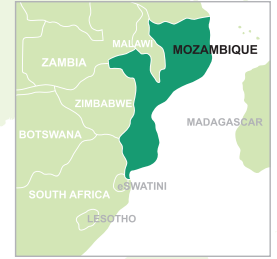


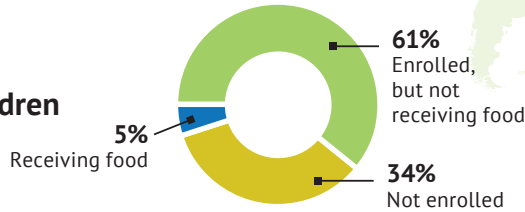


REPUBLIC OF Mozambique

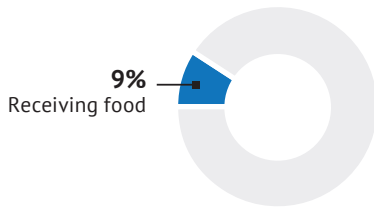


School Meal Coverage (2022)

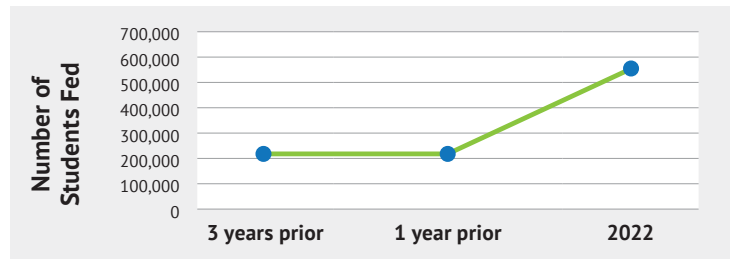
All Primary and Secondary School-age Children



Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	2,901,242	Unknown	141
Primary School	6,194,713	5,832,524	553,931
Secondary School	5,037,632	1,627,149	890
TOTAL	14,133,587	7,459,673	554,962



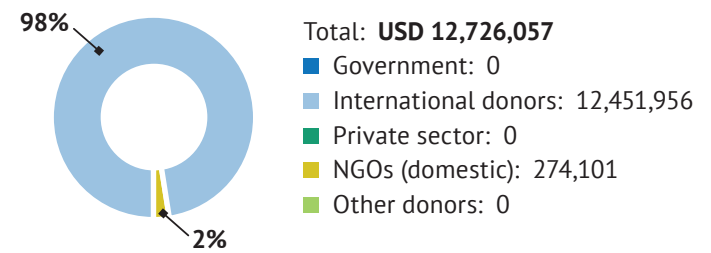
National Laws, Policies, and Standards

- 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

- 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

None

Food Sources

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

Special Notes: None

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...

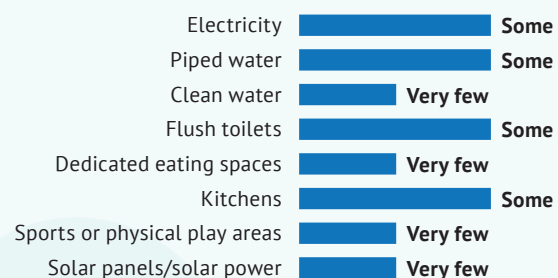
- On school grounds
- To school age children

Additional Information

Most programs employed nutritionists (PRONAE, Our Bright Future, Local Procurement, HGSA ForAfrika, School Feeding Program Initiative in Mozambique, Kukula, Integrated Education Project) and implemented measures to mitigate overweight/obesity. These included food and nutrition education (PRONAE, Our Bright Future, Local Procurement, HGSA ForAfrika, School Feeding in Emergency Recovery), restricting certain foods and beverages in or near schools (PRONAE, Our Bright Future), and limiting marketing to children (PRONAE, Our Bright Future). Some established nutritional requirements for food baskets (Our Bright Future, Local Procurement). The School Feeding Program Initiative in Mozambique did not identify obesity as a primary concern, while Kukula acknowledged the issue but did not implement specific measures to address it. The Mozambican School Snack Initiative Association, which did not employ a nutritionist, also did not prioritize obesity as a significant concern.

Infrastructure, Employment, and Complementary Features

Share of Schools with ...



