

BEHAVIORAL THEMES  
Salience, progress tracking

SECTOR  
Social aid, investment

PROJECT TYPE  
Field experiment

SAMPLE SIZE  
163 schools



# IMPROVING NATIONAL NUTRITION THROUGH SCHOOL PROGRAMS

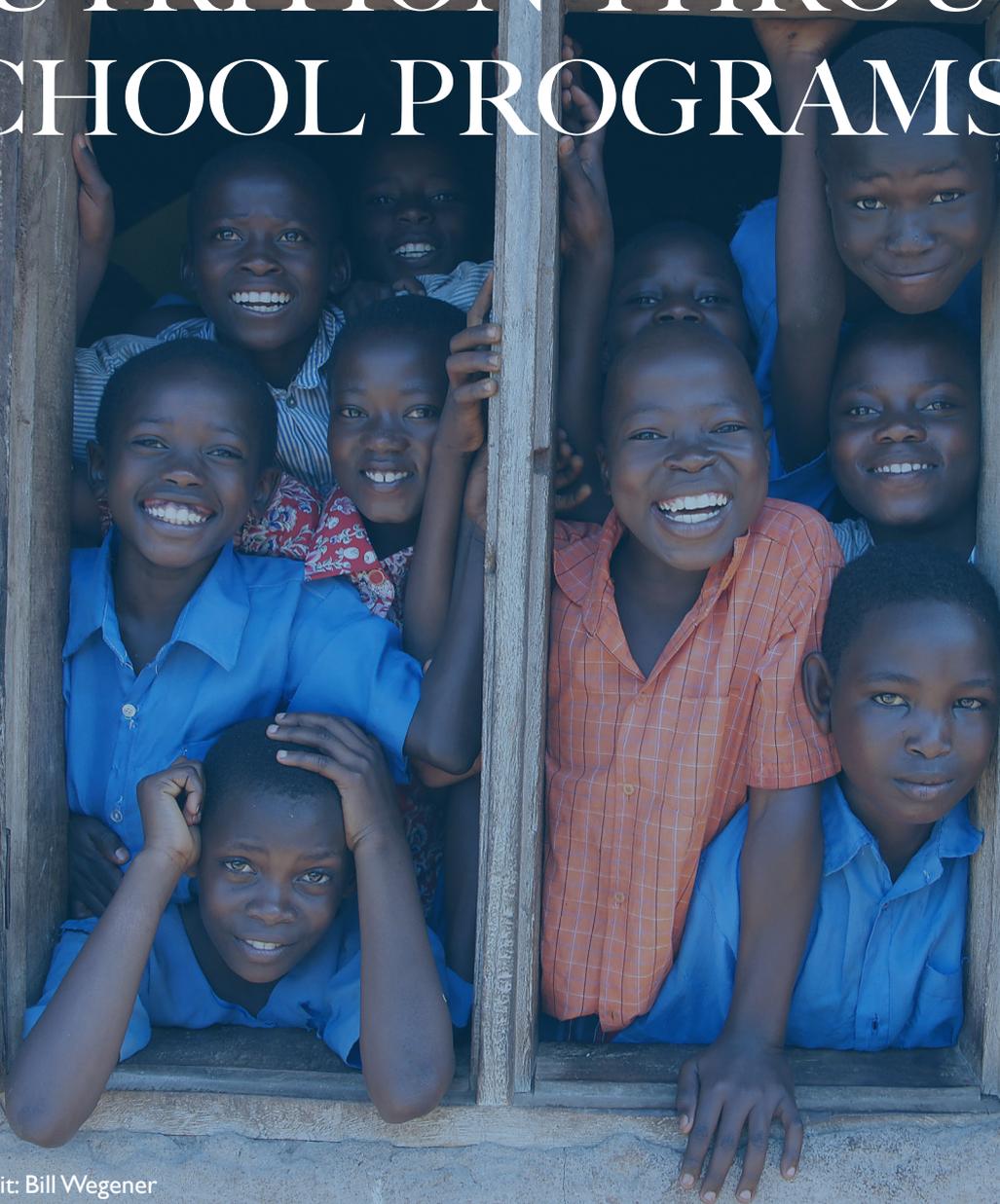


Photo credit: Bill Wegener





Photo credit: Channing Jang

## CONTEXT

The National Home Grown School Feeding Programme (NHGSFP) was established in 2015 by the Federal Government of Nigeria to address rising concerns regarding the low rate of primary school enrollment and attendance. The program, which was to be implemented on a national scale was housed under the National Social Investment Office (NSIO) - a body instituted to manage the implementation of national social investment programs. Over the subsequent two years, the NHGSFP had extended to over 30,000 schools across 19 states (out of 36), reaching over 6.5 million pupils, engaging over 60,000 cooks and supplying food from local agricultural producers.

