



# Smart School Meals

## Nutrition-Sensitive National Programmes in Latin America and the Caribbean

### Annex: Country fact sheets



**World Food Programme**





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The following section presents detailed fact sheets for each of the 16 national school meals programmes analysed: Bolivia, Brazil, Chile, Colombia, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay and Peru. The map below offers a graphic snapshot on the geographic coverage of the study and beneficiary coverage.



<b>Bolivia</b>		
<b>1. Programme name</b>		<b>National Complementary School Meal Programme (PNACE, its Spanish acronym)</b>
<b>2. Starting year</b>		2014 (beginning of school meals in the country: 1951)
<b>3. Objectives</b>		Improve school performance and the nutritional status of students in all public and private education units in the country through proper, healthy and culturally appropriate diets, thus contributing to the exercise of the human right to food and promoting local economic development (PNACE 2015–2020).
<b>4. Targeting</b>		<b>Universal coverage</b> Educational levels served: preschools (one year), primary and secondary schools. Municipalities define what levels they will cover in their respective administrations. Public schools in rural, urban and peri-urban areas.
<b>5. Beneficiaries</b>		2,383,408 students in 2013.
<b>6. Modality, details of the food basket</b>		<b>Modality:</b> Lunch and/or breakfast and/or snack. Municipalities define food basket and modalities. <b>Types of food:</b> In urban areas, generally ready-to-eat breakfasts (bread, milk, yogurt, etc.) are provided. In rural areas, parents cook the food, including fresh products. <b>Nutritional content (calories):</b> Variable.
<b>7. Institutional arrangements</b>	<i>Leading institution</i>	Ministry of Education
	<i>Supporting institutions</i>	National Food and Nutrition Council (CONAN, its Spanish acronym); Ministries of Rural Development and Lands; Health and Sports; Productive Development and Plural Economy; Justice; Environment and Water; municipal and departmental governments; social organizations; non-governmental organizations; World Food Programme (WFP); Food and Agriculture Organization of the United Nations (FAO).
<b>8. Food supply, storage and preparation</b>		The implementation of complementary school meals and the provision of food is highly decentralized and operates under the responsibility of local municipalities. In rural areas, social educational community councils are in charge, with the help of teachers, for preparation, storage and distribution. In urban areas, the supply and distribution of ready-to-eat breakfasts are subcontracted to private companies through competitive processes. Supervision is carried out by technical teams in charge of school meals in each municipality.
<b>9. Financing</b>	<i>Annual budget</i>	Bs 609.6 million (USD 88.2 million) in 2013. <sup>1</sup> (Bs 613.6 million – USD 88.8 million – with WFP's contribution).
	<i>Cost per child per year</i>	The average cost per child per year varies in each municipality, with an average of USD 37.26 in 2013.

<b>10. Policy and regulatory framework documents</b>	<p><a href="#">Law N° 622 on School Meals</a>, of 29 December 2014, under the field of Food Sovereignty and Plural Economy. The Political Constitution (2009) and a range of laws and policies complement the legal framework of school meals, in particular <a href="#">Framework Law 031 on Autonomies and Decentralization</a> (2010), <a href="#">Law 070 of Education</a> (2010), and <a href="#">Law 144 on Agricultural Productive Community Revolution</a> (2011).</p>
<b>11. School health and nutrition activities</b>	<p>Food and nutrition education for students, boards of education and school personnel; school gardens. Deworming campaigns (performed by health centres).</p>
<b>12. Achievements/innovations</b>	<ul style="list-style-type: none"> <li>- School Meal Law 622 promoted by the Parliamentary Front Against Hunger through a wide participatory process.</li> <li>- School meals have been fully inserted in the country's food and nutritional security framework; the legal framework supports local purchases from small and micro-farmers.</li> <li>- Local initiatives successfully link school meals to small-scale local production.</li> <li>- A high level of commitment and sense of ownership at the local level and active community participation. In 2013, 93 percent of the municipalities provided school meals services even though they were not obliged to do so.</li> </ul>
<b>13. Challenges</b>	<ul style="list-style-type: none"> <li>- The weak application of nutrition and food standards defined within the PNACE and guidelines for the provision of food at the local level generate an uneven delivery of services.</li> <li>- Management and implementation capacity is not equal among the municipalities.</li> <li>- There is still an irregular supply of food and poor infrastructure in certain municipalities.</li> <li>- Municipalities and suppliers do not necessarily comply with food quality standards.</li> <li>- There is no central monitoring and evaluation system.</li> <li>- Local production and incentives for local suppliers are limited in most municipalities, resulting in the procurement of goods from suppliers outside the municipality.</li> </ul>

<sup>1</sup> Rate of exchange: World Bank: <http://data.worldbank.org/indicator/PA.NUS.FCRF>.