Employment

Total number of cooks/caterers: **4,821**

- Percent paid: Unknown
- 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 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 checked="" type="checkbox"/> Water purification |
| <input type="checkbox"/> Eye testing/eyeglasses | <input checked="" type="checkbox"/> School gardens |

Complementary Education Programs

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

Additional Information

Most programs engaged farmers in their initiatives. Both small and medium/large-scale farmers participated in PRONAE and Local Procurement. Small-scale farmers received support through agricultural subsidies, advice and tools to avoid post-harvest losses, and forward contracts (PRONAE) or school feeding-specific training (PRONAE and Local Procurement). Programs that engaged only small-scale farmers included Our Bright Future, Kukula, School Feeding Program Initiative in Mozambique, Mozambican School Snack Initiative Association, and the Integrated Education Project. Support to small-scale farmers included advice, seeds, and tools to promote specific crop production (Our Bright Future, Kukula, School Feeding Program Initiative in Mozambique, and the Mozambican School Snack Initiative Association). In addition, Kukula, the School Feeding Program Initiative in Mozambique, and the Mozambican School Snack Initiative Association provided agricultural subsidies and advice or tools to prevent post-harvest losses. Kukula also introduced mobile or electronic payments.

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

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

Successes and Challenges

Successes

1. Improved nutritional quality of school meals;
2. Increased awareness of healthy eating;
3. Improved educational indicators (access, retention, and educational performance);
4. Increased community involvement in school initiatives;
5. The Ministry was proactive in implementing emergency school feeding.

Additional Information

Families supplied firewood or charcoal in HGSF ForAfrika, Our Bright Future, School Feeding Program Initiative in Mozambique, and the Mozambican School Snack Initiative Association. The majority of the initiatives adopted energy-efficient stoves to minimize the use of firewood or charcoal (PRONAE, Local Procurement, HGSF ForAfrika, Our Bright Future, School Feeding Program Initiative in Mozambique, Kukula, Integrated Education Project). Produce from school gardens was consumed by students in PRONAE, Local Procurement, HGSF ForAfrika, Our Bright Future, School Feeding Program Initiative in Mozambique, and Kukula. Of these, PRONAE, HGSF ForAfrika, and Our Bright Future also sold the garden produce. HGSF ForAfrika additionally composted uneaten or unusable food on-site and used sustainable production techniques in its school gardens.

Additional Information

Multiple programs experienced disruptions due to various emergencies. Natural disasters affected many initiatives, including PRONAE, Local Procurement, HGSF ForAfrika, School Feeding in Emergency Recovery, and the School Feeding Program Initiative in Mozambique. Conflict also impacted several programs—PRONAE, Local Procurement, School Feeding in Emergency Recovery, and the Integrated Education Project—particularly in Cabo Delgado province. Additionally, slow-onset emergencies affected Our Bright Future and the School Feeding Program Initiative in Mozambique, while supply chain issues were notable in PRONAE and HGSF ForAfrika. PRONAE was also impacted by extreme food price inflation. These crises frequently led to temporary school closures in PRONAE, Local Procurement, Our Bright Future, School Feeding in Emergency Recovery, and the School Feeding Program Initiative in Mozambique, as well as interruptions in school feeding operations for PRONAE, Local Procurement, School Feeding in Emergency Recovery, and the School Feeding Program Initiative in Mozambique.

Challenges

1. Lack of necessary infrastructure for the safe implementation of PRONAE in schools;
2. Budget deficit for the universal implementation of the program;
3. Need for strengthened intersectoral coordination for greater program sustainability;
4. Absence of a School Feeding law and dedicated budget line for government funding to ensure program sustainability;
5. Inconsistent local production and interruptions in the supply of products to schools.

