Morocco attaches great importance to school feeding, inspired by the observation that students who do not benefit from sufficient quality and quantity of food have more difficulty learning. The school feeding programs in Morocco are an integral part of a broader social support system, with complementary mechanisms aimed at removing barriers and easing access to education. In 1997, Morocco took over responsibility from the United Nations World Food Program for management and financing of the school meals program.

**Budget**

<table>
<thead>
<tr>
<th>Budget Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>USD 168,842,538</td>
</tr>
<tr>
<td>International donors</td>
<td>n/a</td>
</tr>
<tr>
<td>Private sector</td>
<td>n/a</td>
</tr>
<tr>
<td>NGOs (domestic)</td>
<td>n/a</td>
</tr>
<tr>
<td>Other donors</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**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

**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**

- Meat and products derived from pork

**Food Sources**

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

**Special Notes:** Morocco attaches great importance to school feeding, inspired by the observation that students who do not benefit from sufficient quality and quantity of food have more difficulty learning. The school feeding programs in Morocco are an integral part of a broader social support system, with complementary mechanisms aimed at removing barriers and easing access to education. In 1997, Morocco took over responsibility from the United Nations World Food Program for management and financing of the school meals program.
**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

**Infrastructure, Employment, and Complementary Features**

**Share of Schools with ...**

<table>
<thead>
<tr>
<th>Feature</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity</td>
<td>All</td>
</tr>
<tr>
<td>Piped water</td>
<td>All</td>
</tr>
<tr>
<td>Clean water</td>
<td>All</td>
</tr>
<tr>
<td>Flush toilets</td>
<td>Most</td>
</tr>
<tr>
<td>Dedicated eating spaces</td>
<td>Most</td>
</tr>
<tr>
<td>Kitchens</td>
<td>Most</td>
</tr>
<tr>
<td>Sports or physical play areas</td>
<td>Most</td>
</tr>
<tr>
<td>Solar panels/solar power</td>
<td>Some</td>
</tr>
</tbody>
</table>

**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**

Several approaches were used to limit overweight/obesity, including nutritional requirements for school menus, food and nutrition education, health education, and physical education. Morocco has also established a National School Nutrition Program called “Sehaty Fi Taghdiyati”, which emphasizes the importance of nutrition in the fight for student health and academic success. This program aimed to raise awareness and guide students (and their parents) to adopt balanced diets and healthy lifestyles.

**Employment**

Total number of cooks/caterers: **Unknown**

- Percent paid: **Unknown**
- Percent women: **Unknown**

**Additional Information**

Food for the Primary School Canteens Snack Program was purchased through open-bid (competitive tendering) procedures. Private sector companies were employed for the trading, preparation, processing, transport, and catering of food and in the provision of utensils/equipment. Young winners of catering contracts could benefit from business creation assistance programs. Parents’ associations contributed to the management of educational establishments through management committees.
Successes and Challenges

**Successes**
1. Equal opportunities for schooling in the education system.
2. Fight against abandonment and school dropout in rural areas.
3. Encouraging attendance, especially for girls from poor families in rural areas.
4. Improvement in the quality of school meals.

**Challenges**
1. Limited financial resources.
2. Deficit of human resources.
3. Lack of canteens and places to store food products in some schools, especially in primary schools.

**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**
- School feeding programs in Morocco emphasize fresh, local products that were produced using sustainable, quality production methods. This is in harmony with the new national development strategy for the agricultural sector, "Green Generation 2020-2030", which aims to consolidate achievements made by the "Green Morocco Plan" through pursuit of resilient and sustainable agriculture, taking into consideration the specificities and assets of each region. Efforts to limit food waste included the implementation of a procedural guide for delegated catering management. Produce from school gardens was used to anchor the environmental education program.
Primary school canteens - snack
(Cantines scolaires au primaire - collation)

Management
- Lead implementer(s): Ministry of National Education, Preschool and Sports; Provincial Directorates
- The program was managed with both centralized and decentralized decision-making (Semi-decentralized).
- Regional government 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>0</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Primary School</td>
<td>1,207,137</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>Secondary School</td>
<td>0</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,207,137</td>
<td>48%</td>
<td>52%</td>
</tr>
</tbody>
</table>

Foods and Beverages
- Whole grains
- Refined/milled grains
- Legumes
- Nuts and seeds
- Eggs
- Dairy
- Fish and shellfish
- Other vegetables
- Deep-fried foods
- Semi-solid and solid fats
- Salt
- Dairy milk
- Tea

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 address gender-specific challenges
- To reduce hunger
- To meet nutritional and/or health goals
- To prevent or mitigate obesity

Modalities of Providing Students With Food
- In-school snacks

Frequency and Duration
- 6 times per week
- During the school year

Targeting
- Geographic (based on distance between place of residence and school); individual student characteristics (priority given to girls and students in the first levels, with attention also given to students' health and the social situation of the family, including the number of dependent children); and type of school (targeting those in rural and semi-urban areas)

Expenses
- Food: 99.5%
- Labor: 0.5%
- Handling, storage, transport: 0%
- One-time fixed costs: 0%
- All other costs: 0%

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

Additional Information
Additional objectives of the program were to reduce student drop-out and to remove socio-economic and geographic barriers that hinder access to compulsory education.
Boarding schools and school canteens
(Internats et cantines scolaires)

Management

- Lead implementer(s): Ministry of National Education, Preschool and Sports; Catering market providers
- The program was managed with both centralized and decentralized decision-making (Semi-decentralized).
- Regional government 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>
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<tbody>
<tr>
<td>Preschool</td>
<td>0</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Primary School</td>
<td>0</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Secondary School</td>
<td>235,660</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>235,660</td>
<td>55%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Foods and Beverages

- Whole grains
- Refined/milled grains
- Legumes
- Eggs
- Dairy
- Poultry and game meat
- Red meat
- Fish and shellfish
- Fruits
- Cruciferous vegetables
- Other vegetables
- Deep-fried foods
- Liquid oils
- Semi-solid and solid fats
- Salt
- Dairy milk
- Tea
- Other sugar-sweetened beverages

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 address gender-specific challenges
- To reduce hunger
- To meet nutritional and/or health goals
- To prevent or mitigate obesity

Modalities of Providing Students With Food

- In-school meals

Frequency and Duration

- 7 times per week
- During the school year

Targeting

- Geographic (based on distance between place of residence and school); individual student characteristics (with priority given to orphaned students, students with special needs, and children of veterans, and taking account of students’ health and the financial and social situation of the family including the number of dependent children); type of school (targeting those in rural and semi-urban areas).

Expenses

90% Food
3% Labor
1% Handling, storage, transport
1% One-time fixed costs
5% All other costs

Food Sources

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

Additional Information

This program began in 1938 and was materialized by the viziriel decree of May 27, 1938 which regulated the allocation of scholarships in Muslim secondary education. Only secondary school students with scholarships to benefit from boarding school and school canteen services received food. In 2000, management of the school feeding program was transferred from their effective establishment to the regional education and training academies; these establishments retain legal and financial autonomy but are under the supervision of the Ministry of National Education, Preschool and Sports.