Brazil	
1. Programme name	<b>Programa Nacional de Alimentación Escolar (PNAE)</b>
2. Starting year	1954
3. Objectives	To contribute to the psychological, bio-social growth and development of students; improve learning and school performance; promote healthy eating habits; and provide healthy meals covering at least 20 percent of the nutritional needs.
4. Targeting	<ul style="list-style-type: none"> <li>- Universal coverage</li> <li>- School levels attended: From nursery (from six months old) up to secondary education, including youth and adult education and children with specific needs.</li> <li>- Public, communitarian and philanthropic schools in rural, urban and peri-urban areas.</li> </ul>
5. Beneficiaries	41.5 million students in 2015. <sup>2</sup>
6. Modality, details of the food basket	<p><b>Modality:</b> Modalities (breakfast, lunch and/or snack) vary across states and municipalities, but follow national nutritional standards.</p> <p><b>Type of food:</b> Diversified meals, including fresh products.</p> <p><b>Nutritional content:</b><sup>3</sup> In part-time basic education: at least 20 percent of the daily nutritional needs when one meal is offered; and at least 30 percent of the daily nutritional needs when two or more meals are offered and in schools located in indigenous and slave-descendant communities. Up to 70 percent for children enrolled in full-time education and for children under three.</p>
7. Food supply, storage and preparation	<p><b>Semi-decentralized model:</b> Supply chain and logistics are the responsibility of the state or municipality that purchases, stores and distributes food to schools.</p> <p><b>Decentralized model:</b> Funds sent directly to schools via state or municipality. Schools are responsible for purchasing and storing food, logistics and meal preparation. School meals are prepared by cooks hired by the state or the municipality.</p>
8. School health and nutrition activities	<ul style="list-style-type: none"> <li>- Inclusion of food and nutrition into the school curriculum.</li> <li>- School gardens.</li> <li>- Food acceptability tests; this is a legal requirement and consists in evaluating the acceptability of any new ingredient to be incorporated on the menu by children.</li> </ul>
9. Policy and regulatory framework documents	Federal Constitution of 2010; National Law on Food and Nutritional Security (LOSAN) No. 11.346 (2006); Guidelines and Basis of Education Law No. 9.394 (1996); Zero Hunger Strategy (2011). School Feeding Law No. 11.947 of 2009; National Fund for Educational Development (FNDE) Resolution No. 26 of 2013.

<sup>2</sup> <http://www.fnde.gov.br/programas/alimentacao-escolar/alimentacao-escolar-consultas/alimentacao-escolar-dados-F%C3%ADsicos-e-financeiros-do-pnae>.

<sup>3</sup> Resolution No. 26 of 2013 (FNDE).



<b>10. Institutional arrangements</b>	<i>Leading institution</i>	The FNDE is within the Ministry of Education.
	<i>Supporting institutions</i>	Ministry of Agrarian Development (central level) and state and municipal Secretariat of Education (local level).
<b>11. Financing</b>	<i>Annual budget</i>	FNDE budget: R\$ 3.759 billion (USD 1.130 billion) in 2015. <sup>4</sup> In addition, states and municipalities cover associated costs, including storage, cooking utensils and staff.
	<i>Cost per child per year</i>	Food cost per child per year (2015, 200 days): <b>Full-time schools (morning AND afternoon):</b> Pre-primary, primary, secondary, youth and adult education, indigenous and slave-descendant communities: R\$ 200 (USD 60); school tutoring/reinforcement programme R\$ 180 (USD 54). <b>Part-time schools (morning OR afternoon):</b> Primary, secondary, and youth and adult education R\$ 60 (USD 18); pre-primary and special education needs R\$ 100 (USD 30); indigenous and slave-descendant communities R\$ 120 (USD 36).
<b>12. Achievements/innovations</b>		<ul style="list-style-type: none"> <li>- Awareness of the programme from central to local level.</li> <li>- At least 30 percent mandatory food purchase from smallholder farmers (Law No. 11.947/2009).</li> <li>- Consolidation of PNAE regulations from 2011.</li> <li>- Budget allocation and nutritional guidelines adapted to age-group needs and vulnerability.</li> <li>- Menu includes at least three portions of fruits and vegetables per week.</li> <li>- A nutritionist is the technical lead responsible for the programme, including for carrying out food-procurement procedures and for food and nutrition education activities.</li> <li>- The School Feeding Council (CAE) monitors whether the PNAE legislation is being fulfilled in public schools. It has a supervisory role from food purchase to delivery, overseeing the use of transferred funds and ensuring product quality.</li> <li>- The FNDE has created Collaboration Centres for School Feeding and Nutrition (CECANEs) within federal universities to increase technical support to local managers in nutrition, monitoring and programme implementation.</li> </ul>
<b>13. Challenges</b>		<ul style="list-style-type: none"> <li>- Compliance to legislation standards and, in particular, compliance to local purchases from smallholder farmers.</li> <li>- Fragile and non-systematic monitoring and evaluation system at the national level. However, each year there is an improvement in the compliance with monitoring and evaluation requirements.</li> <li>- Logistics and infrastructure problems at the school level.</li> <li>- Lack of resources at the local level to complement the school feeding resources at the school level.</li> </ul>

<sup>4</sup> Exchange rate: USD 1 = R\$ 3,327 (2015). World Development Indicators. <http://data.worldbank.org/indicator/PA.NUS.FCRF>.

