

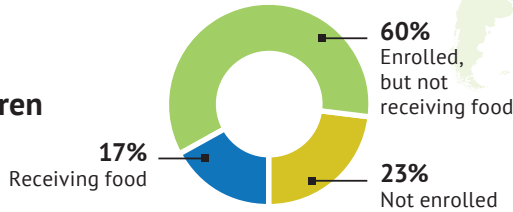


REPUBLIC OF  
**Burundi**

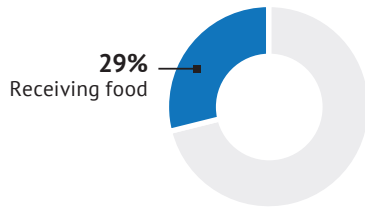


School Meal Coverage (2022-2023)

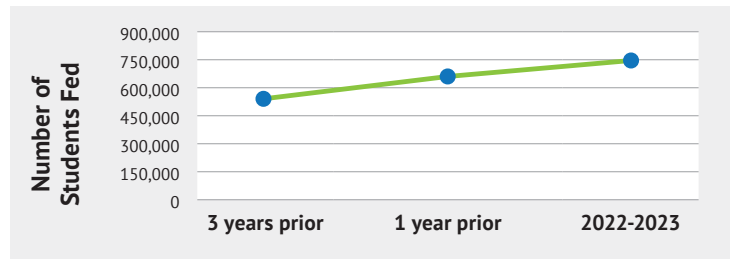
All Primary and Secondary School-age Children



Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	1,217,461	154,865	37,022
Primary School	2,321,785	2,412,352	706,548
Secondary School	1,785,951	749,820	0
<b>TOTAL</b>	<b>5,325,197</b>	<b>3,317,037</b>	<b>743,570</b>



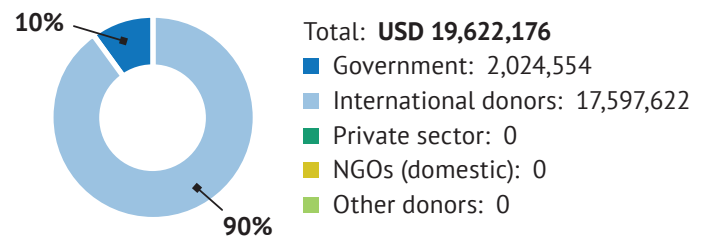
National Laws, Policies, and Standards

- 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



- 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 type="checkbox"/> Liquid oils                     |
| <input checked="" type="checkbox"/> Refined/milled grains | <input 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 type="checkbox"/> Fruits                                 | <input checked="" type="checkbox"/> Dairy milk           |
| <input type="checkbox"/> Nuts and seeds                   | <input checked="" type="checkbox"/> Dark green leafy vegetables | <input type="checkbox"/> Yogurt drink                    |
| <input type="checkbox"/> Eggs                             | <input 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 type="checkbox"/> Poultry and game meat            | <input type="checkbox"/> Deep-fried foods                       | <input type="checkbox"/> Tea                             |
| <input type="checkbox"/> Red meat                         | <input type="checkbox"/> Sweets                                 | <input type="checkbox"/> Other sugar-sweetened beverages |
| <input type="checkbox"/> Processed meat                   |   |  |

**Prohibited food items**  
None

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

**Special Notes:** Population and school enrollment numbers from the UNESCO Institute of Statistics (UIS) were used 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...

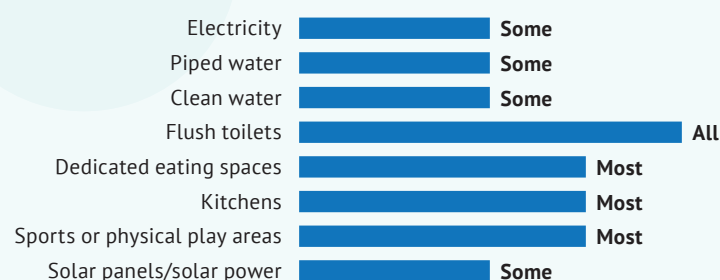
- On school grounds
- To school age children

## Additional Information

At least two nutritionists, employed by an implementing partner, were involved in the National School Food Program during the 2022–2023 school year. Nutritional supplements or micronutrient powders containing iron, vitamin A, and iodine were provided in the food. Several approaches were used to prevent or mitigate overweight/obesity, including nutritional requirements for food baskets, food and nutrition education, and physical education. Food items produced in school gardens were consumed by the students. Cooks/caterers involved in the program underwent special training or certification in food safety/hygiene and training on the usefulness, use, and maintenance of improved stoves.

