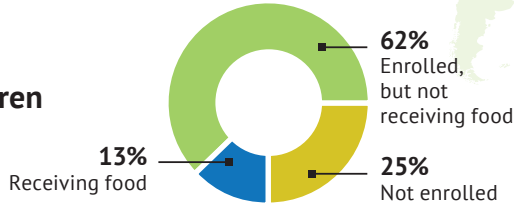


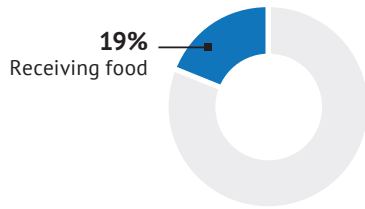


School Meal Coverage (2022-2023)

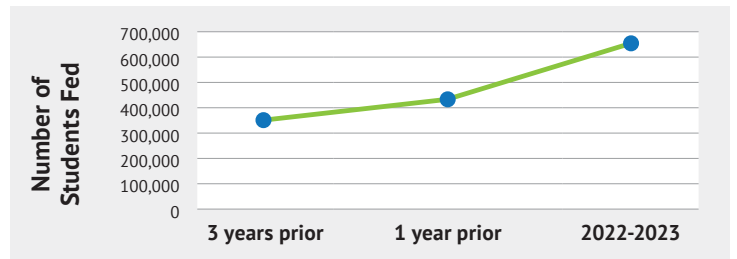
All Primary and Secondary School-age Children



Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	3,138,169	163,034	2,291
Primary School	3,706,415	2,989,233	565,484
Secondary School	1,346,414	796,877	90,397
TOTAL	8,190,998	3,949,144	658,172



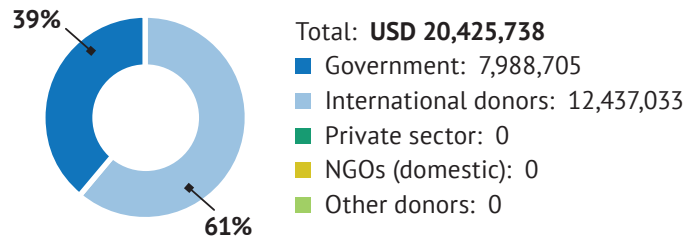
National Laws, Policies, and Standards

- 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 checked="" type="checkbox"/> Whole grains | <input checked="" 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 checked="" type="checkbox"/> Semi-solid and solid fats |
| <input checked="" type="checkbox"/> Blended grain-based products | <input checked="" type="checkbox"/> White roots and tubers | <input checked="" type="checkbox"/> Salt |
| <input checked="" type="checkbox"/> Legumes | <input type="checkbox"/> Fruits | <input type="checkbox"/> Dairy milk |
| <input checked="" 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 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 checked="" type="checkbox"/> Red meat | <input type="checkbox"/> Sweets | <input type="checkbox"/> Other sugar-sweetened beverages |
| <input type="checkbox"/> Processed meat | | |

Prohibited food items

Pork and dog, donkey, and horse meat.

Food Sources

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

Special Notes: None

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...

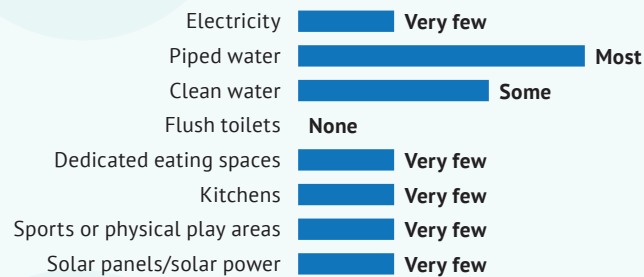
- On school grounds**
- To school age children**

Additional Information

The National School Feeding Program focused on preventing or mitigating overweight/obesity through food and nutrition education and physical education. In the Food for Education program, students received rice and flour fortified with iron and vitamin B12, along with nutritional supplements or micronutrient powders containing vitamin A and delivered in forms such as pills or drops. This program also addressed overweight/obesity prevention through nutritional requirements for food baskets and food and nutrition education. The School Canteen program, supported by at least four nutritionists, provided sardines fortified with iodine, zinc, calcium, and vitamins A, B6, and D, while also emphasizing food and nutrition education and adherence to recommended portion sizes to prevent overweight/obesity.

