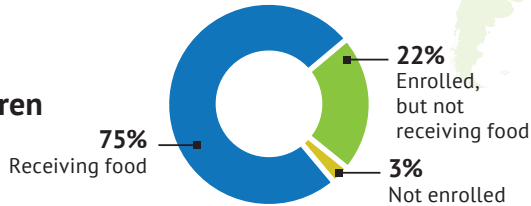


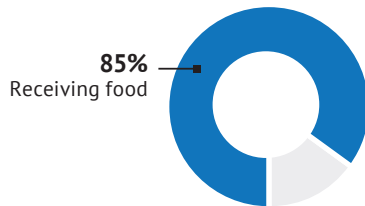


## School Meal Coverage (2022-2023)

### All Primary and Secondary School-age Children



### Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	746	526	0
Primary School	2,011	1,945	1,653
Secondary School	944	913	563
<b>TOTAL</b>	<b>3,701</b>	<b>3,384</b>	<b>2,216</b>



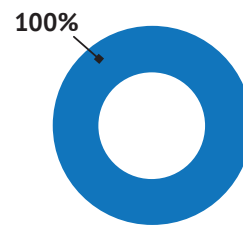
## National Laws, Policies, and Standards

- 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 1,146,000**
- Government: 1,146,000
  - International donors: 0
  - Private sector: 0
  - NGOs (domestic): 0
  - Other donors: 0

- Line item in the national budget for school feeding**

## School Foods and Beverages

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

**Prohibited food items**  
Unhealthy snacks and drinks such as chocolate, chips, sodas, etc.

- Food Sources**
- Purchased (domestic)**
  - Purchased (foreign)**
  - In-kind (domestic)**
  - In-kind (foreign)**

**Special Notes:** Some population numbers from the UNESCO Institute of Statistics were referenced to complete this report.

## 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...

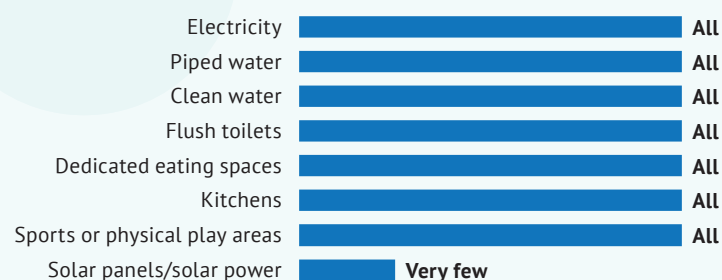
- On school grounds
- To school age children

## Additional Information

Two nutritionists, employed by the governments of Palau, Taiwan, and Japan, were involved with the Ministry of Education Food Service Program. Cereals, bread, salt, and milk were fortified, and very few foods served in schools were packaged and processed. To prevent or mitigate overweight/obesity, there were food and/or beverage restrictions on or near school grounds, along with the provision of several types of education, including food and nutrition, health, and physical education.

## Infrastructure, Employment, and Complementary Features

### Share of Schools with ...



### Employment

Total number of cooks/caterers: **30**

- At least 75-99% 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 directly engaged in the program, providing products such as roots/tubers, fish, fruits, green leafy vegetables, and other vegetables. Cooks were paid by the national government and received special training in nutrition, portions/measurements, menu planning, 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 for cooking stoves, alternative fuels were used. School menus were adapted to remove food items that resulted in high food waste. Produce from school gardens was either consumed by students or sold.

## 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

The school meal program in Palau was affected by extreme food price inflation during the 2022-2023 school year, though no schools were closed and there were no interruptions to school feeding. Local and national government sources increased the budget for school feeding in response to significant increases in the cost of purchasing food.

## Successes and Challenges

### Successes

1. Increased funding has revolutionized the school feeding program, resulting in healthier meals, upgraded kitchen facilities, and enhanced culinary skills among cooks.
2. Nutritionists' input ensured menus met nutritional standards, promoting students' well-being and academic performance.

### Challenges

1. Challenges to the food service program included limited food supplies from vendors and inconsistent access to local produce from farmers and fishermen. These obstacles disrupted meal planning and compromised the program's goal of offering nutritious options. Efforts to address these issues involved strengthening partnerships with vendors and local producers to ensure reliable access to fresh ingredients for student meals.
2. To some extent, inadequate inventory management and supervision have rendered the program vulnerable to setbacks.

# Ministry of Education Food Service Program

## Management

- Lead implementer(s): Palau Ministry of Education
- The national government managed the program (Centralized decision-making).
- National government procured the food

## How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	–	–
Primary School	1,653	47%	53%
Secondary School	563	45%	55%
<b>TOTAL</b>	<b>2,216</b>	<b>47%</b>	<b>53%</b>

## Foods and Beverages

- ✓ Whole grains
- ✓ Refined/milled grains
- ✓ Legumes
- ✓ Nuts and seeds
- ✓ Eggs
- ✓ Dairy
- ✓ Poultry and game meat
- ✓ Red meat
- ✓ Fish and shellfish
- ✓ Deep orange vegetables and tubers
- ✓ White roots and tubers
- ✓ Fruits
- ✓ Dark green leafy vegetables
- ✓ Cruciferous vegetables
- ✓ Other vegetables
- ✓ Liquid oils
- ✓ Salt
- ✓ Dairy milk
- ✓ Other fruit 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 reduce hunger
- To meet nutritional and/or health goals
- To prevent or mitigate obesity

## Modalities of Providing Students With Food

- In-school meals
- Take-home rations

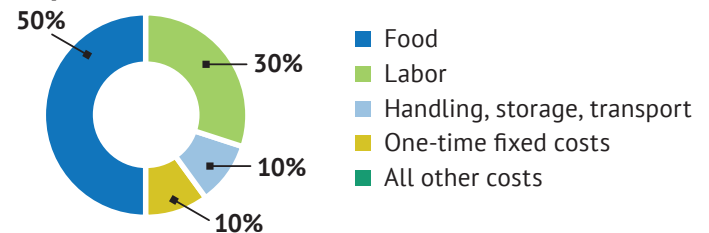
## Frequency and Duration

- 5 times per week for in-school meals; Quarterly for take-home rations
- During the school year

## Targeting

- Universal targeting for in-school meals; Take-home rations were sent to three small schools that did not have cafeterias due to their distance from the main city.

## Expenses



## Food Sources

- 25% Purchased (domestic)
- 55% Purchased (foreign)
- 10% In-kind (domestic)
- 10% In-kind (foreign)

## Additional Information

The Ministry of Education Food Service Program began during Palau's Trust Territory years in 1947. Students' preferences were integrated into the program through surveys that influenced the design of school meal menus.

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](mailto:info@gcnf.org) for more information.

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

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