

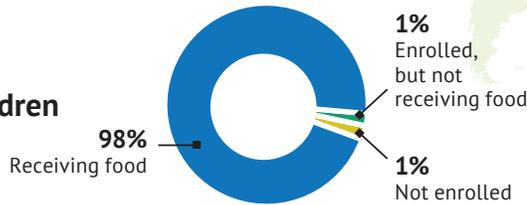


KINGDOM OF eSwatini

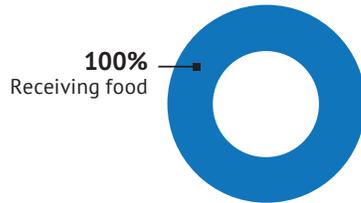


School Meal Coverage (2022)

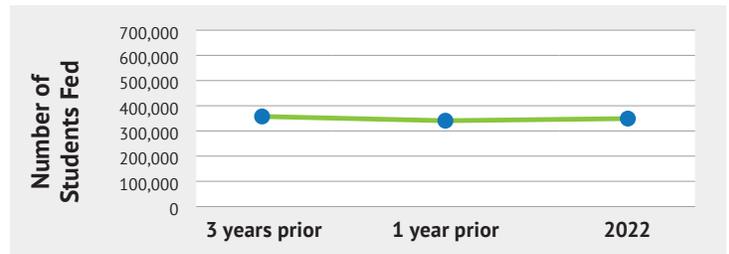
All Primary and Secondary School-age Children



Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	83,827	0	4,620
Primary School	227,410	227,410	228,716
Secondary School	130,008	118,191	120,210
TOTAL	441,245	345,601	353,546



National Laws, Policies, and Standards

National school feeding policy

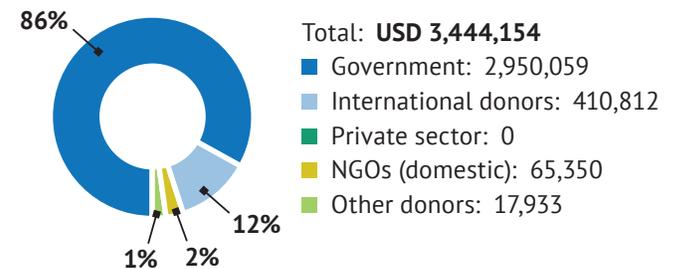
– eSwatini does not have a School Feeding Policy but a School Feeding Framework. The practice is that there is an overarching Ministry of Education and Training Policy from which departments develop their operational guidelines.

- 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 checked="" type="checkbox"/> Fish and shellfish | <input checked="" 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 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 checked="" type="checkbox"/> Deep-fried foods | <input checked="" type="checkbox"/> Tea |
| <input checked="" type="checkbox"/> Red meat | <input checked="" type="checkbox"/> Sweets* | <input type="checkbox"/> Other sugar-sweetened beverages |
| <input type="checkbox"/> Processed meat | | |

Prohibited food items "Junk food"

Food Sources

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

* This is in the form of sugar added to mixed dishes.

Special Notes: Some population and enrollment numbers from the UNESCO Institute for 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...

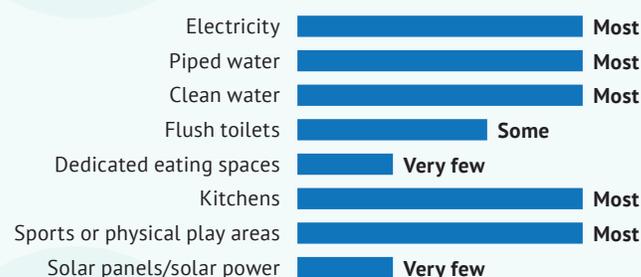
- On school grounds**
- To school age children**

Additional Information

During the 2022 school year, at least two nutritionists, employed by the national government, were involved with school feeding operations. Cooking oil and salt were fortified with iodine and vitamins A and D. Products from school gardens were partly consumed by students and partly sold. Very few foods served in the school feeding program were in packaged/processed form, though beverages with non-nutritive or artificial sweeteners were available to students at school (though not provided through the school meal program). Overweight/obesity is considered a problem in eSwatini, and efforts to prevent or mitigate overweight/obesity included the restriction of food and/or beverages on or near school grounds, marketing limitations to children, and the provision of nutritional requirements for school menus as well as several types of education (health, food and nutrition, and physical education).

Infrastructure, Employment, and Complementary Features

Share of Schools with ...



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

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 trading and transport. Cooks/caterers were required to meet a standard level of literacy to be engaged; once recruited, they then received relevant on-the-job training. 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.

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, 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

- 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

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.

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. Hikes in food prices coupled with budgetary constraints 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.

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

School Level	# of Students	% Girls	% Boys
Preschool	4,300	49%	51%
Primary School	216,210	49%	51%
Secondary School	109,075	52%	48%
TOTAL	329,585	50%	50%

Foods and Beverages

- Refined/milled grains
- Legumes
- Dairy
- Poultry and game meat
- Red meat
- Fish and shellfish
- Fruits
- Dark green leafy vegetables
- Cruciferous vegetables
- Other vegetables
- Deep-fried foods
- Sweets*
- Liquid oils
- Salt
- Tea

* This is in the form of sugar added to mixed dishes.

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

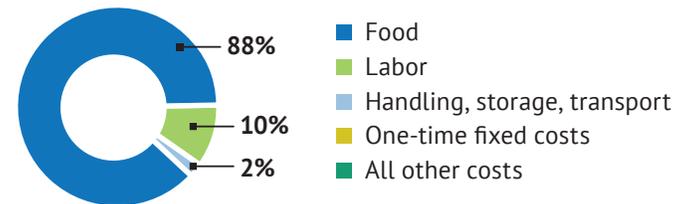
Frequency and Duration

- 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 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 Food Programme 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

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	320	49%	51%
Primary School	12,506	49%	51%
Secondary School	11,135	52%	48%
TOTAL	23,961	50%	50%

Foods and Beverages

- Refined/milled grains
- Legumes
- Eggs
- Dairy
- Poultry and game meat
- Red meat
- Fruits
- Dark green leafy vegetables
- Cruciferous vegetables
- Other vegetables
- Deep-fried foods
- Sweets
- Liquid oils
- Salt

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

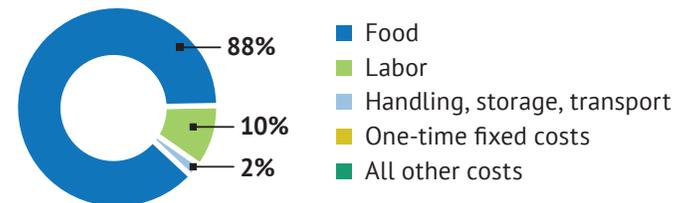
Frequency and Duration

- 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



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. At the secondary school level, parents paid a certain fee for the Home-Grown School Feeding (pilot program) and the National School Feeding Programme, yet at primary school level, the fees were subsidized by government with no financial contribution from the parents.

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