Chile	
<b>1. Programme name</b>	<b>School Meals Programme (PAE, its Spanish acronym)</b>
<b>2. Starting year</b>	1952 (beginning of school meals in the country: 1964)
<b>3. Objectives</b>	Provide food services to schoolchildren in a vulnerable situation, with the purpose of improving their class attendance, contributing to the prevention of school drop-outs, and allowing boys, girls and youngsters in vulnerable situation to have equal opportunities in the education system.
<b>4. Targeting</b>	<p><b>Potential population:</b> Nursery, kindergarten, primary and secondary schools in educational establishments of the subsidized system; preschoolers enrolled in centres of the National Kindergarten Board (JUNJI, its Spanish acronym); adults enrolled in establishments authorized by the Ministry of Education (MINEDUC, its Spanish acronym).</p> <p><b>Prioritization:</b> Students enrolled in nursery school, kindergarten, primary and secondary schools in municipal and private educational establishments participating in the PAE, focused on the first three income quintiles (including 100 percent of JUNJI enrolment).</p> <p>Information system for beneficiary identification: General Student Information System (SIGE, its Spanish acronym) under the Ministry of Education; agreements with the Civil Registry, The Ministry of Social Development, SENAME, FONASA.<sup>5</sup></p>
<b>5. Beneficiaries</b>	Total students: 1,620,586 (preschool: 197,972; primary school: 1,026,362; secondary school: 396,252).
<b>6. Modality, details of the food basket</b>	<ul style="list-style-type: none"> <li>- Daily delivery of complementary food services (breakfast or snack and lunch), differentiated according to the educational level and nutritional requirements, to the most vulnerable students of public and private schools, where nurseries, kindergartens, primary and secondary schools are subsidized. This is complemented with a collation (third service) for the beneficiaries of the programme Chile Solidario. In certain cases, a full service with four meals is provided; for adults an additional snack is served. This service is provided to support vacation and extracurricular activities.</li> <li>- The programme works through bids for the procurement of food services. The National School Assistance and Scholarship Board (JUNAEB, its Spanish acronym) sets the nutritional and food security requirements of the food services procured, and informs supplier companies of the assignment of services (number of breakfasts, snacks, lunches and third-service collations, by establishment). It also sends the list of target and priority students of who should receive school meals, the person in charge of PAE management in all establishments (teacher or teaching assistant). People in charge are responsible for the daily registration of the services actually delivered by the companies, and inform JUNAEB regarding the quality of the food delivered by the suppliers. The JUNAEB monitors compliance with the agreements by supervising through internal staff and with lab services to verify the nutritional content and microbiological tests, and hires other third-party services for the control of central supplier warehouses and school warehouses.</li> </ul>

<sup>5</sup> Servicio Nacional de Menores (SENAME); Fondo Nacional de Salud (FONASA).

<b>7. Food supply, storage and preparation</b>		Food provision, handling, preparation and distribution is outsourced to private companies hired by JUNAEB. The provider for each territorial unit is chosen through public bidding processes that define the preparation and quality requirements of the food services delivered, as well as the employment and remuneration conditions, experience accreditation, and other conditions and requirements.
<b>8. School health and nutrition activities</b>		Food and nutrition education: Actions aimed at diminishing the prevalence of malnutrition due to excess and chronic non communicable diseases are encouraged by fostering and promoting healthy eating behaviours and physical exercise. These actions are carried out through the implementation of an educational project executed by provider companies or other organizations or institutions in a sample of educational establishments. In 2015, about 15 establishments were covered. The requirement for accessing this component is one percentage of malnutrition higher than the nutritional map average. Through the BKN Collation Project, fruit is delivered and active breaks are encouraged – activities in the classroom and support for physical educational classes – in certain rural establishments. In 2015, 3,357 girls and boys were served in 12 establishments. <sup>6</sup>
<b>9. Policy and regulatory framework documents</b>		Law 15.729 of 1964 (Ministry of Finance) and Law 17.301 of 1970 (Ministry of Public Education, 2004).
<b>10. Institutional arrangements</b>	<i>Leading institution</i>	National School Assistance and Scholarship Board (JUNAEB), an independent institution of state administration, under the Ministry of Education.
	<i>Supporting institutions</i>	Ministry of Planning; Ministries of Health, Sports, Social Development, Education; Food Nutrition and Technology Institute; the private sector
<b>11. Financing</b>	<i>Annual budget</i>	In 2015, the budget of the programme was Ch\$ 473,184,654. (USD 711,000) <sup>7</sup>
	<i>Cost per child per year</i>	Not available
<b>12. Achievements/ innovations</b>		<ul style="list-style-type: none"> <li>- Centralized purchases and the external supply chain ensure quality and efficiency.</li> <li>- The individual targeting system based on household vulnerability data allows girls and boys in a vulnerable situation to be served.</li> <li>- Implementation of a Plan Against Student Obesity.</li> <li>- Implementation of a local purchase pilot: the project Siembras que Alimentan, where PAE's suppliers must acquire a minimum 15 percent of their food from local providers. This initiative will be implemented as of August 2017, and will reach out to 250,000 students and be gradually expanded to the rest of the country.<sup>8</sup></li> </ul>
<b>13. Challenges</b>		<ul style="list-style-type: none"> <li>- Improve the bidding and taxation systems.</li> <li>- A study in 2015 revealed low levels of satisfaction with the meals: 49 percent of satisfaction in primary school and 56 in secondary school.</li> </ul>

<sup>6</sup> [www.Saldia.cl/inicio-proyecto-colacion-bkn-2015](http://www.Saldia.cl/inicio-proyecto-colacion-bkn-2015).

