

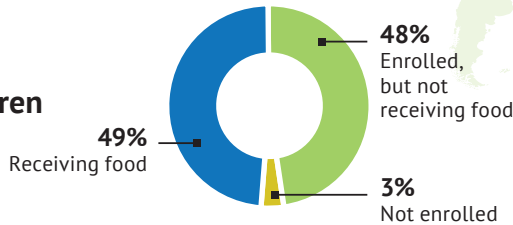


# Mongolia

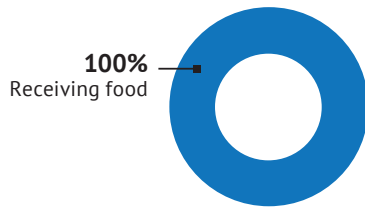


## School Meal Coverage (2022-2023)

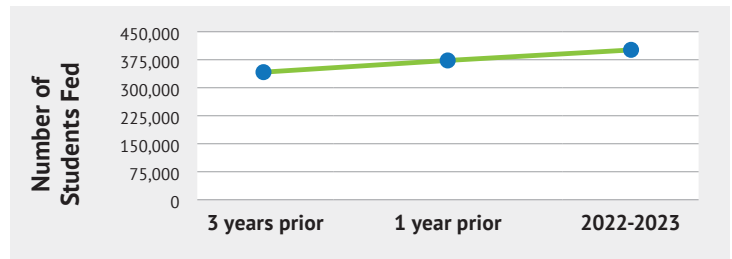
### All Primary and Secondary School-age Children



### Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	311,450	237,183	0
Primary School	389,763	372,471	382,002
Secondary School	388,641	379,431	0
<b>TOTAL</b>	<b>1,089,854</b>	<b>989,085</b>	<b>382,002</b>



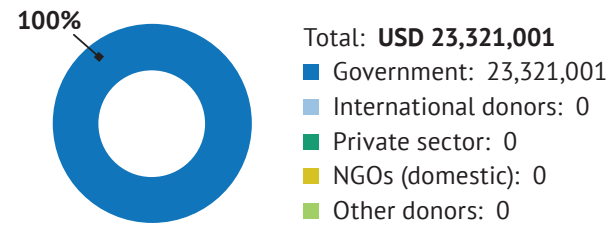
## National Laws, Policies, and Standards

- National school feeding policy
- Nutrition
- Health
- Food safety
- Smallholder farms
- Agriculture (apart from smallholders)
- Climate/environment policy
- Private sector involvement
- Other policy

### 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

- 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

High-fat fried foods, fast foods, salty foods, sweet drinks, and carbonated beverages

### 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...

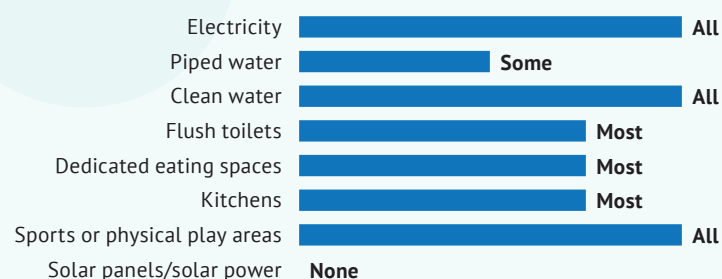
- On school grounds**
- To school age children**

## Additional Information

About 187 nutritionists were engaged in the School Lunch Program in Mongolia. Meat, milk, and dairy products were commonly used in school kitchens, and produce from school gardens was consumed by students. The amount of salt used in school meals was restricted, and beverages with non-nutritive or artificial sweeteners were not made available to students. Several approaches were used to prevent or mitigate overweight/obesity, including nutritional requirements for school menus, food and/or beverage restrictions on or near school grounds, the limitation of food and/or beverage marketing to children, and the provision of several types of education (food and nutrition, health, and physical education).

## Infrastructure, Employment, and Complementary Features

### Share of Schools with ...



## Employment

Total number of cooks/caterers: **2,466**

- At least 100% 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

Open-bid (competitive tendering) procedures were followed for procurement in the School Lunch Program, and small-scale farmers/small farmer organizations/small companies did successfully compete. The private sector was involved in food trade, food transport, and the sale or rental of supplies (e.g., utensils, equipment) to the program. Cooks received special training in nutrition, portions/measurements, menu planning, food safety/hygiene, and business/management.

## 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

The School Lunch Program has been moving away from charcoal or wood stoves by improving access to electricity and shifting toward the use of electrical appliances in school kitchens. Efforts to reduce the distance between where the school food is produced and the school have included increases in local production, local processing capacity, and local procurement.

## 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

Mongolia experienced supply chain issues, extreme food price inflation, and a health epidemic/pandemic during the 2022-2023 school year. Nevertheless, there were no interruptions to school feeding operations during the year. In some cases, alternative (domestically produced) foods were introduced to replace imported staple foods.

## Successes and Challenges

### Successes

1. The School Food Manufacturing Services Act was passed in 2019.
2. The “lunch” program has been transferred to the “school meal” program.
3. International projects effectively support children and address their food needs.

### Challenges

1. Human resources (i.e., professional staff) were limited.
2. There was a lack of kitchen equipment.
3. The school food environment can be improved.
4. An increase in the price of fuel during the 2022-2023 school year triggered an increase in the price of food and other raw materials.

# School Lunch Program

## Management

- Lead implementer(s): Ministry of Education and Science
- The national government managed the program (Centralized decision-making).
- Individual schools procured the food

## How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	—	—
Primary School	382,002	49%	51%
Secondary School	0	—	—
<b>TOTAL</b>	<b>382,002</b>	<b>49%</b>	<b>51%</b>

## Foods and Beverages

- Whole grains
- Refined/milled grains
- Blended grain-based products
- Legumes
- Nuts and seeds
- Eggs
- Dairy
- Poultry and game meat
- Red meat
- Deep orange vegetables and tubers
- White roots and tubers
- Fruits
- Dark green leafy vegetables
- Other vegetables
- Liquid oils
- Salt
- Dairy milk
- Yogurt drink
- Other fruit drink
- 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
- To meet agricultural goals

## Modalities of Providing Students With Food

- In-school meals

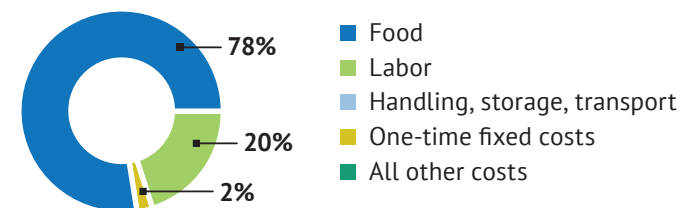
## Frequency and Duration

- 5 times per week
- During the school year

## Targeting

- Grade levels (students of grades 1-5 of primary school)

## Expenses



## Food Sources

- 73% Purchased (domestic)
- 27% Purchased (foreign)
- 0% In-kind (domestic)
- 0% In-kind (foreign)

## Additional Information

A school snack program began in Mongolia in 2006, while the lunch program was introduced in 2021. The school menu reflects pupils' opinions and food preferences.

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