

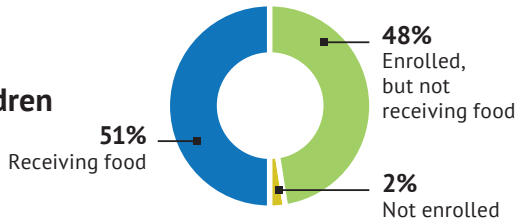


## FEDERAL DEMOCRATIC REPUBLIC OF Nepal

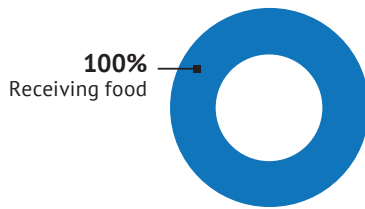


### School Meal Coverage (2022-2023)

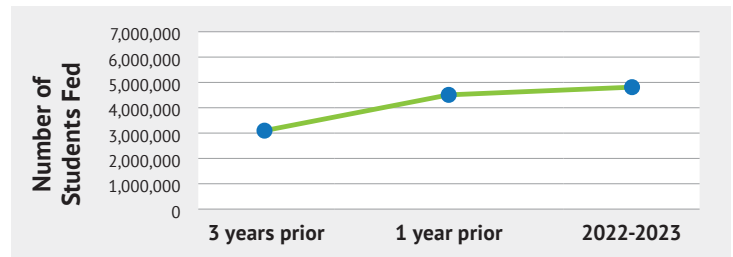
#### All Primary and Secondary School-age Children



#### Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	1,174,245	1,010,195	1,208,425
Primary School	2,933,651	3,485,293	3,610,603
Secondary School	4,185,961	3,512,976	0
<b>TOTAL</b>	<b>8,293,857</b>	<b>8,008,464</b>	<b>4,819,028</b>



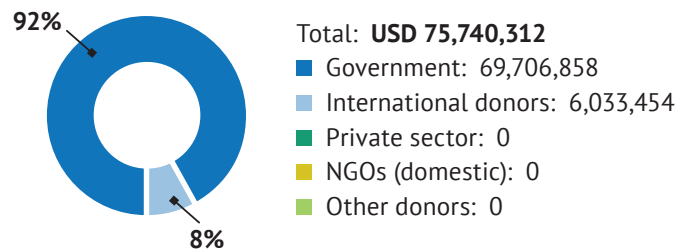
### National Laws, Policies, and Standards

- 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 checked="" type="checkbox"/> <b>Whole grains</b>                 | <input type="checkbox"/> Fish and shellfish                            | <input checked="" type="checkbox"/> <b>Liquid oils</b>               |
| <input checked="" type="checkbox"/> <b>Refined/milled grains</b>        | <input type="checkbox"/> Deep orange vegetables and tubers             | <input checked="" type="checkbox"/> <b>Semi-solid and solid fats</b> |
| <input checked="" type="checkbox"/> <b>Blended grain-based products</b> | <input checked="" type="checkbox"/> <b>White roots and tubers</b>      | <input checked="" type="checkbox"/> <b>Salt</b>                      |
| <input checked="" type="checkbox"/> <b>Legumes</b>                      | <input checked="" type="checkbox"/> <b>Fruits</b>                      | <input checked="" type="checkbox"/> <b>Dairy milk</b>                |
| <input type="checkbox"/> Nuts and seeds                                 | <input checked="" type="checkbox"/> <b>Dark green leafy vegetables</b> | <input type="checkbox"/> Yogurt drink                                |
| <input checked="" type="checkbox"/> <b>Eggs</b>                         | <input type="checkbox"/> Cruciferous vegetables                        | <input type="checkbox"/> 100% fruit juice                            |
| <input checked="" type="checkbox"/> <b>Dairy</b>                        | <input checked="" type="checkbox"/> <b>Other vegetables</b>            | <input type="checkbox"/> Other fruit drink                           |
| <input checked="" type="checkbox"/> <b>Poultry and game meat</b>        | <input checked="" type="checkbox"/> <b>Deep-fried foods</b>            | <input type="checkbox"/> Tea   |
| <input checked="" type="checkbox"/> <b>Red meat</b>                     | <input type="checkbox"/> Sweets  | <input type="checkbox"/> Other sugar-sweetened beverages             |
| <input type="checkbox"/> Processed meat                                 |  |  |