National School Feeding Program

(Programa Nacional de Alimentação Escolar – PRONAE)

Management

- Lead implementer(s): Ministry of Education and Human Development (*Ministério da Educação e Desenvolvimento Humano - MINEDH*)
- The program was in transition between centralized and decentralized decision-making (Semi-decentralized).
- Individual schools procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	–	–
Primary School	215,934	–	–
Secondary School	0	–	–
TOTAL	215,934	–	–

Foods and Beverages

- ✓ Whole grains
- ✓ Refined/milled grains
- ✓ Legumes
- ✓ Nuts and seeds
- ✓ Deep orange vegetables and tubers
- ✓ White roots and tubers
- ✓ Dark green leafy 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 reduce hunger
- To meet nutritional and/or health goals
- To meet agricultural goals

Modalities of Providing Students With Food

- In-school meals

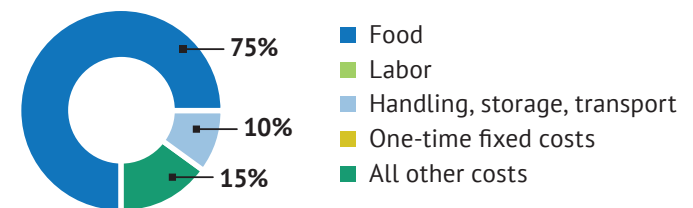
Frequency and Duration

- 5 times per week
- During the school year

Targeting

- Grade levels - Primary school

Expenses



Food Sources

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

Additional Information

This school feeding program began operating in 2017. The Technical School Feeding Group (GTAE) works as the inter-sectoral coordination body, and all ministries participate in PRONAE by contributing in their specific areas of intervention. Civil society is part of the School Feeding Task Force, a technical group that meets regularly to discuss school feeding-related topics. Community awareness sessions were held to highlight PRONAE's impact on student access, retention, and learning improvement, as well as the program's relevance for local economic development. Served maize meal, oil and salt were fortified with iron, vitamin A, iodine, and zinc. Small-scale farmers were prioritized in competitive tendering, and the private sector was involved in food trading, food processing, and transport.

School Meals With Local Procurement

(Alimentação Escolar com Compras Locais em Cabo Delgado, Nampula e Tete)

Management

- Lead implementer(s): District Services of Education, Youth, and Technology (SDEJTs) and Provincial Directorates of Education (DPEs); and World Food Program (WFP)
- The program was managed with both centralized and decentralized decision-making (Semi-decentralized).
- Implementing partner procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	–	–
Primary School	103,440	49%	51%
Secondary School	0	–	–
TOTAL	103,440	49%	51%

Foods and Beverages

- Legumes
- Deep orange vegetables and tubers
- White roots and tubers
- Dark green leafy 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
- 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

- School type (primary schools) and school characteristics

Food Sources

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

Additional Information

This program started operating in 2020. Initiatives to create job opportunities and income generation for women included prioritizing them as school suppliers of firewood and fresh perishable goods. The community actively participated in cooking and storage management through the school council. Before implementation, the school menu underwent acceptability tests with students to take account of their preferences. The private sector was involved in food trading and transport.

Home Grown School Feeding - ForAfrika

Management

- Lead implementer(s): ForAfrika
- An international donor agency or other implementing partner managed the program.
- Implementing partner procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	–	–
Primary School	83,612	50%	50%
Secondary School	0	–	–
TOTAL	83,612	50%	50%

Foods and Beverages

- Refined/milled grains
- Blended grain-based products
- Legumes
- Dark green leafy vegetables
- Cruciferous 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 reduce hunger
- To meet nutritional and/or health goals

Modalities of Providing Students With Food

- In-school snacks
- Take-home rations

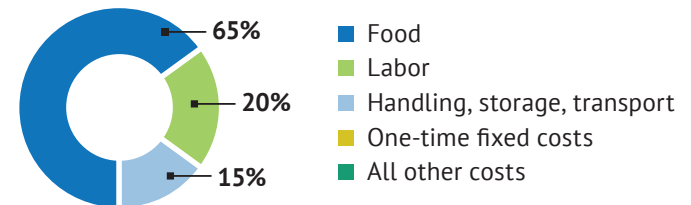
Frequency and Duration

- 5 times per week (in-school meals) and monthly (take-home rations)
- During the school year

Targeting

- Geography, grade levels (primary school), and school type; take-home rations were directed to schools located in areas affected by terrorism.

