

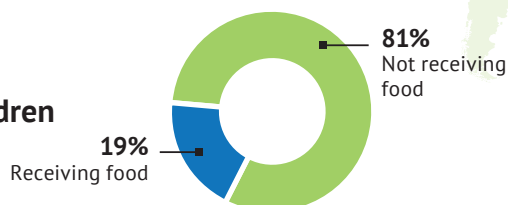


REPUBLIC OF
Yemen

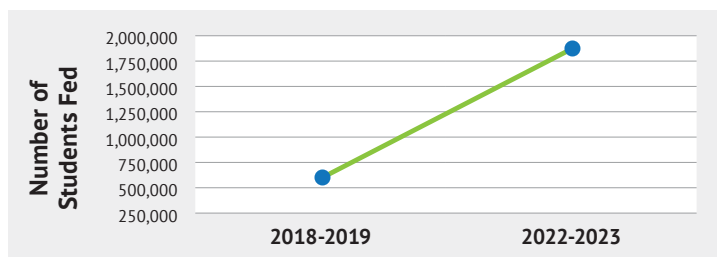


School Meal Coverage (2022-2023)

All Primary and Secondary School-age Children



School Level	Total	# Enrolled	# Receiving Food
Preschool	2,768,530	Unknown	Unknown
Primary School	5,204,280	Unknown	Unknown
Secondary School	4,611,346	Unknown	Unknown
TOTAL	12,584,156	Unknown	1,864,000



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

Total: **Unknown**

- Government: 0
- International donors: Unknown
- Private sector: Unknown
- NGOs (domestic): 0
- Other donors: 0

* Sources of funding included the World Food Programme (WFP), Hail Saaed Anaam Company, GIZ, and Yemen Aid.

- 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 checked="" type="checkbox"/> Deep orange vegetables and tubers | <input type="checkbox"/> Semi-solid and solid fats |
| <input checked="" type="checkbox"/> Blended grain-based products | <input type="checkbox"/> White roots and tubers | <input checked="" type="checkbox"/> Salt |
| <input type="checkbox"/> Legumes | <input checked="" type="checkbox"/> Fruits | <input type="checkbox"/> Dairy milk |
| <input type="checkbox"/> Nuts and seeds | <input 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 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 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...

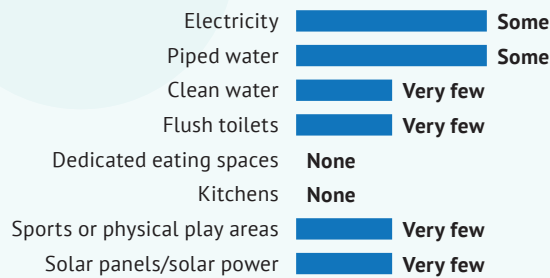
- On school grounds**
- To school age children**

Additional Information

The school feeding program served fortified food items containing iron, vitamin A, vitamin D and minerals. Several approaches were used to prevent or mitigate overweight/obesity, including food and nutrition education and health education. Beverages with non-nutritive or artificial sweeteners were not provided.

Infrastructure, Employment, and Complementary Features

Share of Schools with ...



Employment

Total number of cooks/caterers: **100**

- Percent paid: 100%
- 75-99% women

There was a focus on creating job opportunities for...

- Women**
- Youth**
- Other Groups**

Complementary Activities

- | | |
|--|--|
| <input checked="" type="checkbox"/> Handwashing with soap | <input type="checkbox"/> Hearing testing/treatment |
| <input checked="" type="checkbox"/> Height measurement | <input checked="" type="checkbox"/> Dental cleaning/testing |
| <input checked="" type="checkbox"/> Weight measurement | <input checked="" type="checkbox"/> Menstrual hygiene |
| <input type="checkbox"/> Testing for anemia | <input checked="" type="checkbox"/> Drinking water |
| <input checked="" type="checkbox"/> Deworming treatment | <input type="checkbox"/> Water purification |
| <input type="checkbox"/> Eye testing/eyeglasses | <input type="checkbox"/> School gardens |

Complementary Education Programs

- | | |
|---|---|
| <input checked="" type="checkbox"/> Food and nutrition | <input checked="" type="checkbox"/> Health |
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Reproductive health |
| <input type="checkbox"/> Environment/climate/sustainability | <input type="checkbox"/> HIV prevention |
| <input checked="" type="checkbox"/> Hygiene | <input type="checkbox"/> Physical education |
| | <input type="checkbox"/> Mental health |

Additional Information

During the 2022–23 school year, small-scale farmers were engaged in the Healthy Kitchen Project program, and approximately 100 cooks were employed, with more than half being women. Cooks also received special training in menu planning and food safety/hygiene.