#### Prohibited food items "Junk foods"

#### Food Sources

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

**Special Notes:** Population and 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...

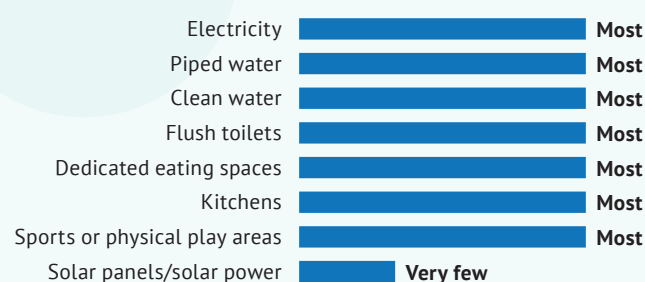
- On school grounds
- To school age children

### Additional Information

The Food for Education Project (FFEP) served rice and vegetable oil fortified with iron, zinc, folic acid, thiamin, niacin, and vitamins A, B6, and B12. The FFEP and the Midday Meals Program aimed to prevent overweight and obesity through various measures. These included setting nutritional standards for food baskets, establishing restrictions on food and beverage sales on or near school premises, limiting marketing to children, and providing education on food, nutrition, health, and physical activity. In contrast, the School Day Meal Program did not take steps to address obesity.

## Infrastructure, Employment, and Complementary Features

### Share of Schools with ...



### Employment

Total number of cooks/caterers: **32,753**

- At least 75-99% paid
- 25-50% 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

The School Day Meal Program, the Food for Education Project (FFEP), and the Midday Meals Program all involved small-scale farmers. In both the FFEP and the Midday Meals Program, these farmers benefited from agricultural subsidies, advice or tools to prevent post-harvest losses, and initiatives to promote the production of specific crops, and the FFEP also included forward contracts for farmers. The private sector participated in food trading, transport, the sale or rental of supplies, and sometimes catering. In the FFEP and some schools in the Midday Meals Program, students' families contributed by transporting food and fuel to the schools.

## 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 Day Meal Program, the FFEP, and the Midday Meals Program all featured kitchens with both piped and non-piped water and gas stoves. The School Day Meal Program also had closed cooking areas. The FFEP and Midday Meals Program had open or closed cooking areas, secured and unsecured storage, electricity, charcoal/wood stoves, gas stoves, and electric stoves. Students provided fuel for charcoal/wood stoves. To reduce the use of fuel, the FFEP used fuel-efficient stoves, alternative fuels, and solar energy, while the Midday Meals Program used menus that required less cooking. Both programs raised awareness about food waste through student clubs, and school garden produce was consumed by students and sold.

## 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

In the 2022-2023 school year, school meal programs in Nepal all faced disruptions due to various emergencies. The School Day Meal Program was affected by natural disasters, economic crises, health epidemics, and extreme food price inflation; nevertheless, no schools were closed. Instead, 60 different menus, adapted to local geography, were introduced, which improved the nutritional quality of the school meals. The FFEP was impacted by the Covid-19 pandemic, leading to school closures and a two-week interruption in school feeding operations. To address this emergency, the program provided take-home rations. In contrast, the Midday Meals Program faced disruptions due to natural disasters and health epidemics, which led to some schools closing and the suspension of school feeding operations in certain regions.

## Successes and Challenges

### Successes

1. Improved children's health;
2. Increased school attendance;
3. Reduced dropout rates.

### Challenges

1. Insufficient budget;
2. Procurement laws.

# School Day Meal Program

## Management

- Lead implementer(s): Schools
- Local governments managed the program (Decentralized decision-making).
- Local government procured the food

## How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	527,503	–	–
Primary School	736,077	–	–
Secondary School	0	–	–
<b>TOTAL</b>	<b>1,263,580</b>	<b>48%</b>	<b>52%</b>

## Foods and Beverages

- ✓ Whole grains
- ✓ Refined/milled grains
- ✓ Legumes
- ✓ Eggs
- ✓ Poultry and game meat
- ✓ Fruits
- ✓ Dark green leafy vegetables
- ✓ Deep-fried foods
- ✓ Semi-solid and solid fats
- ✓ 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 reduce hunger
- To meet nutritional and/or health goals
- To meet agricultural goals

