

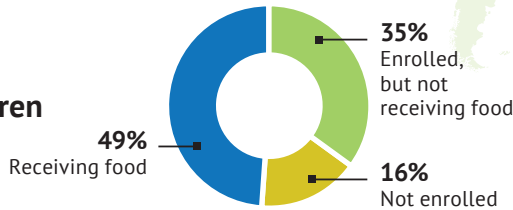


KINGDOM OF Lesotho

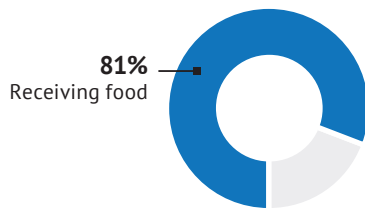


School Meal Coverage (2022)

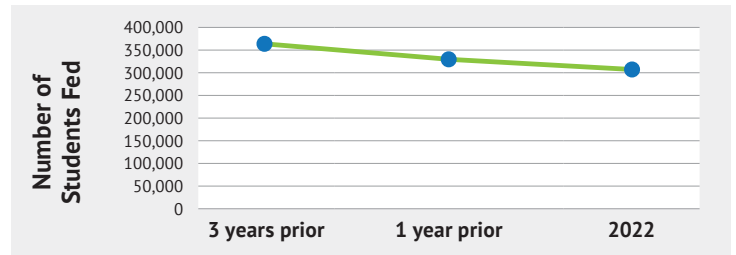
All Primary and Secondary School-age Children



Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	131,749	51,619	51,619
Primary School	315,345	311,256	251,364
Secondary School	196,916	121,055	0
TOTAL	644,010	483,930	302,983



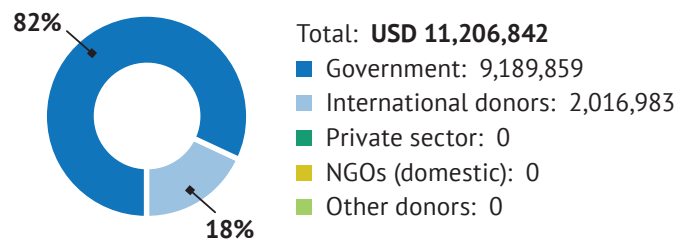
National Laws, Policies, and Standards

- 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



- 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

Any foods outside the approved specified menus by the national nutrition stakeholders and the Ministry of Education and Training are prohibited.

Food Sources

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

Special Notes: This report for the 2022 school year does not include the Bokamoso Ba Bana (3B) School Feeding Project, which was approved in 2022 by the U.S. Department of Agriculture for implementation by Catholic Relief Services, but began operating in 2024.

Nutrition

School feeding program(s) include/involve the following

- Fortified foods**
- Bio-fortified foods
- Micronutrient supplements
- Nutritionists involved**
- Special training for cooks/caterers in nutrition**
- Objective to meet nutritional goals**
- Objective to reduce obesity

Limitations on food and beverage marketing...

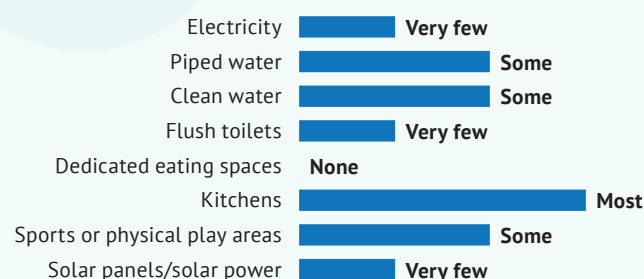
- On school grounds
- To school age children

Additional Information

During the 2022 school year, eight nutritionists were employed by the national government and implementing partners in the National Management Agent (NMA) School Feeding Programme, while five nutritionists were employed by the national government in the WFP Pre-Primary School Feeding Project (ECCD) program. Salt, maize meal, and cooking oil were fortified with iron, iodine, zinc, and vitamin A. This program used some packaged or processed foods, although no beverages with non-nutritive or artificial sweeteners were made available to students, and produce from school gardens was partly consumed by students and partly sold. Approaches to prevent or mitigate overweight/obesity included nutritional requirements for school food and the provision of food and nutrition education, health education, and physical education.

Infrastructure, Employment, and Complementary Features

Share of Schools with ...



Employment

Total number of cooks/caterers: **1,686**

- At least 100% paid
- 75-99% women

There was a focus on creating job opportunities for...

- Women
- Youth
- Other Groups

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

Both small and medium/large-scale farmers were involved with the National Management Agent (NMA) School Feeding Programme, providing legumes/pulses/nuts, eggs, and green leafy vegetables. These farmers received support in the form of agriculture subsidies (including inputs); advice, seeds, or tools to prevent post-harvest losses (e.g., from insects, birds, rats, or spoilage) or to promote production of specific crops or foods for the program; mobile or electronic payments; school feeding-specific training; purchase agreements set prior to harvest (forward contracts); and other agriculture extension efforts. The private sector was also engaged, donating food or other supplies and providing technical expertise/assistance. Cooks received special training in nutrition, portions/measurements, and food safety/hygiene.