## Infrastructure, Employment, and Complementary Features

### Share of Schools with ...



### Employment

Total number of cooks/caterers: **1,032,000**

- At least 0% paid
- 50-75% 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

Food was purchased through open-bid (competitive tendering) procedures, and small-scale farmers were involved in the school feeding program. Support provided to farmers included advice on how to avoid post-harvest losses (caused by insects, birds, rats, or deterioration); advice, seeds, or tools to promote the production of specific crops or foods for the school meal program; other agricultural extension efforts; training on school feeding; and purchase agreements set prior to harvest (forward contracts). The private sector was involved in school feeding through food trading and transport. More than half of the cooks/caterers were women, and they formed agricultural cooperatives to produce cereals and legumes which were sold in school canteens. Women were also trained in canteen management through committees. Parents volunteered to cook for the program on a rotating basis, with about 10 parents per day per school, and with some parents volunteering once per quarter.

## 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, alternative fuels such as briquettes were used. Use of sealed food storage, fumigation or pest control in the storage area, hermetic bags or a larger hermetic storage systems, and routine testing and monitoring of dry food storage were some of the methods used to reduce food loss. The implementation of monthly food delivery helped limit the quantity stored in schools, thereby reducing food loss due to inadequate infrastructure or degraded food supplies. Monthly monitoring and food management ensured efficient oversight of food distribution and storage in schools. Specific types of packaging, such as plastic or non-recyclables, were prohibited to limit packaging waste. Efforts were made to shorten the distance between food production and schools by increasing local procurement and production.

## 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

Significant inflation and food shortages disrupted school feeding operations in various regions of Burundi in the 2022-2023 school year. This led to increased operational costs which necessitated a higher budget allocation from local or national governments, notably for food procurement. Some schools faced flour shortages, resulting in children relying solely on beans for meals, though parents in other schools supplemented with sweet potatoes, yams, and sweet cassava. Strategies to respond to these emergencies included seeking alternative food sources, negotiating better prices with suppliers, and adjusting meal menus to manage the crisis effectively.

## Successes and Challenges

### Successes

1. Sponsorship of the National School Feeding Program by Burundi's First Lady.
2. The government's adoption of the National School Feeding Program.
3. Gradual increase in the budget dedicated to school feeding through the Finance Law.

### Challenges

1. Insufficient finances to ensure coverage of the target of 2.8 million children.
2. Low agricultural production, persistent food insecurity.
3. Non-involvement of certain administrative staff.
4. Incidents of mismanagement or corruption arise, though these have diminished with regular field monitoring and the use of a “school connect” device that tracks in real-time the quantity of food released from stocks relative to the number of students in each school.

# National School Food Program

(Programme National d’Alimentation Scolaire - PNAS)

## Management

- Lead implementer(s): World Food Programme (WFP); the Ministry of National Education and Scientific Research via the National Directorate of School Canteens (*Le Ministère de l’Education Nationale et de la Recherche Scientifique via La Direction Nationale des Cantines Scolaires*)
- Decision-making was both centralized and decentralized (semi-decentralized), in cooperation with an international donor agency or other implementing partner.
- Local government procured the food

## How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	37,022	52%	48%
Primary School	706,548	54%	46%
Secondary School	0	–	–
<b>TOTAL</b>	<b>743,570</b>	<b>53%</b>	<b>47%</b>

## Foods and Beverages

- ✓ Refined/milled grains
- ✓ Legumes
- ✓ Dairy
- ✓ Dark green leafy vegetables
- ✓ Other vegetables
- ✓ Salt
- ✓ Dairy milk

## 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

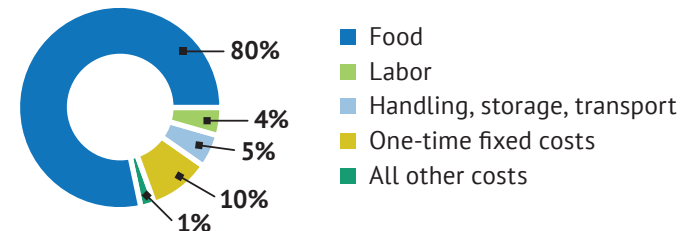
## Frequency and Duration

- 5 times per week
- During the school year

## Targeting

- Grade levels (preschool and primary – elementary school from 1st year to 9th year), school types, school characteristics (targeting schools with high levels of food insecurity, high dropout rates/low completion rates, high absenteeism rates, low accessibility, and existence of running water at or near the school)

## Expenses



## Food Sources

38% Purchased (domestic)      6% In-kind (domestic)  
52% Purchased (foreign)      5% In-kind (foreign)

## Additional Information

The National School Feeding Program was initiated in 2008, and by 2022-2023, the program operated in 860 public schools in Burundi. Parents committed to providing water and firewood and participated in preparing and distributing meals for their children during general assemblies. Food banks with food sourced from agricultural cooperatives or community granaries supported school canteens. Burundi’s school feeding initiative led to improved health and educational outcomes for students, while also fostering economic benefits through local canteen development and enhanced income for agricultural cooperatives. The Intersectoral Committee for the School Feeding Program (CIPAS) played a crucial role in managing and coordinating program activities.

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, Burundi.

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