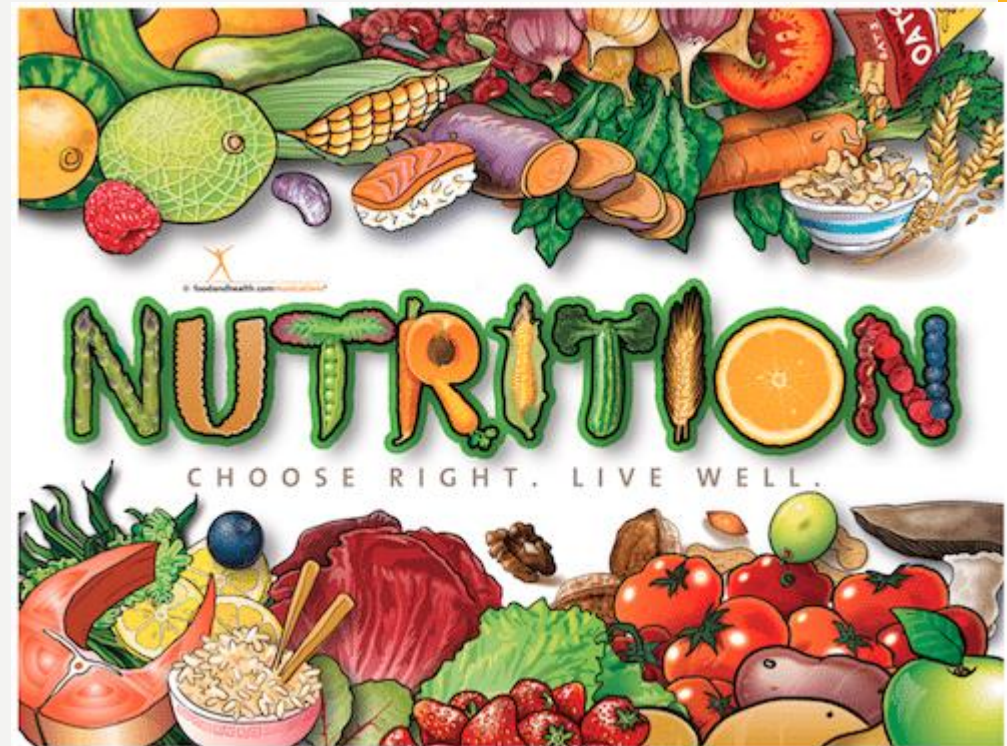


# ❑ **REPORTING ON TRAINING, SENSITIZATION, ADVOCACY OR SPECIAL ACTIVITIES WILL BE DONE AS AND WHEN THE ACTIVITIES HAPPEN**

## ❑ LIST OF INDICATORS TO GUIDE REPORTS

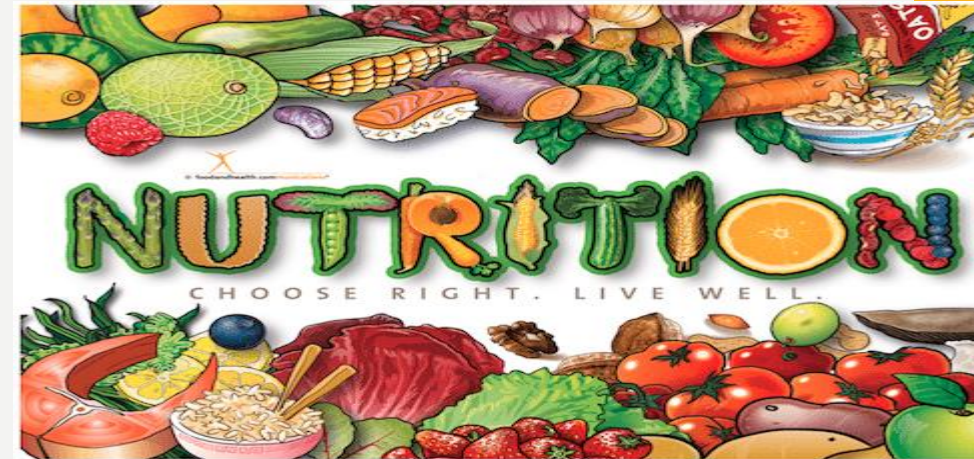
### a. Health and Nutrition Services in school

1. Number of fruit days organized in the term
2. Number of inspection days conducted in a term
3. Number of nutrition education sessions held
4. Number of general cleaning sessions held
5. Number of physical activities held in the term
6. Number of children provided with IFA supplementation
7. ETC....



## b. Safe and Nutritious Foods

1. Proportions of schools with menu charts that reflects 4-star diet
2. Proportions of certified vendors, cooks and canteen staff
3. Proportions of certified vendors, cooks and canteen staff trained on nutrition standards
4. Proportions of certified vendors selling fruits and vegetables



## c. Nutrition Education and Advocacy

1. Proportion of teachers trained on nutrition education segregated by sex
2. Proportions of certified vendors, cooks and canteen staff trained on nutrition education segregated by sex

#### d. Supporting school environment

1. Availability of safe drinking water
2. Availability of functional handwashing facilities
3. Availability of functional toilet facilities with changing room for girls
4. Availability of functional toilet facilities with changing room for boys
5. Availability of safe play spaces