<sup>7</sup> 1 Ch\$ = USD 0, 00150273. <http://www.xe.com/fr/currencytables/?from=DOP&date=2016-06-30>

<sup>8</sup> [www.indap.gob.cl/noticias/detalle/2016/09/07/junaeb-lanza-in-C3%A9dita-pol-C3%ADtica-de-compras-p-C3%BAblicas-para-agricultura-familiar-campesina](http://www.indap.gob.cl/noticias/detalle/2016/09/07/junaeb-lanza-in-C3%A9dita-pol-C3%ADtica-de-compras-p-C3%BAblicas-para-agricultura-familiar-campesina)

Colombia		
<b>1. Programme name</b>		<b>School Meal Programme</b>
<b>2. Starting year</b>		1936 <sup>7</sup>
<b>3. Aims/objectives</b>		Contribute to access and attendance to school of enrolled boys, girls, adolescents and youngsters, and fostering healthy eating habits by providing a food complement.
<b>4. Targeting</b>		<p><b>Individual focus.</b> In a first stage, priority is given to full-day schools, transition and primary schools in rural areas and, subsequently, in urban areas serving ethnic communities, student victims of armed conflict, and the condition of poverty of students given by the System for the Identification of Potential Beneficiaries of Social programmes (SISBEN, its Spanish acronym).<sup>8</sup></p> <p>In a second stage, School Meal Committees choose beneficiary students according to a set of established criteria: in rural areas, covering 100 percent of transition (preschool) and primary school students, starting with those who have a full school day, and subsequently prioritizing ethnic groups and those living with handicaps; in urban areas, covering transition and primary school students, starting with those who have a full school day and subsequently prioritizing those living with handicaps and ethnic groups with lower SISBEN scores.</p> <p><b>Educational levels served:</b> preschool, primary and secondary schools. Public schools in rural and urban and peri-urban areas.</p>
<b>5. Beneficiaries</b>		4,029,869 students in 2015. <sup>9</sup>
<b>6. Modality, details of the food basket</b>		<p><b>Modality:</b> Food complement am/pm or lunch. On full school days, am/pm complement and lunch.</p> <p><b>Food groups:</b> Milk and dairy products, meat and meat products, fats, sugars, grains, roots, root vegetables and plantains, fruits and vegetables.</p> <p><b>Nutritional content:</b> Food complement: 20 percent of nutrient intake and energy recommendations (RIEN, its Spanish acronym) – 337 kcal for 4–6 year olds and up to 500 kcal for 13–17 year olds. Lunch: 30 percent of RIEN (541 kcal for 4–6 year olds and up to 821 kcal for 13–17 year olds).<sup>10</sup></p>
<b>7. Institutional arrangements</b>	<i>Leading institution</i>	Ministry of National Education.
	<i>Supporting institutions</i>	Presidency of the Republic, Ministry of Health and Social Protection, Ministry of Agriculture and Rural Development, National Planning Department, Social Prosperity, Colombian Family Welfare Institute (ICBF, its Spanish acronym), international cooperation and WFP, FAO and World Bank.

<sup>7</sup> Decree 219 of 1936 – school restaurant resources.

<sup>8</sup> The Identification and Classification of Potential Beneficiaries System identifies possible social programmes users by calculating an index made up of multidimensional variables of poverty and vulnerability. [www.sisben.gov.co](http://www.sisben.gov.co)

<sup>9</sup> The data provided by the Ministry of Education refer to the number of rations. Therefore, the number of beneficiaries should be considered to be an approximate figure based on the number of rations delivered.

<sup>10</sup> Resolution No. 16432 of 2 October 2015, whereby technical-administrative guidelines, standards and minimum conditions of the School Meal Programme – PAE are issued.