Infrastructure, Employment, and Complementary Features

Share of Schools with ...



Employment

Total number of cooks/caterers: **8,701**

- Percent paid: Unknown
- 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

In the National School Feeding Program, students' families provided in-kind contributions, and small and medium/large-scale farmers were engaged, with small-scale farmers receiving support to prevent post-harvest losses. In the Food for Education Program, students' families also provided in-kind contributions, and while farmers were not directly involved, the private sector participated in food trade, transport, and technical assistance. In the School Canteen Program, small-scale farmers received preferential treatment, and students' families provided firewood, water, and construction support. Across all three programs, students' eating habits were considered when setting the menu.

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

In the National School Feeding Program, students were required to provide firewood or charcoal. To avoid food waste, School Management Committees were established, and cooks were trained in food stock management and preservation. The Food for Education Program used wood or charcoal stoves (without expecting students to supply the fuel) and employed improved stoves to reduce fuel usage. The program additionally avoided food waste by adhering to daily rations based on the number of students present, and school garden produce was consumed by students and sold. Similarly, the School Canteen Program required students to provide fuel and mitigated this need by using improved stoves. It further prevented food waste with the use of wooden pallets for food storage, proper verification and ventilation of storage areas, and quality control. This program also aimed to minimize the distance between food production and the school by introducing cash transfers and enabling committees to buy locally produced food. School garden produce in this program was also consumed by students and sold in local markets to support mothers’ needs.

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 three school feeding programs faced various challenges due to emergencies in the 2022-2023 school year. The National School Feeding Program was heavily affected by conflict, leading to the closure of some schools and the cessation of school feeding operations to this day. The Food for Education Program faced slow-onset emergencies, conflict, health pandemic, and extreme food price inflation; nevertheless, it kept all schools open and continued its feeding operations without significant impacts on food accessibility. In contrast, the School Canteens Program was impacted by economic/financial crisis, conflict, and extreme food price inflation, resulting in the closure of some schools and the temporary or year-long cessation of feeding operations in some regions.

Successes and Challenges

Successes

1. The institutional anchoring of school feeding through the adoption of legislative and regulatory texts;
2. Regular funding of the National School Feeding Program;
3. Partner support through the program by implementing new activities such as the school nutrition initiative (NUTRISCHOOL) and the purchase of local food supplies for school canteens.

Challenges

1. Establishment of a formal link between local producers and canteens;
2. Implementation of school gardens and field schools to support food diversification in canteens;
3. Sustainability of school canteens through the increase in resources allocated to school feeding;
4. The dissemination of texts governing school feeding to stakeholders, in particular the school canteen management procedure manual.

National School Feeding Program

(Programme National d'Alimentation Scolaire)

Management

- Lead implementer(s): National Directorate of Basic Education
- The program was in transition between centralized and decentralized decision-making (Semi-decentralized).
- Individual schools procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	535	51%	49%
Primary School	334,050	45%	55%
Secondary School	85,009	43%	57%
TOTAL	419,594	45%	55%

Foods and Beverages

- Whole grains
- Refined/milled grains
- Blended grain-based products
- Legumes
- Nuts and seeds
- Red meat
- Fish and shellfish
- Deep orange vegetables and tubers
- White roots and tubers
- Dark green leafy vegetables
- Liquid oils
- Semi-solid and solid fats
- 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 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

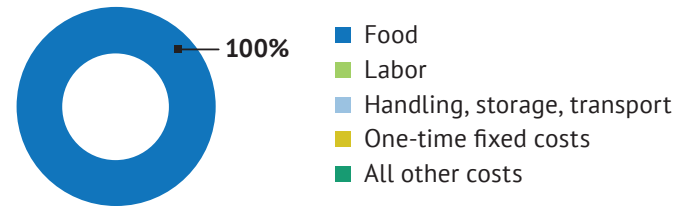
Frequency and Duration

- 5 times per week
- During the school year

Targeting

- Geographic, grade levels (pre-school, primary, and secondary), and school type

Expenses



Food Sources

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

Additional Information

The program, established in 2009, has a consultation framework for school feeding which serves as its inter-sectoral coordination body in which relevant stakeholders meet monthly. The community contributed to the program through labor, firewood, condiments, and constructing canteen infrastructure. Civil society played a role in raising awareness and mobilizing the community around school feeding. Student preferences and eating habits were considered when setting the menu.