Expenses



Food Sources

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

Additional Information

This program began operating in 2014. Students' families made in-kind voluntary contributions, and students participated in food preparation, distribution, and cleanup. Take-home rations included milled grains, legumes, oil, and salt. Nutritional supplements or micronutrient powders containing iron, calcium, and vitamins A and D were provided in the food and to the students (e.g., in the form of a pill or drops). The private sector was involved with transport, selling or renting supplies to the program, and donating financial resources.

Our Bright Future

(*Nosso Futuro Brilhante - Counterpart International*)

Management

- Lead implementer(s): Counterpart International
- An international donor agency or other implementing partner managed the program.
- Implementing partner procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	–	–
Primary School	66,852	52%	48%
Secondary School	748	46%	54%
TOTAL	67,600	51%	49%

Foods and Beverages

- Whole grains
- Refined/milled grains
- Legumes
- 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 meet nutritional and/or health goals

Modalities of Providing Students With Food

- In-school meals

Frequency and Duration

- 5 times per week
- During the school year

Targeting

- Geography, grade levels (primary school), school type

Food Sources

19% Purchased (domestic)
0% Purchased (foreign)

1% In-kind (domestic)
80% In-kind (foreign)

Additional Information

This program, initiated in 2021, provided flour, rice, oil, and salt fortified with iron, iodine, folic acid, and vitamins A and B12. Civil society participated as members of the School Council, as voluntary cooks, or in advocacy efforts towards school feeding legislation. The program prioritized local purchases to create income opportunities for local farmers. The private sector was involved in food trade and transport.

School Feeding in Emergency Recovery

Management

- Lead implementer(s): World Food Program (WFP)
- Managed by the WFP in coordination with the District Service and the schools.
- Implementing partner procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	–	–
Primary School	58,634	49%	51%
Secondary School	0	–	–
TOTAL	58,634	49%	51%

Foods and Beverages

- Refined/milled grains
- 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

Modalities of Providing Students With Food

- In-school meals
- Take-home rations

Frequency and Duration

- Monthly
- During the school year

Targeting

- Geography, grade levels (primary school), school type, school characteristics

Food Sources

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

Additional Information

The program provided maize meal, oil, and salt fortified with vitamin A and iodine. No farmers were directly involved in the program.

School Feeding Program Initiative in Mozambique

(Iniciativa do Programa para Alimentação Escolar em Moçambique)

Management

- Lead implementer(s): Adventist Development and Relief Agency (ADRA MOÇAMBIQUE - Agência Adventista de Desenvolvimento e Recursos Assistenciais)
- An international donor agency or other implementing partner managed the program.
- Implementing partner procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	–	–
Primary School	15,647	50%	50%
Secondary School	0	–	–
TOTAL	15,647	50%	50%

Foods and Beverages

- Whole grains
- Blended grain-based products
- Legumes
- Nuts and seeds
- Eggs
- Poultry and game meat
- Deep orange vegetables and tubers
- White roots and tubers
- Fruits
- Dark green leafy 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 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
- In-school snacks

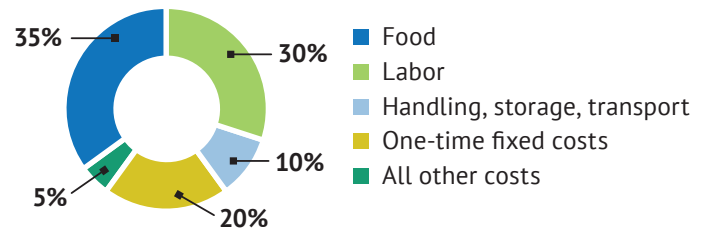
Frequency and Duration

- 2 times per week
- During the school year

Targeting

- Grade levels (primary school)

Expenses



Food Sources

20% Purchased (domestic) 30% In-kind (domestic)
0% Purchased (foreign) 50% In-kind (foreign)

Additional Information

This program began in 2022 and served soy-based porridge supplemented with vitamin A. Students' families also made voluntary in-kind contributions.