## Modalities of Providing Students With Food

- In-school snacks

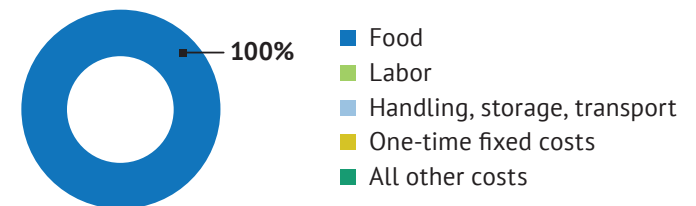
## Frequency and Duration

- 6 times per week
- During the school year

## Targeting

- Grade levels (from early childhood development to grade 5)

## Expenses



## Food Sources

- 97% Purchased (domestic)
- 0% Purchased (foreign)
- 0% In-kind (domestic)
- 3% In-kind (foreign)

## Additional Information

The program began operating in 2020, with the Ministry of Education and the Ministry of Agriculture serving as intersectoral coordination bodies.

# Food for Education Project (FFEP)

## Management

- Lead implementer(s): Ministry of Education, Science and Technology (MoEST), Food for Education Project
- The national government managed the program (Centralized decision-making).
- Implementing partner procured the food

## How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	39,156	51%	49%
Primary School	202,465	54%	46%
Secondary School	0	–	–
<b>TOTAL</b>	<b>241,621</b>	<b>54%</b>	<b>46%</b>

## Foods and Beverages

- Whole grains
- Legumes
- Eggs
- Dairy
- White roots and tubers
- Fruits
- 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

## Modalities of Providing Students With Food

- In-school meals
- Take-home rations

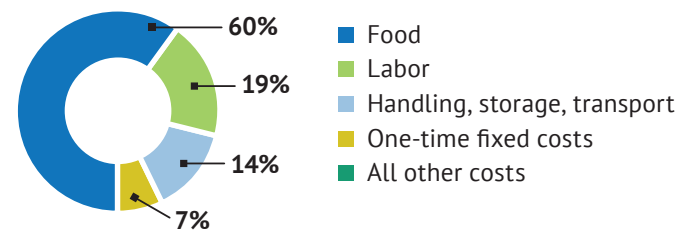
## Frequency and Duration

- 6 times per week (in-school meals); and quarterly (take-home rations only during times of emergency)
- Throughout the year

## Targeting

- School type and grade levels (early childhood education/ pre-primary classes to grade 5)

## Expenses



## Food Sources

30% Purchased (domestic)  
0% Purchased (foreign)

0% In-kind (domestic)  
70% In-kind (foreign)

## Additional Information

The program began in 1998. During the Covid-19 pandemic, it provided children with take-home rations consisting of whole grains, legumes, liquid oils, and salt. The program also placed an emphasis on involving women in jobs and other income-generating activities, particularly as cooks and smallholder farmers.

# Midday Meals Program

## Management

- Lead implementer(s): Centre for Education and Human Resource Development of the Ministry of Education, Science and Technology (MoEST); Local governments
- The program was managed with both centralized and decentralized decision-making (Semi-decentralized).
- Individual schools procured the food

## How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	641,766	49%	51%
Primary School	2,672,061	51%	49%
Secondary School	0	–	–
<b>TOTAL</b>	<b>3,313,827</b>	<b>51%</b>	<b>49%</b>

## Foods and Beverages

- Whole grains
- Blended grain-based products
- Legumes
- Eggs
- Dairy
- Poultry and game meat
- Red meat
- White roots and tubers
- Fruits
- Dark green leafy vegetables
- Other 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

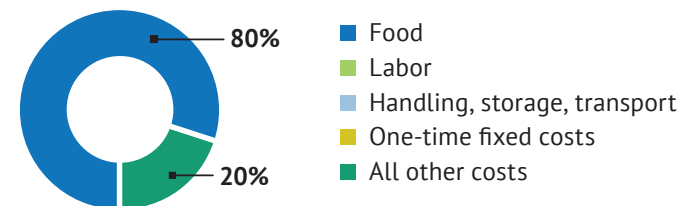
## Frequency and Duration

- 6 times per week
- During the school year

## Targeting

- School type and grade levels (early childhood education/ pre-primary classes to grade 5)

## Expenses



## Food Sources

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

## Additional Information

The program began operating in 1998. Program regulations mandate the inclusion of women in the School Management Committee (SMC), the primary management body overseeing school meals at the school level.

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