WFP school canteen program

(Programme de cantines scolaires du PAM)

Management

- Lead implementer(s): World Food Program (WFP)
- An international donor agency or other implementing partner managed the program.
- Individual schools procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	–	–
Primary School	155,960	48%	52%
Secondary School	0	–	–
TOTAL	155,960	48%	52%

Foods and Beverages

- Whole grains
- Legumes
- Red meat
- Fish and shellfish
- Deep orange vegetables and tubers
- White roots and tubers
- Dark green leafy 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 address gender-specific challenges
- To reduce hunger
- To meet nutritional and/or health goals
- To meet agricultural goals

Modalities of Providing Students With Food

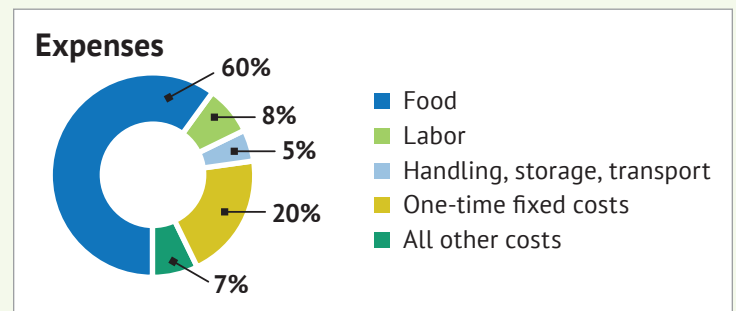
- In-school meals

Frequency and Duration

- 5 times per week
- During the school year

Targeting

- Geographic (food insecure and conflict areas), grade levels, (primary), school type, and gender



Food Sources

95% Purchased (domestic)
5% Purchased (foreign)

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

Additional Information

The program started operating in 1962. Job creation and income-generating opportunities were integrated with other WFP activities such as asset creation and support for small producers, and community-level gardening activities were implemented where feasible. The community was actively involved in the project, ensuring proper canteen management through the school management committee. Civil society engaged in training and decision-making at both central and decentralized levels.

McGovern Dole Food for Education and Child Nutrition Project - Jigiya IV

Management

- Lead implementer(s): Catholic Relief Services (CRS)
- An international donor agency or other implementing partner managed the program.
- National government procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	1,756	53%	47%
Primary School	75,474	49%	51%
Secondary School	5,388	50%	50%
TOTAL	82,618	49%	51%

Foods and Beverages

- Whole grains
- Refined/milled grains
- Legumes
- Deep orange vegetables and tubers
- Dark green leafy 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 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
- Take-home rations

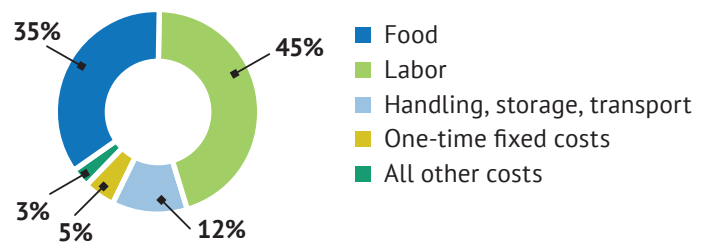
Frequency and Duration

- 5 times per week (in-school meals); and biannually (take-home rations)
- During the school year

Targeting

- Geographic (food insecure and rural areas), grade levels (pre-school and primary school), school type, and (for take-home rations) individual record of school attendance

Expenses



Food Sources

- 11% Purchased (domestic)
- 89% Purchased (foreign)
- 0% In-kind (domestic)
- 0% In-kind (foreign)

Additional Information

The program started operating in 2007. It focused on creating income-generating activities for women through community savings groups aimed at increasing their earnings. The community received support for implementing School Management Committees (CGS) and also contributed with in-kind and cash donations and the building of storage facilities and kitchens. Civil society support was evident through the involvement of village chiefs and religious leaders in raising awareness for behavioral change, training of stakeholders by local NGOs, assistance from the diaspora, and engagement of young people in various 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 for more information.

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

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