**Global Child Nutrition Foundation | Global Survey of School Meal Programs**

**KINGDOM OF eSwatini**

**School Meal Coverage (2022)**

All Primary and Secondary School-age Children

- 98% Receiving food
- 1% Enrolled, but not receiving food
- 1% Not enrolled

Only Enrolled Primary Students

- 100% Receiving food

**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 3,444,154**

- Government: 2,950,059
- International donors: 410,812
- Private sector: 0
- NGOs (domestic): 65,350
- Other donors: 17,933

- 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**

“Junk food”

**Food Sources**

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

**Special Notes:** Some population and enrollment numbers from the UNESCO Institute for Statistics (UIS) were used to complete this report.
### Infrastructure, Employment, and Complementary Features

#### Share of Schools with ...

<table>
<thead>
<tr>
<th>Feature</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity</td>
<td>Most</td>
</tr>
<tr>
<td>Piped water</td>
<td>Most</td>
</tr>
<tr>
<td>Clean water</td>
<td>Most</td>
</tr>
<tr>
<td>Flush toilets</td>
<td>Most</td>
</tr>
<tr>
<td>Dedicated eating spaces</td>
<td>Very few</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>Very few</td>
</tr>
</tbody>
</table>

#### Employment

Total number of cooks/caterers: **873**
- At least 100% paid
- 75-99% women

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

### Additional Information

#### 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

#### Private companies were employed in food trading and transport. Cooks/caterers received special training to meet a standard level of literacy. Small-scale farmers were directly engaged in the Home-Grown School Feeding (pilot program), providing products such as grains/cereals, legumes/pulses/nuts, eggs, green leafy vegetables, and other vegetables. These farmers received support such as school feeding-specific training, agriculture subsidies (including inputs), purchase agreements set prior to harvest (forward contracts), mobile or electronic payment options, advice/seeds/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 school meal program, and other agriculture extension efforts. There was a special focus on creating jobs or income-generating opportunities for women and youth small-scale farmers. Parents and other community members engaged with the programs by providing firewood, providing land for food production, and contributing labor to maintain the school gardens.
Successes and Challenges

Successes

1. Piloting of home grown school feeding to improve the school food basket.
2. Introduced the production and consumption of indigenous vegetables in some primary schools.
3. Initiated a process to migrate to the use of cleaner sources of fuel for cooking in schools.

Challenges

1. Soaring food, fuel, and fertilizer prices against a limited budget.
2. Shortages resulted in reduced quantities and suspension of some commodities which were part of the school food basket.
3. There were some concerns about food mismanagement in schools.

Environmental Sustainability

Targeted climate-friendly foods

- 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, contacts for alternative fuel suppliers were shared with the schools. Additional efforts to limit food waste included a workshop on post-harvest management and a workshop on food waste management (weighing food before cooking and considering food preferences); headteachers engaged students on menu design, and students were encouraged to provide feedback on the quality of meals. Uneaten/unusable food was composted on school grounds. In the Home-Grown School Feeding pilot program, efforts were made to modify the menu and increase local procurement and production in order to reduce the distance between schools and where the school food was produced.

Emergencies

Experienced disruptions to school feeding due to emergencies

- No

Strategies to address the impact of emergencies

- 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, both programs in eSwatini were affected by supply chain issues and extreme food price inflation, though all schools remained open and there were no interruptions to school feeding operations. Nevertheless, these emergencies decreased the accessibility (availability and affordability) of food for the programs, as there was a need for rationing of quantities and the suspension of certain commodities, which decreased the nutritional quality of meals. In the National School Feeding Programme, the increase in the cost of purchasing food was met with capacity building workshops to strengthen food production in schools, while in the Home-Grown School Feeding (pilot program), the increase in costs was met with an increased budget from donor sources.
National School Feeding Programme

Management
- Lead implementer(s): Ministry of Education and Training
- The national government managed the program (Centralized decision-making).
- National 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>4,300</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>Primary School</td>
<td>216,210</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>Secondary School</td>
<td>109,075</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>329,585</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Foods and Beverages
- Refined/milled grains
- Legumes
- Dairy
- Poultry and game meat
- Red meat
- Fish and shellfish
- Dark green leafy vegetables
- Cruciferous vegetables
- Other vegetables
- Deep-fried foods
- Sweets
- Liquid oils
- Salt
- 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 provide a social safety net
- 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
- 5 times per week
- During the school year

Targeting
- Targeting criteria based on grade levels and school types (e.g., only public pre-schools, primary, and secondary schools)

Expenses
- Food 88%
- Labor 10%
- Handling, storage, transport 2%
- One-time fixed costs
- All other costs

Food Sources
- 20% Purchased (domestic)
- 76% Purchased (foreign)
- 1% In-kind (domestic)
- 4% In-kind (foreign)

Additional Information
The National School Feeding Programme in eSwatini began operating in 1962. During the 2022 school year, a number of government ministries, departments, or agencies were directly involved, and World Vision was a key development partner.
Home-Grown School Feeding (pilot program)

Management
- Nutrition Unit of the Ministry of Education and Training and the World Food Program
- A multi-sectoral steering committee managed the program
- Implementing partner procured the food

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<td>Preschool</td>
<td>320</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>Primary School</td>
<td>12,506</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>Secondary School</td>
<td>11,135</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>23,961</strong></td>
<td><strong>50%</strong></td>
<td><strong>50%</strong></td>
</tr>
</tbody>
</table>

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Elements of Home-Grown School Feeding
- Objective for small-scale farmers to benefit from access to a stable market
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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 prevent or mitigate obesity
- To meet agricultural goals

Modalities of Providing Students With Food
- In-school meals

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

Targeting
- 50 schools (pre-primary, primary, and secondary) were targeted from all four regions in the country, representing different areas within each region.

Expenses

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Food</td>
<td>88%</td>
</tr>
<tr>
<td>Labor</td>
<td>10%</td>
</tr>
<tr>
<td>Handling, storage, transport</td>
<td>2%</td>
</tr>
<tr>
<td>One-time fixed costs</td>
<td></td>
</tr>
<tr>
<td>All other costs</td>
<td></td>
</tr>
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</table>

Food Sources
- 76% Purchased (domestic)
- 20% Purchased (foreign)
- 1% In-kind (domestic)
- 4% In-kind (foreign)

Additional Information
The Home-Grown School Feeding (pilot program) began operating in 2019. Student families paid partial prices and/or made voluntary in-kind contributions for the program.

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.

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