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

To reduce the use of firewood/charcoal as fuel, pressure cookers were introduced in some schools. An additional effort to limit food waste entailed teaching cooks to adhere to prescribed food rations (quantities) when preparing and serving food to students. Efforts to reduce the distance between where school food was produced and the schools included increasing local production and procurement, as well as modifying menus.

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

Additional Information

During the 2022 school year, the National Management Agent (NMA) School Feeding Programme was affected by a slow-onset emergency, natural disaster, economic/financial crisis, conflict, supply chain issues, and extreme food price inflation. All schools covered by this program closed, and school feeding operations ceased temporarily for seven months. These emergencies increased the cost of food, which significantly decreased the accessibility (availability and affordability) of food for this program. Though the WFP Pre-Primary School Feeding Project (ECCD) was affected by supply chain issues, all schools covered by this program remained open, and there were no interruptions to school feeding operations.

Successes and Challenges

Successes

1. School feeding in Lesotho aims to achieve universal targeting in order for every students to benefit from school feeding.
2. The creation of many jobs, especially for women.
3. The empowerment and appreciation of many farmers through the sale of their produce to schools.

Challenges

1. The rising cost of food and simultaneous contraction of the school feeding budget results in insufficient food for students, insufficient compensation for service providers, and compromised school feeding management as a whole.
2. There is some concern that food intended for students is misused, as when school enrollments are inflated to obtain extra food.

National Management Agent (NMA) School Feeding Programme

Management

- Lead implementer(s): The National Management Agents which are private companies hired by Government (Ministry of Education and Training)
- The national government managed the program (Centralized decision-making).
- Implementing partner procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	–	–
Primary School	251,364	–	–
Secondary School	0	–	–
TOTAL	251,364	–	–

Foods and Beverages

- Refined/milled grains
- Blended grain-based products
- Eggs
- Dark green leafy vegetables
- Liquid oils
- Salt

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 provide a social safety net
- To address gender-specific challenges
- To reduce hunger
- To meet nutritional and/or health goals
- To meet agricultural goals

Modalities of Providing Students With Food

- In-school meals
- In-school snacks

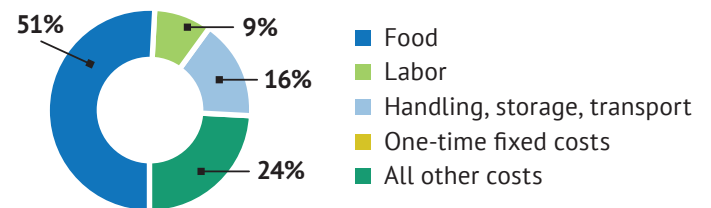
Frequency and Duration

- 5 times per week
- During the school year

Targeting

- Universal (primary school level)

Expenses



Food Sources

5% Purchased (domestic) 0% In-kind (domestic)
95% Purchased (foreign) 0% In-kind (foreign)

Additional Information

Communities were required to offload food at schools and to participate in school feeding committees as unpaid volunteers.

WFP Pre-Primary School Feeding Project (ECCD)

Management

- Lead implementer(s): World Food Programme (WFP)
- An international donor agency or other implementing partner managed the program.
- Implementing partner procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	51,619	51%	49%
Primary School	0	–	–
Secondary School	0	–	–
TOTAL	51,619	51%	49%

Foods and Beverages

- Refined/milled grains
- Blended grain-based products
- Legumes
- Fish and shellfish
- Dark green leafy vegetables
- Liquid oils

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 provide a social safety net
- To reduce hunger
- To meet nutritional and/or health goals

Modalities of Providing Students With Food

- In-school meals

Frequency and Duration

- 5 times per week
- During the school year

Targeting

- Universal (pre-primary level)

Food Sources

0% Purchased (domestic) 0% In-kind (domestic)
100% Purchased (foreign) 0% In-kind (foreign)

Additional Information

The WFP Pre-Primary School Feeding Project (ECCD) began in 2009 and reached 2,462 public schools in the 2022 school year. Community engagement was required whereby parents cooked for the children, constructed vegetable gardens for the schools, and in some instances offloaded food from the trucks.

The Global Survey of School Meal Programs® collects data from government sources and is funded, in part, by the United States Department of Agriculture. Contact info@gcnf.org for more information.

Citation: Global Child Nutrition Foundation (GCNF). 2024. Global Survey of School Meal Programs Country Report, Lesotho.

<https://gcnf.org/country-reports/>