<b>8. Food supply, storage and preparation</b>	Food is provided by operators contracted by certified territorial entities (ETC, its Spanish acronym), taking into account the legal standards in force in Colombia. Two supply modalities are established: first, rations prepared on site in educational institutions with infrastructure that ensures food safety to be directly prepared in school canteens; second, industrialized rations in institutions without the adequate infrastructure for on-site food preparation. Food supply processes in educational institutions, as well as storage and preparation, are done in compliance with Resolution 2674 of 2013, issued by the Ministry of Health and Social Protection, and other sanitation standards in force.
<b>9. Financing</b>	<i>Annual budget</i> Resources contributed by the central government – Ministry of Education. In 2015, Col\$ 831,000 million (USD 303.1 million). <sup>11</sup>
<b>10. Policy and regulatory framework documents</b>	The School Meal Programme was framed within the food and nutritional security policy (Social CONPES 113 of 2008), the National 2012–2019 Food and Nutrition Security Plan, and the National 2014–2018 Development Plan (Law 1753 of 2015). Decree 1852 of 2015 and Resolution 16432 of 2015 “whereby technical – administrative guidelines, standards and minimum conditions are issued” regulate the programme to ensure its proper functioning. Currently, a bill of law for the creation of a National School Meals Agency is being debated by the congress of the country.
<b>11. School health and nutrition activities</b>	Educational actions: the Ministry of Education has signed an agreement with allied institutions, among them WFP, the United Nations Children’s Fund (UNICEF) and NUTRESA to design, implement and validate a strategy for fostering healthy lifestyles in educational institutions. One of the components includes food and nutrition education. Deworming campaigns in territorial institutions. Clean drinking water and basic sanitation.
<b>12. Achievements/ innovations</b>	<ul style="list-style-type: none"> <li>- Between 2011 and 2016, the responsibility of the programme was gradually transferred from the Colombian Family Welfare Institute (ICBF, its Spanish acronym) to the Ministry of National Education. Implementation of the certified territorial entities (ETC, its Spanish acronym) was decentralized and coverage was increased through co financing.</li> <li>- The food ration includes fresh products, and encouragement is given for foods such as fruit, vegetables, dairy products, root vegetables and grains to be purchased locally.</li> </ul>
<b>13. Challenges</b>	<ul style="list-style-type: none"> <li>- Secure co-financing of the programme between the Ministry of National Education and territorial entities.</li> <li>- Secure universal coverage of boys, girls, adolescents and youngsters enrolled in the official educational system, and provide service that covers all school days.</li> <li>- Design and implement a local procurement model that favours compliance of the minimum 20 percent set in the programme’s technical guidelines.</li> <li>- Strengthen the monitoring and comprehensive control processes (legal, financial and technical) in the design, implementation and follow-up of operations in the territories.</li> </ul>

<sup>11</sup> Rate of Exchange: 1 USD = Col\$ 2 741.88. World Bank: <http://data.worldbank.org/indicator/PA.NUS.FCRF>.

Cuba	
<b>1. Programme name</b>	<b>School Meals Programme</b>
<b>2. Starting year</b>	1970
<b>3. Objectives</b>	<ul style="list-style-type: none"> <li>- Contribute to improvement of the health situation through proper nutrition and the adoption of healthy lifestyles based on good eating habits and food preparation practices.</li> <li>- Achieve acceptable food procurement levels favouring greens, fruit and vegetables in educational institutions.</li> </ul>
<b>4. Targeting</b>	<ul style="list-style-type: none"> <li>- Cover all pre-primary schools (circuitos infantiles), boarding and semi boarding primary schools, and secondary schools.</li> <li>- Educational levels served: preschool, primary and secondary schools, pre-university educational centres, technical and professional teaching, special teaching and teachers' training schools.</li> <li>- Schools in rural, urban and peri-urban areas.</li> </ul>
<b>5. Beneficiaries of school meals in the country</b>	827,100 students in 2015.
<b>6. Modality, details of the food basket</b>	<p><b>Modality:</b> Lunch (semi-boarding primary schools and secondary schools). Lunch and two snacks (preschool) and five services in primary boarding schools.</p> <p><b>Types of foods:</b> grains (corn, rice, and wheat), foods (roots and root vegetables), greens and fruit, dairy and meat products and oil. Fortified foods: bread, biscuits, bakery products and pasta, fruit purées, soy yogurt and salt.</p> <p><b>Nutritional content (calories):</b></p> <ul style="list-style-type: none"> <li>- 60 percent of the nutritional recommendations for children between the ages of 1 and 5. The energy recommendation for Cuban children up to 2 years of age is 1,074 kcal, and for 3 to 6 years is 1,638 kcal.</li> <li>- 30 percent of the nutritional recommendations for primary schoolchildren. The energy recommendation for Cuban children between the ages of 7 and 13 is 2,101 kcal.</li> <li>- 30 percent of the nutritional recommendations for secondary schools. The energy recommendation for the Cuban population between the ages of 7 to 13 is 2,101 kcal and for 14 to 17 years is 2,611 kcal.</li> </ul>
<b>7. Food supply, storage and preparation</b>	<b>The programme is centralized:</b> the central government procures non perishable products and distributes them to educational centres. The centres have a budget overseen by the municipality for the local procurement of greens and fresh vegetables.
<b>8. School health and nutrition activities</b>	<p><b>Educational actions:</b> Since 1997, the "Governing Promotion and Education for Health Programme" in the National Educational System has been implemented. It aims at contributing to fostering a health culture that is reflected in healthier lifestyles among children, adolescents, youngsters and workers in the National Education System. It has seven core concepts: personal and collective hygiene; sex education; nutrition education and food hygiene; anti-tobacco, anti-alcohol and anti-drug education; accident prevention and road safety education; traditional and natural medicine; and communication and cohabitation.</p> <p>Monitoring of food ingestion and water quality, as well as basic sanitation actions.</p>