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 feeding programs specifically targeted “climate-friendly” foods and involved the Quality and Metrology Agency to ensure that the materials and packaging used in the program were not harmful to children and were easy to collect.

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 2022-2023 school year, the school feeding program was impacted by an economic crisis and a teachers’ strike. These emergencies led to school closures in some regions and a two-month suspension of school feeding operations. As a result, food accessibility decreased slightly. However, there was no noticeable impact on operating costs, and there were no adjustments made in response to changes in food availability.

Successes and Challenges

Successes

1. Improved educational outcomes.
2. Reduced the financial burden on low-income families.
3. Enhanced food security.

Challenges

1. Frequent power outages.
2. Deteriorating water, sanitation, and hygiene conditions.
3. Absence of kitchens in schools.
4. Modest nutritional value of school meals.
5. Irregular meal schedules based on school days.
6. Failure to reach all target regions.

School Feeding Program (Biscuits)

Management

- Lead implementer(s): Ministry of Education - Executive Unit of School Feeding
- Program management: Other
- Implementing partner procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	Unknown	–	–
Primary School	Unknown	–	–
Secondary School	Unknown	–	–
TOTAL	1,864,648	47%	53%

Foods and Beverages

This program served biscuits. Specific food categories were not reported.

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 snacks

Frequency and Duration

- 5 times per week
- During the school year

Targeting

- Grade levels (from first grade to ninth grade); Geographic (targeting based on the level of poverty, the presence of marginalized groups, the extent of gender disparities, the prevalence of displaced people, and war zones)

Food Sources

20% Purchased (domestic)

1% In-kind (domestic)

30% Purchased (foreign)

50% In-kind (foreign)

Additional Information

The School Feeding Program (Biscuits) started in 2018. Approximately 40% of the food purchased was sourced locally. Despite the efforts of Ministry of Education employees and school feeding teams, inadequate funding led to a 30% reduction in targeted schools. This lack of support negatively impacted family incomes and left many students without food in critical circumstances. Parents were asked to provide meals during interruptions. Community involvement included the President of the Parents' Council and a member of the school's nutrition committee. Students participated in meal preparation, serving, and cleanup, while community members helped with meal distribution and nutrition monitoring. Major studies of the program highlighted its successes, such as increased school enrollment, improved attendance and concentration, provision of daily meals for children, and support for poor families. The International Food Policy Research Institute has conducted a study assessing the feasibility of current school feeding models in Yemen.

Healthy Kitchen Project

Management

- Lead implementer(s): Not reported
- An international donor agency or other implementing partner managed the program.
- Caterers procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	Unknown	—	—
Primary School	Unknown	—	—
Secondary School	Unknown	—	—
TOTAL	24,000	—	—

Foods and Beverages

- Refined/milled grains
- Blended grain-based products
- Deep orange vegetables and tubers
- Fruits
- 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

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Modalities of Providing Students With Food

- In-school meals
- In-school snacks

Frequency and Duration

- 5 times per week
- During the school year

Targeting

- Grade levels (from first grade to ninth grade); Geographic (targeting based on the level of poverty, the presence of marginalized groups, and the prevalence of displaced people)

Food Sources

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

Additional Information

The Healthy Kitchen Project began operating in Yemen in 2020, reaching children from first to ninth grade and providing them with locally sourced and freshly prepared school meals. Small-scale farmers sold grains/cereals, vegetables, and fruits directly to the program or schools or through farmer organizations. The community was engaged through the Distribution Committee, which helped with meal distribution and monitored nutrition progress. Efforts were made to reduce the distance between food production and schools by increasing local procurement and processing capacity.

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, Yemen.

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