To support this expansion and ensure optimal efficacy in terms of the program's delivery, Busara, the Nigerian Economic Summit Group (NESG) and Accenture Nigeria were commissioned by the Gates Foundation and the NSIO to set up a Policy Innovation Unit (PIU) - an initiative designed to support the NSIO programs by infusing behavioral science support and providing ongoing testing and refinement to their programs.

## GOALS



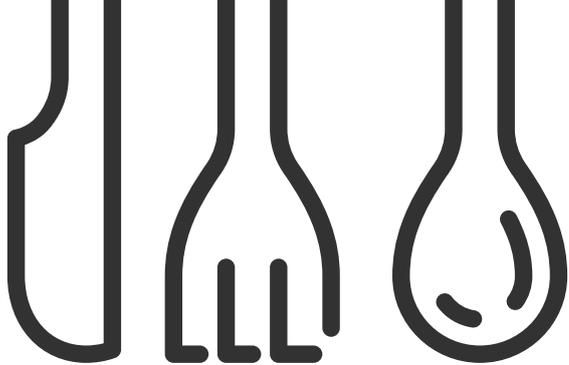
Increase School Enrollment And Attendance



Improve Cook Welfare



Promote Local Agricultural Production



## DESIGN

### INTERVENTIONS

The program leads identified community buy-in and engagement, as well as effective cook support and monitoring as the primary challenges faced within the program. In addressing these, Busara designed a series of interventions which were implemented by the PIU with support from the NSIO. The primary intervention was:



#### INFORMATION APRONS

Aprons were awarded to the cooks as a uniform and were encoded with the guidelines for the program to provide a salient reminder to teachers and students on the standards they could hold the cooks to. The theory was that providing a clear and accessible reminder of the program principles would encourage higher cook compliance and better community monitoring.



Cooks are required to wear these aprons when serving pupils food. These aprons serve to make the responsibilities of cooks more salient to everyone who interacts with them during meal-times (teachers, pupils, the wider community). The aprons also include a toll-free phone number that members of the community and/or other cooks can call to provide feedback or find out more information on the program.



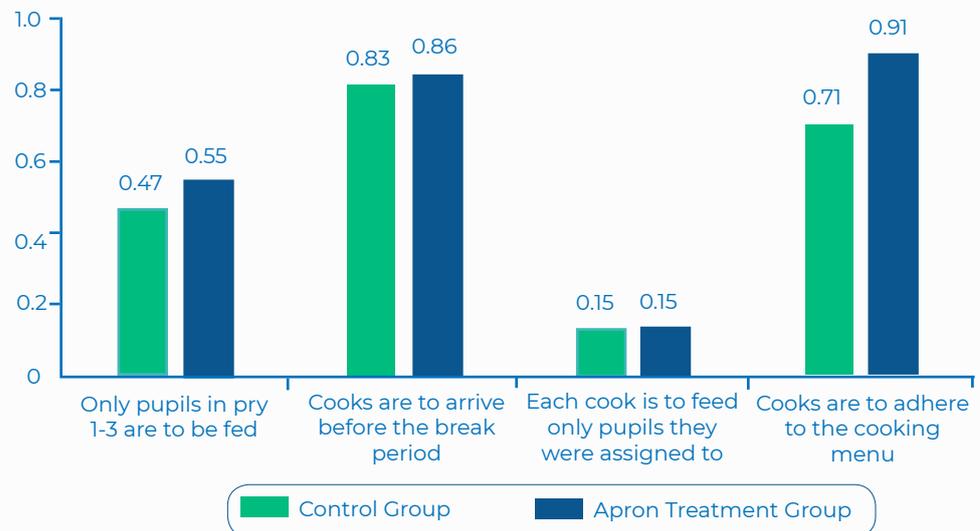
Photo credit: Bill Wegener

## RESULTS

### Effect of apron treatment on teachers' understanding of the program



The informational apron improved teachers' understanding of some aspects of the program.



### Effect of apron treatment on cooks' behavior



The informational apron had no impact on cook behavior.

