

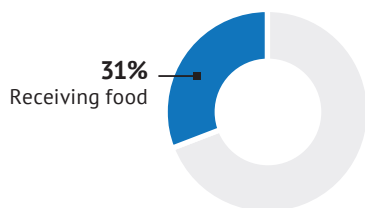


School Meal Coverage (2022-2023)

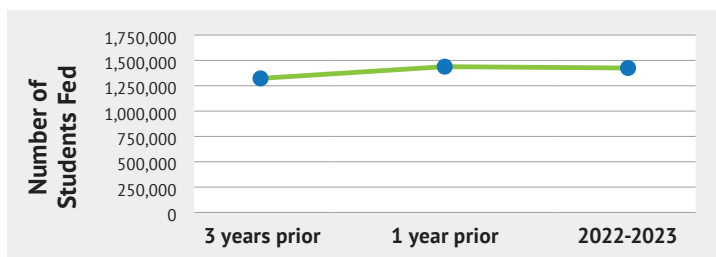
All Primary and Secondary School-age Children



Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	1,162,870	931,393	0
Primary School	4,494,658	3,849,133	1,207,137
Secondary School	3,638,859	2,890,928	235,660
TOTAL	9,296,387	7,671,454	1,442,797



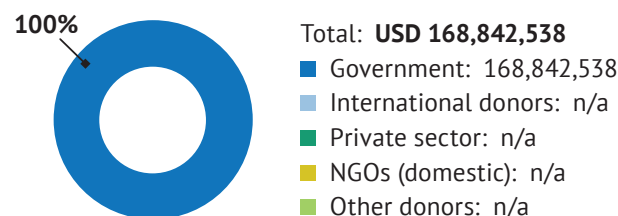
National Laws, Policies, and Standards

- 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

- | | | | |
|--|--|--|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole grains <input checked="" type="checkbox"/> Refined/milled grains <input type="checkbox"/> Blended grain-based products <input checked="" type="checkbox"/> Legumes <input checked="" type="checkbox"/> Nuts and seeds <input checked="" type="checkbox"/> Eggs <input checked="" type="checkbox"/> Dairy <input checked="" type="checkbox"/> Poultry and game meat <input checked="" type="checkbox"/> Red meat <input type="checkbox"/> Processed meat | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Fish and shellfish <input type="checkbox"/> Deep orange vegetables and tubers <input type="checkbox"/> White roots and tubers <input checked="" type="checkbox"/> Fruits <input type="checkbox"/> Dark green leafy vegetables <input checked="" type="checkbox"/> Cruciferous vegetables <input checked="" type="checkbox"/> Other vegetables <input checked="" type="checkbox"/> Deep-fried foods <input type="checkbox"/> Sweets | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Liquid oils <input checked="" type="checkbox"/> Semi-solid and solid fats <input checked="" type="checkbox"/> Salt <input checked="" type="checkbox"/> Dairy milk <input type="checkbox"/> Yogurt drink <input type="checkbox"/> 100% fruit juice <input type="checkbox"/> Other fruit drink <input checked="" type="checkbox"/> Tea <input checked="" type="checkbox"/> Other sugar-sweetened beverages | <p>Prohibited food items</p> <p>Meat and products derived from pork</p> <p>Food Sources</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Purchased (domestic) <input type="checkbox"/> Purchased (foreign) <input type="checkbox"/> In-kind (domestic) <input type="checkbox"/> In-kind (foreign) |
|--|--|--|---|

Special Notes: Morocco attaches great importance to school feeding, inspired by the observation that students who do not benefit from sufficient quality and quantity of food have more difficulty learning. The school feeding programs in Morocco are an integral part of a broader social support system, with complementary mechanisms aimed at removing barriers and easing access to education. In 1997, Morocco took over responsibility from the United Nations World Food Program for management and financing of the school meals program.

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...

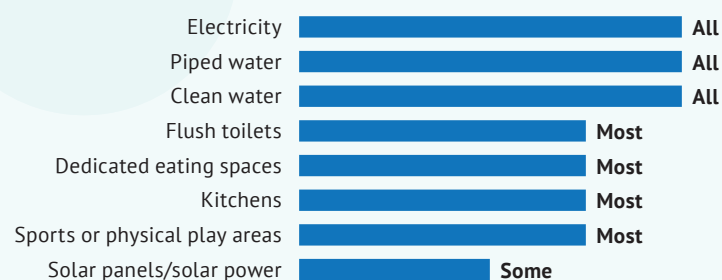
- On school grounds**
- To school age children**

Additional Information

Several approaches were used to limit overweight/obesity, including nutritional requirements for school menus, food and nutrition education, health education, and physical education. Morocco has also established a National School Nutrition Program called "Sehaty Fi Taghdiyati", which emphasizes the importance of nutrition in the fight for student health and academic success. This program aimed to raise awareness and guide students (and their parents) to adopt balanced diets and healthy lifestyles.

Infrastructure, Employment, and Complementary Features

Share of Schools with ...



Employment

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

- Percent paid: Unknown
- Percent women: Unknown

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

Food for the Primary School Canteens Snack Program was purchased through open-bid (competitive tendering) procedures. Private sector companies were employed for the trading, preparation, processing, transport, and catering of food and in the provision of utensils/equipment. Young winners of catering contracts could benefit from business creation assistance programs. Parents' associations contributed to the management of educational establishments through management committees.

