School Meal Coverage (2022-2023)

All Primary and Secondary School-age Children

- 66% Enrolled, but not receiving food
- 34% Receiving food
- 0% Not enrolled

Only Enrolled Primary Students

- 56% Receiving food
- 44% Not enrolled

National Laws, Policies, and Standards

- National school feeding policy
- Nutrition
- Health
- Food safety
- Smallholder farms
- Agriculture (apart from smallholders)
- Climate/environment policy
- Private sector involvement

The country had...

- Inter-sectoral coordination committee for school feeding
- National system for monitoring school feeding

Budget

- Total: USD 9,847,938
- Government: 0
- International donors: 0
- Private sector: 7,049,050
- NGOs (domestic): 0
- Other donors: 2,798,888

- Line item in the national budget for school feeding

School Foods and Beverages

- Whole grains
- Refined/milled grains
- Blended grain-based products
- Legumes
- Nuts and seeds
- Eggs
- Dairy
- Poultry and game meat
- Red meat
- Processed meat
- Fish and shellfish
- Deep orange vegetables and tubers
- White roots and tubers
- Fruits
- Dark green leafy vegetables
- Cruciferous vegetables
- Other vegetables
- Deep-fried foods
- Sweets
- Liquid oils
- Semi-solid and solid fats
- Salt
- Dairy milk
- Yogurt drink
- 100% fruit juice
- Other fruit drink
- Tea
- Other sugar-sweetened beverages

Prohibited food items

- Only fruits, vegetables, and milk products which did not contain certain substances were allowed and there was a limitation for added sugar in milk products.

Food Sources

- Purchased (domestic)
- Purchased (foreign)
- In-kind (domestic)
- In-kind (foreign)

Special Notes: Enrollment numbers for preschool students from the UNESCO Institute of Statistics (UIS) were used to complete this report.
Infrastructure, Employment, and Complementary Features

Share of Schools with ...

- Electricity: All
- Piped water: All
- Clean water: All
- Flush toilets: All
- Dedicated eating spaces: Some
- Kitchens: Some
- Sports or physical play areas: Most
- Solar panels/solar power: Some

Complementary Activities

- Handwashing with soap
- Height measurement
- Weight measurement
- Testing for anemia
- Deworming treatment
- Eye testing/eyeglasses
- Hearing testing/treatment
- Dental cleaning/testing
- Menstrual hygiene
- Drinking water
- Water purification
- School gardens

Complementary Education Programs

- Food and nutrition
- Agriculture
- Environment/climate/sustainability
- Hygiene
- Health
- Reproductive health
- HIV prevention
- Physical education
- Mental health

Additional Information

Two nutritionists, funded by the national government, were involved in the program. Objectives of the program included meeting health and agricultural goals. Products served in the program could not be utilized in meal preparation and must be served separately. Other beverages served included cocoa and flavored milk.

Employment

Total number of cooks/caterers: 0
- Percent paid: n/a
- Percent women: n/a

There was a focus on creating job opportunities for...
- Women
- Youth
- Other Groups

Additional Information

The program engaged both small-scale and medium-/large-scale farmers who supplied the program with roots/tubers, legumes/pulses/nuts, dairy products, green leafy vegetables, other vegetables, and fruits. The private sector played a role in food trading and processing. Community involvement was fostered through parent associations that participated in the program’s working committees. Students actively participated in activities such as food preparation, serving, and/or cleaning up, and they also had an opportunity to select their preferred milk products.
Environmental Sustainability

**Targeted climate-friendly foods**
- Yes
- No

**Steps taken to limit food waste**
- Sealed food storage
- Fumigation/pest control in storage area
- Use of hermetic bags or larger hermetic storage system
- Routine testing/monitoring of dry food storage
- Use of nearly-expired food
- Use of usable but “imperfect” commodities or produce
- Campaign to reduce how much food students throw away

**Steps taken to limit package waste**
- Re-use of bags/containers
- Recycling
- Use of compostable materials
- Use of “bulk serve” containers
- Prohibiting specific types of packaging

**Additional Information**
The program prioritized recycling to minimize packaging waste and favored organic food over conventionally-produced options to promote climate-friendly choices. Additionally, to shorten the distance between food production and schools, locally sourced milk was utilized.

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Emergencies

**Experienced disruptions to school feeding due to emergencies**
- Yes
- No

**Strategies to address the impact of emergencies**
- Seek alternative food sources or suppliers
- Changes in numbers of students fed
- Negotiate better prices with existing suppliers
- Establish alternative supply routes or transportation methods
- Source different or alternative food
- Release of food reserves
- Increase funding or budget allocation for school feeding
- Collaborate with local producers or suppliers to reduce dependence on global supply chains
- Changes in delivery method
- Changes in feeding modality
- Changes in feeding frequency
- No particular strategy was used

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Successes and Challenges

**Successes**
1. Student consumption of fruits and vegetables increased.

**Challenges**
1. The program did not succeed in raising student milk consumption; instead, students tended to favor sweetened milk products over plain milk.
### EU School Scheme for Fruits, Vegetables and Milk

#### Management
- Lead implementer(s): Agromarkt Austria
- The national government managed the program (Centralized decision-making).
- Implementing partner procured the food

#### How Many Students Received Food

<table>
<thead>
<tr>
<th>School Level</th>
<th># of Students</th>
<th>% Girls</th>
<th>% Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>88,980</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Primary School</td>
<td>207,908</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Secondary School</td>
<td>179,913</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>476,801</strong></td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

#### Foods and Beverages
- **Legumes**
- **Nuts and seeds**
- **Dairy**
- **Deep orange vegetables and tubers**
- **White roots and tubers**
- **Fruits**
- **Dark green leafy vegetables**
- **Other vegetables**
- **Dairy milk**
- **Yogurt drink**

#### Elements of Home-Grown School Feeding
- Objective for small-scale farmers to benefit from access to a stable market
- Local food sourcing
- Small-scale farmers involved by selling directly (or through their farmer organization) to the program or the schools
- Additional support provided to small-scale farmers
- Country had a law/policy/standard related to small-scale farmers and school feeding programs
- Preferential treatment for small-scale farmers/small farmer organizations/small companies in tendering procedures
- Effort is made to reduce food miles

#### Objectives
- To meet educational goals
- To meet nutritional and/or health goals
- To prevent or mitigate obesity
- To meet agricultural goals

#### Modalities of Providing Students With Food
- In-school snacks

#### Frequency and Duration
- Varies by school and ranges from five times per week to monthly
- During the school year

#### Targeting
- Universal

#### Expenses

<table>
<thead>
<tr>
<th>Expense Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>100%</td>
</tr>
<tr>
<td>Labor</td>
<td></td>
</tr>
<tr>
<td>Handling, storage, transport</td>
<td></td>
</tr>
<tr>
<td>One-time fixed costs</td>
<td></td>
</tr>
<tr>
<td>All other costs</td>
<td></td>
</tr>
</tbody>
</table>

#### Food Sources
- **100% Purchased (domestic)**
- **0% Purchased (foreign)**
- **0% In-kind (domestic)**
- **0% In-kind (foreign)**

#### Additional Information
The program started with the milk initiative in 1995 and later integrated fruits and vegetables in 2010. Both public and private schools participated in the program.