<b>9. Policy and regulatory framework documents</b>		The regulatory framework includes: the Constitution of the Republic of Cuba, the Children and Adolescents Code, and the Health and Education General Laws. Guidelines from the education sector regulate its implementation. The 1/97 Joint Resolution of the Ministries of Health and Education includes “food and nutrition” as one of the priority programmes. The programme is not supported by a specific law.
<b>10. Institutional arrangements</b>	<i>Leading institution</i>	Ministry of Education
	<i>Supporting institutions</i>	Ministries of Health, Agriculture, Domestic Commerce (MINCIN, its Spanish acronym), and of Food; Institute of Water Resources (IRH, its Spanish acronym); international institutions (WFP).
<b>11. Financing</b>	<i>Annual budget</i>	Not available
	<i>Cost per child per year</i>	Not available
<b>12. Achievements/innovations</b>	<ul style="list-style-type: none"> <li>- Strong nutritional focus: the particular needs of boys and girls regarding food and nutrition are covered.</li> <li>- Food offer and consumption are monitored in schools through government controls, as well as those of the Food and Nutrition Monitoring System (SISVAN, its Spanish acronym).<sup>12</sup></li> <li>- Decentralization of part of the budget has allowed the diversification of children’s diets and an increase in the consumption of fresh food provided by local producers.</li> <li>- Since 2016, WFP has supported the analysis of the beans’ value chains and has worked with institutions to help them generate their own food demand. Likewise, it has been envisaged to create pilots that strengthen the link between local producers and educational institutions to increase the availability of fresh foods and to boost diet diversity, as well as to explore new marketing mechanisms.</li> <li>- Kiosks are forbidden inside educational institutions, except for urban pre-university centres that have state cafeterias that sell food at tiered prices, are regulated by public health standards, and hold a health licence.</li> </ul>	
<b>13. Challenges</b>	<ul style="list-style-type: none"> <li>- Consolidate the permanent links between local producers and the school meals programme.</li> <li>- Diversify schoolchildren’s diets and boost the consumption of fresh foods provided by local producers.</li> <li>- Ensure the safety of locally produced food.</li> <li>- Consolidate a food and nutrition education strategy that raises awareness among teachers and students on the importance of a healthy diet and its links to learning achievements.</li> <li>- Strengthen family education on an institutional level and through the community projection of the “Educate Your Child Programme”.</li> </ul>	

<sup>12</sup> Further detail on SISVAN is in the information box.

Dominican Republic		
1. Programme name	<b>School Meals Programme (PAE, its Spanish acronym)</b>	
2. Starting year	1997 (beginning of school meals in the country: 1943)	
3. Objectives	Improve children's nutrition and health conditions in order to boost attendance and retention in school, increasing students' learning ability. <sup>13</sup>	
4. Targeting	<p><b>Coverage:</b> universal.</p> <p><b>Educational levels served:</b> preschools, primary and secondary schools.</p> <p>Public schools in rural, urban and peri-urban areas.</p>	
5. Beneficiaries	1,739,355 students in 2016.	
6. Modality, details of the food basket	<p><b>Modality:</b> The PAE is structured in four modalities, of which three respond to a geographical criteria: marginal urban PAE – urban zones and their marginal areas or suburbs (national coverage); REAL PAE – rural and difficult access areas; and border PAE – provinces bordering Haiti. Extended school day modality: schedule criteria. Basket: Breakfast/snack or breakfast, lunch and snack (extended school day).</p> <p><b>Types of foods:</b> Marginal urban PAE: ready-to-eat rations (bread or nutritional biscuit and milk or juice). Border PAE: cooked rations of non-perishable foods (rice, sweet corn, soy oil, beans, sardines, corn flour, sugar and milk products). REAL PAE: local foods (plantain, cheese, eggs, rice, corn flour, bread, oatmeal and milk products). Lunch on extended school day: non-perishable foods, vegetables and meat.</p> <p><b>Nutritional content:</b><sup>14</sup> Breakfast/snack: 25–30 percent of students' daily food requirements, according to the programme (550–660 kcal). Extended school day: 60–70 percent (1,400 kcal on average).</p>	
7. Institutional arrangements	<i>Leading institution</i>	National Children's Welfare Institute (INABIE, its Spanish acronym), a decentralized institution under the Ministry of Education.
	<i>Supporting institutions</i>	Ministries of Health and Agriculture, Vice-President of the Dominican Republic; Technological Institute of Santo Domingo (INTEC, its Spanish acronym), Institute of Nutrition of Central America and Panama, and FAO.
8. Food supply, storage and preparation	INABIE procures raw inputs and/or processed food servings through public call for tenders, based on the menus designed by the Nutrition Department. For REAL and Border PAEs, food is prepared in the educational centres thanks to the voluntary work of parents and school friends and associations or to payment of an incentive to a stakeholder in the education community. In the extended school day, there are also centres where the private supplier takes the prepared food servings to the educational centre. In the marginal urban modality, the processed food is delivered for distribution by the teachers or with the community's help. PAE has a Nutrition, Hygiene and Food Handling Training Manual.	
9. Financing	<i>Annual budget</i>	RD\$ 11,725 billion (USD 255.2 million) in 2016. <sup>15</sup>
	<i>Cost per child per year</i>	The assignation per child varies according to the modality, with an average of RD\$ 6,743 <sup>16</sup> (USD 147) in 2016.



