

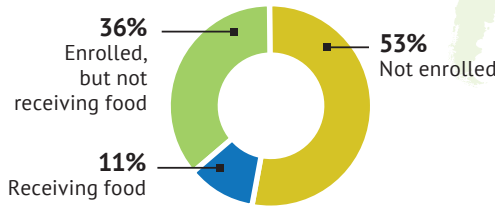


Syrian Arab Republic

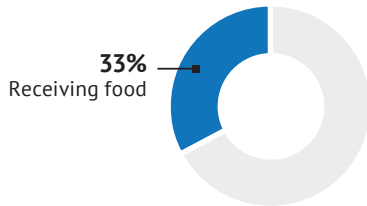


School Meal Coverage (2022-2023)

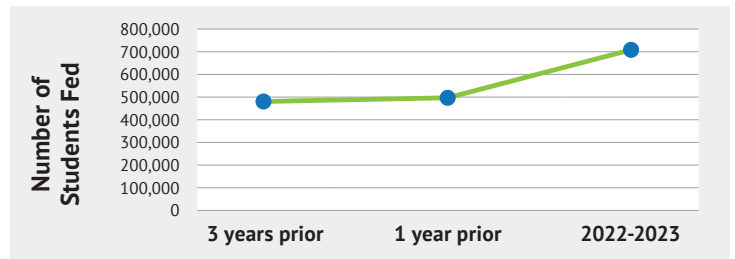
All Primary and Secondary School-age Children



Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	1,076,308	144,715	0
Primary School	2,918,580	2,126,263	706,792
Secondary School	3,432,562	855,835	0
TOTAL	7,427,450	3,126,813	706,792



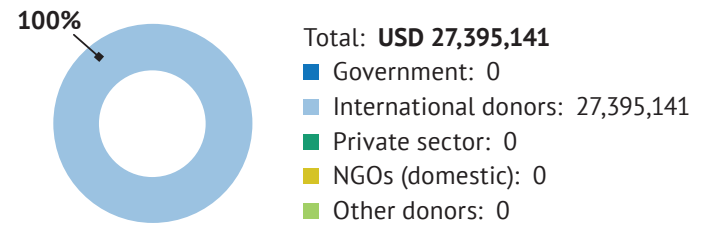
National Laws, Policies, and Standards

- 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

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

Prohibited food items
Alcoholic drinks, soft drinks, biscuits, chips, tobacco, pork, candy (and "everything that is harmful to health")

Food Sources

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

Special Notes: Population numbers from the UNESCO Institute of Statistics (UIS) were used to complete the 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...

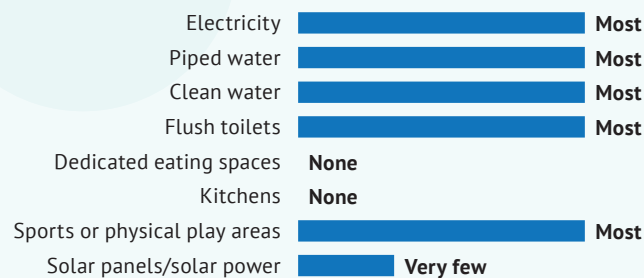
- On school grounds**
- To school age children**

Additional Information

At least ten nutritionists and/or dietitians employed by the World Food Program (WFP) were involved with the program during the 2022-2023 school year. Nutritional supplements or micronutrient powders containing iron, vitamin A, iodine, zinc, folic acid, calcium, and vitamin D were provided. Approaches used to prevent or mitigate overweight/obesity included physical education, health education, food and nutrition education, and the restriction of foods and/or beverages and their marketing to children on or near school grounds.

Infrastructure, Employment, and Complementary Features

Share of Schools with ...



Employment

Total number of cooks/caterers: **234**

- At least 100% paid
- 100% 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

Private companies were employed in food processing and transport, and nearly 800 employees of WFP and partner NGOs were responsible for the electronic voucher and ready-meals programs. Cooks/caterers also received special training in nutrition and food safety/hygiene. One of the goals of school feeding programs in Syria was to support women (many of whom are breadwinners for their families) by providing job opportunities as workers in sandwich preparation kitchens. WFP aimed to build the capabilities of partners by providing training courses and raising workers' qualifications; accordingly, some female workers were given administrative roles within sandwich manufacturing units. Many job opportunities were also provided to youth groups to perform tasks such as food transportation and distribution.

Environmental Sustainability

Targeted climate-friendly foods

- Yes No **No response**

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

Efforts to reduce the distance between schools and where the school food was produced included an increase in local procurement, local production, and modifications to the menu.

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

In the 2022-2023 school year, school feeding activities in Syria were affected by a natural disaster, as well as supply chain disruptions. These events caused some schools to close for more than one month and the temporary cessation of school feeding operations in some schools/regions. As a result of these emergencies, the accessibility (availability and affordability) of food for the program slightly decreased, and there was a slight increase in labor costs—though the budget from donor sources also increased.

Successes and Challenges

Successes

1. The program contributed to a reduction in the rate of school dropout;
2. Reduced the rate of absenteeism from school;
3. Contributed to nutritional support for children.

Challenges

1. There was a lack of funding, which led to a decline in the number of targeted students, a reduction in the amounts provided to schools, and an inability to include new schools within the program.

Snack program for date maamoul + ready-to-eat sandwich program + electronic voucher program for B-class students

Management

- Lead implementer(s): Ministry of Education and World Food Program
- Other
- Implementing partner procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	—	—
Primary School	706,792	48%	52%
Secondary School	0	—	—
TOTAL	706,792	48%	52%

Foods and Beverages

- Refined/milled grains
- Legumes
- Eggs
- Dairy
- Poultry and game meat
- Red meat
- Processed meat
- Deep orange vegetables and tubers
- Fruits
- Dark green leafy vegetables
- Cruciferous vegetables
- Other 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 reduce hunger
- To meet nutritional and/or health goals

Modalities of Providing Students With Food

- In-school snacks
- Take-home rations

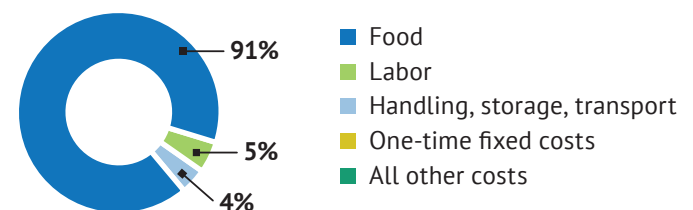
Frequency and Duration

- 5 times per week for the date maamoul and ready-to-eat sandwich programs, and monthly for the electronic voucher program for B-class students
- During the school year

Targeting

- Geographic, grade levels (targeting grades 1-6 for in-school snacks and 1-8 for take-home rations), school type, and taking into account the severity of poverty and nutritional deficiency.

Expenses



Food Sources

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

Additional Information

Coordination of the program was carried out between the Ministry of Education, the Ministry of Foreign Affairs and Expatriates, the Ministry of Social Affairs and Labor, the Ministry of Health, and the Supreme Relief Committee. This coordination ensured the program's success to the fullest extent in cooperation with the World Food Program. Students' preferences were taken into account by putting in place a set of feedback mechanisms to hear the opinions of students as well as parents, and these opinions were taken into account in the program design and development process. The community (parents and others) was engaged through optional dialogue/discussion sessions designed to gather feedback on the pros and cons of school feeding.

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, Syria.

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