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

School feeding programs in Morocco emphasize fresh, local products that were produced using sustainable, quality production methods. This is in harmony with the new national development strategy for the agricultural sector, “Green Generation 2020-2030”, which aims to consolidate achievements made by the “Green Morocco Plan” through pursuit of resilient and sustainable agriculture, taking into consideration the specificities and assets of each region. Efforts to limit food waste included the implementation of a procedural guide for delegated catering management. Produce from school gardens was used to anchor the environmental education program.

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, Morocco was affected by an economic/financial crisis and extreme food price inflation. Nevertheless, there were no interruptions to school operations or school feeding. Several strategies were implemented in response to these emergencies, including the negotiation of better prices with existing suppliers, seeking alternative food sources or suppliers, and changes in the feeding modality. The Ministry of National Education, Preschool and Sports and the Ministry of Finance are studying the possibility of increasing restoration costs. A positive development from the response to these emergencies is that the increase in catering funding will make it possible to further improve the quality of service and provide healthy, nutritious, and integrated meals.

Successes and Challenges

Successes

1. Equal opportunities for schooling in the education system.
2. Fight against abandonment and school dropout in rural areas.
3. Encouraging attendance, especially for girls from poor families in rural areas.
4. Improvement in the quality of school meals.

Challenges

1. Limited financial resources.
2. Deficit of human resources.
3. Lack of canteens and places to store food products in some schools, especially in primary schools.

Primary school canteens - snack

(Cantines scolaires au primaire - collation)

Management

- Lead implementer(s): Ministry of National Education, Preschool and Sports; Provincial Directorates
- The program was managed with both centralized and decentralized decision-making (Semi-decentralized).
- Regional government procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	–	–
Primary School	1,207,137	48%	52%
Secondary School	0	–	–
TOTAL	1,207,137	48%	52%

Foods and Beverages

- Whole grains
- Refined/milled grains
- Legumes
- Nuts and seeds
- Eggs
- Dairy
- Fish and shellfish
- Other vegetables
- Deep-fried foods
- Semi-solid and solid fats
- Salt
- Dairy milk
- 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 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 snacks

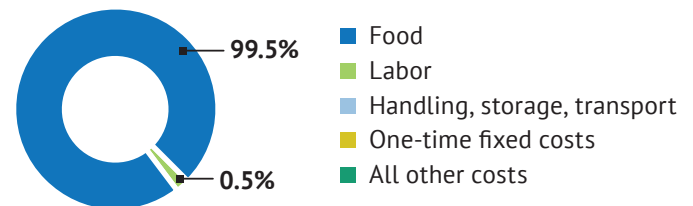
Frequency and Duration

- 6 times per week
- During the school year

Targeting

- Geographic (based on distance between place of residence and school); individual student characteristics (priority given to girls and students in the first levels, with attention also given to students' health and the social situation of the family, including the number of dependent children); and type of school (targeting those in rural and semi-urban areas)

Expenses



Food Sources

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

Additional Information

Additional objectives of the program were to reduce student drop-out and to remove socio-economic and geographic barriers that hinder access to compulsory education.

Boarding schools and school canteens

(Internats et cantines scolaires)

Management

- Lead implementer(s): Ministry of National Education, Preschool and Sports; Catering market providers
- The program was managed with both centralized and decentralized decision-making (Semi-decentralized).
- Regional government procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	–	–
Primary School	0	–	–
Secondary School	235,660	55%	45%
TOTAL	235,660	55%	45%

Foods and Beverages

- ✓ Whole grains
- ✓ Refined/milled grains
- ✓ Legumes
- ✓ Eggs
- ✓ Dairy
- ✓ Poultry and game meat
- ✓ Red meat
- ✓ Fish and shellfish
- ✓ Fruits
- ✓ Cruciferous vegetables
- ✓ Other vegetables
- ✓ Deep-fried foods
- ✓ Liquid oils
- ✓ Semi-solid and solid fats
- ✓ Salt
- ✓ Dairy milk
- ✓ Tea
- ✓ Other sugar-sweetened beverages

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 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

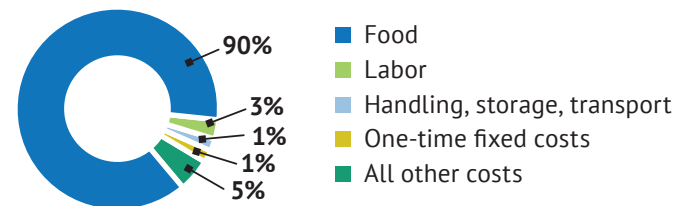
Frequency and Duration

- 7 times per week
- During the school year

Targeting

- Geographic (based on distance between place of residence and school); individual student characteristics (with priority given to orphaned students, students with special needs, and children of veterans, and taking account of students' health and the financial and social situation of the family including the number of dependent children); type of school (targeting those in rural and semi-urban areas).

Expenses



Food Sources

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

Additional Information

This program began in 1938 and was materialized by the viziriel decree of May 27, 1938 which regulated the allocation of scholarships in Muslim secondary education. Only secondary school students with scholarships to benefit from boarding school and school canteen services received food. In 2000, management of the school feeding program was transferred from their effective establishment to the regional education and training academies; these establishments retain legal and financial autonomy but are under the supervision of the Ministry of National Education, Preschool and Sports.

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