<b>10. Policy and regulatory framework documents</b>	School meals are part of the National Development Strategy Law, Concept 2 (2012), the General Education Law (1997) and the Ten-Year Education Plan 2008–2018. Ordinance 12-2003 of the National Board of Education issues INABIE's regulations. There is no law or regulation on school meals.
<b>11. School health and nutrition activities</b>	<ul style="list-style-type: none"> <li>- Education actions: Training workshops with local authorities, teachers and students; school gardens; training of CANEs (its Spanish acronym of School Meals and Nutrition Committee).</li> <li>- Information System for Food and Nutritional Surveillance of Students (SISVANE, its Spanish acronym), currently in its first implementation stage, includes nutritional monitoring and food surveys.</li> <li>- A national micronutrients survey was carried out in 2012 among the student population together with United Nations Development Programme, UNICEF and WFP to guide PAE's activities.</li> <li>- Deworming campaigns; water and basic sanitation in schools; and search for new products for school meals.</li> </ul>
<b>12. Achievements/innovations</b>	<ul style="list-style-type: none"> <li>- In 2012, the government started a programme for implementing the extended school day to eight hours, with the responsibility of providing students with, besides breakfast, a lunch and a snack in the afternoon. Added to this is the new government's policy to take advantage of government purchases to foster local production.</li> <li>- Together with the Ministries of Public Health and Agriculture and the Vice-President of the Republic, INABIE signed an agreement based on the strengthening of the School Meals Programme within the framework of the Latin American Initiative and the Caribbean with No Hunger 2025, in order to create inter-institutional synergies that allow achievement of the proposed objective.</li> <li>- The "Sustainable PAE" pilot project of the Monte Plata educational district serves 69 educational centres and focuses on seven components: decentralized management; social participation and inter-institutional coordination; nutrition, food quality and safety; local product purchases; school infrastructure and equipment; school vegetable gardens and nutrition education; monitoring and evaluation, systematization and learning.</li> <li>- In the past three years, the government has tripled investment in school meals to provide lunch for the extended school day, which covers over 800,000 students, and to incorporate high school.</li> </ul>
<b>13. Challenges</b>	<ul style="list-style-type: none"> <li>- School meals entail challenges in the administrative, logistic and quality assurance aspects.</li> <li>- There is no reference to family farming within the framework of the purchase and contract law.</li> <li>- Little awareness among the Dominican population of healthy diets (vegetable consumption customs); little information in food guides, stressing the amounts to be consumed by the beneficiary population.</li> <li>- There is no control of street sales around or in the cafeterias of education centres.</li> </ul>

<sup>13</sup> INABIE: *Nutrition, Hygiene and Food Handling Training Manual*.

<sup>14</sup> Only for breakfast, the contribution is calculated on the basis of a daily requirement of 2,200 kcal. For the extended school day, the serving of breakfast is smaller and the lunch and snack servings have been adjusted to the Recommended Nutrition Intake (RNI) and adjusted by age group (6–9 years, 10–14 years and 15–18 years).

<sup>15</sup> USD 1 = RD\$45.9326 (30 June 2016). [www.xe.com/fr/currencytables/?from=DOP&date=2016-06-30](http://www.xe.com/fr/currencytables/?from=DOP&date=2016-06-30).

<sup>16</sup> INABIE data.