Management

- Lead implementer(s): Portuguese Association for Support to Africa (APOIAR - Associação Portuguesa de Apoio a África)
- An international donor agency or other implementing partner managed the program.
- Implementing partner procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	0	–	–
Primary School	4,160	–	–
Secondary School	0	–	–
TOTAL	4,160	–	–

Foods and Beverages

- Whole grains
- Legumes
- Eggs
- Poultry and game meat
- Fish and shellfish
- Deep orange vegetables and tubers
- White roots and tubers
- Dark green leafy vegetables
- Cruciferous vegetables
- Other vegetables
- Liquid oils
- Salt
- 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 address gender-specific challenges
- To reduce hunger
- To meet nutritional and/or health goals

Modalities of Providing Students With Food

- In-school meals

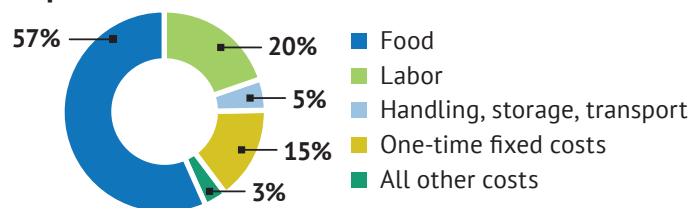
Frequency and Duration

- 5 times per week
- During the school year

Targeting

- School type, school characteristics

Expenses



Food Sources

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

Additional Information

This program began in 2015 and maintains a focus on eradicating child labor. In the 2022 school year, it served biofortified crops, including iron-rich beans; vitamin A-rich cassava, maize, and orange-fleshed sweet potato; and zinc-rich rice and maize.

Mozambican School Snack Initiative Association

(Associação Iniciativa Moçambicana de Lanche Escolar - IMOLE)

Management

- Lead implementer(s): Mozambican School Snack Initiative Association (*Associação Iniciativa Moçambicana de Lanche Escolar - IMOLE*)
- An international donor agency or other implementing partner managed the program.
- Implementing partner procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	141	–	–
Primary School	1,683	–	–
Secondary School	142	–	–
TOTAL	1,966	–	–

Foods and Beverages

- Refined/milled grains
- Legumes
- Eggs
- Poultry and game meat
- Deep orange vegetables and tubers
- White roots and tubers
- Dark green leafy vegetables
- Other vegetables
- 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

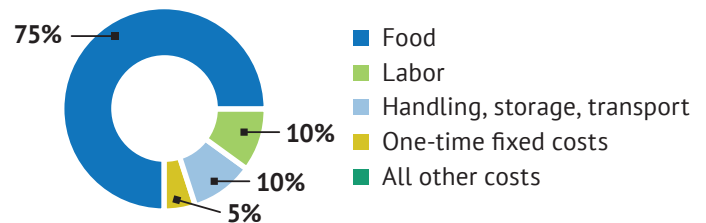
Frequency and Duration

- 5 times per week
- During the school year

Targeting

- Geographic and school characteristics. The program targeted schools located in the most food-insecure rural communities in Chokwe District.

Expenses



Food Sources

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

Additional Information

The program started operating in 2016. It provided maize meal fortified with iron, iodine, zinc, folic acid, thiamine, riboflavin, niacin, selenium and vitamins A and B12. Additionally, it provisioned biofortified orange-fleshed sweet potatoes rich in vitamin A.

Integrated Education Project

(Projecto Integrado de Educação)

Management

- Lead implementer(s): ADPP Mozambique
- The program was in transition between centralized and decentralized decision-making (Semi-decentralized).
- 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	3,969	–	–

Foods and Beverages

- Whole grains
- Legumes
- Eggs
- Dairy
- Poultry and game meat
- Processed meat
- Fish and shellfish
- Deep orange vegetables and tubers
- White roots and tubers
- Fruits
- Dark green leafy vegetables
- Other vegetables
- Deep-fried foods
- Liquid oils
- Semi-solid and solid fats
- Salt
- 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 meet nutritional and/or health goals

Modalities of Providing Students With Food

- In-school meals

Frequency and Duration

- 5 times per week
- During the school year

Targeting

- Targeting based on individual characteristics, grade levels (1st to 8th grade), school type, and school characteristics. School location, income levels, and rates of student dropout were considered.

Food Sources

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

Additional Information

This program began in 2022 and engaged small-scale farmers who successfully competed in public tendering and supplied the program with green leafy vegetables. Although conflict slightly reduced food accessibility, it did not result in school closures or interruptions to school feeding operations.

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, Mozambique.

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