<b>Ecuador</b>		
<b>1. Programme name</b>	<b>School Meals Programme</b>	
<b>2. Starting year</b>	1999 (beginning of school meals in the country: 1980)	
<b>3. Objectives</b>	Offer free school meals services as a response to a state policy that contributes to diminishing the gap in the access to universal education and to improving its quality and efficiency while boosting students' nutritional status.	
<b>4. Targeting</b>	<b>Universal coverage</b> <b>Educational levels served:</b> Public, fiscal-missional and municipal institutions of early education (3 to 4 years of age), basic general education (5 to 14 years of age), and high school (only in Millennium Educational Units).	
<b>5. Beneficiaries</b>	2,873,148 students in 2015.	
<b>6. Modality, details of the food basket</b>	<b>Modality:</b> Early education (EI): students receive breakfast and a snack. General basic education (GBI): students receive breakfast in the morning and a snack in the afternoon, in rural areas. In urban areas, in both morning and the afternoon sessions, students receive a snack. Millennium Educational Units (MEU): students receive breakfast in the morning and a snack in the afternoon. <b>Types of foods:</b> EI: the breakfast is made of an oatmeal drink with different flavours and a stuffed biscuit; the snack consists of 200 ml of UHT flavoured whole milk. EGB: breakfast consists of a flavoured oatmeal drink and several grains (traditional biscuit, stuffed biscuit, cereal bar and granola). The snack consists of 200 ml of UHT flavoured whole milk. <b>Nutritional content:</b> EI: breakfast and a snack, 516.40 kcal; EGB: breakfast, 376.80 kcal; EGB snack, 256.80 kcal (on average). <sup>17</sup>	
<b>7. Institutional arrangements</b>	<i>Leading institution</i>	Ministry of Education and Ministry of Agriculture, Livestock, Aquaculture and Fishing.
	<i>Supporting institutions</i>	Ministry of Health, Ministry of Coordination and Social Development and MCPEC.
<b>8. Food supply, storage and preparation</b>	The Storage Unit National Public Company (EP-UNA, its Spanish acronym), which forms part of the Ministry of Agriculture, is in charge of food procurement, storage and distribution. <sup>18</sup> Procurement is carried out on a central level through a public purchasing and inclusive fairs process, regulated by the National Public Contract Service. In schools, the School Management Commission (CAE, its Spanish acronym) is in charge of handling and delivering meals to children. Parents voluntarily prepare the oatmeal drink, and teachers take charge of the distribution. The management of the programme is currently undergoing a transition process towards the Ministry of Education.	
<b>9. Financing</b>	<i>Annual budget</i>	USD 122,000,000 in 2015.
	<i>Cost per child per year</i>	The cost per child per year varies according to the modality, with an average of USD 42 (2015).

<sup>17</sup> Source: Ministry of Education (MINEDUC).

<sup>18</sup> Executive Decree No. 129 of 22 October 2013 and Executive Decree 821 of 17 November 2015.

<b>10. Policy and regulatory framework documents</b>	<p>The programme has a solid legal basis. It is based on the Constitution of the Republic (2008), and forms part of the Organic Law of Intercultural Education (2011) and also of the National Good Living Plan 2009–2013 and the 2009 Social Agenda, which seeks universal coverage of quality educational services. Although there is no school meals law or policy, the programme is regulated by a series of executive decrees and agreements. EP-UNA's mission is based on the Organic Law of the Food Sovereignty System (2009).</p>
<b>11. School health and nutrition activities</b>	<p><b>Educational actions:</b> Nutrition education activities for students, teaching staff and school management committees.</p> <p><b>Deworming activities</b> in schools are carried out by health centres based on their capacity and may vary their frequency, as there is no annual planning.</p>
<b>12. Achievements/innovations</b>	<ul style="list-style-type: none"> <li>- The school meals programme is the government's main food programme and has an ample coverage, which is in the process of reaching universalization of school breakfasts.</li> <li>- The possibility has been opened for more suppliers to enter the public purchasing system and offer different amounts of products.</li> <li>- Breakfast is relatively varied, with highly nutritious products. In the past five years, the food items required to prepare school breakfasts have been revised, and each time more local food has been included.</li> <li>- The logistic distribution is clearly structured and responds to written processes.</li> <li>- In 2013, delivery of school lunches to students started in Millennium Educational Units. Ready-to-eat lunches are delivered to schools, and their preparation is also done with fresh local products, fostering local and direct purchases from smallholders.</li> </ul>
<b>13. Challenges</b>	<ul style="list-style-type: none"> <li>- Products used for school breakfasts are processed and standardized for the entire programme, and do not necessarily respond to local habits. Besides, they do not facilitate the inclusion of smallholders due to the high industrialization they require.</li> <li>- There is no impact evaluation. Therefore, it is not known to what extent it could be having undesired effects, or regarding the nutritional status of students, such as overweight.</li> <li>- PAE is in midst of a major transition phase, its administration being transferred to the Ministry of Education.</li> </ul>

El Salvador		
<b>1. Programme name</b>		<b>School Meal and Health Programme (PASE, its Spanish acronym)</b>
<b>2. Starting year</b>		1996 (beginning of school meals in the country: 1984)
<b>3. Objectives</b>		Contribute to the improvement of students' nutritional status to foster better learning conditions and staying in school through a daily snack, with the participation of the educational community, strengthening health, food and nutrition knowledge, capacities and proper practices, as well as the implementation of school gardens.
<b>4. Targeting</b>		<b>Universal coverage</b> <b>Educational levels served:</b> Early education, grade school (nine grades) and high school, as well as nutrition rural centres in certain areas. Public schools in rural and urban zones and outskirts.
<b>5. Beneficiaries</b>		1.3 million students in 2016.
<b>6. Modality, details of the food basket</b>		<b>Modality:</b> Snack, preparation based on a 20-day cyclical menu. <b>Types of foods:</b> Six non-perishable foods (rice, beans, sugar, milk, oil and fortified drink). - There are guidelines on nutritional values at the central level.
<b>7. Institutional arrangements</b>	<i>Leading institution</i>	Ministry of Education.
	<i>Supporting institutions</i>	Ministries of Health and of Agriculture, Technical Secretariat of the Presidency, Consumer Defence Centre, FAO.
<b>8. Food supply, storage and preparation</b>		Purchasing processes are centralized through public calls for tender, in accordance with the Law on Procurement and Public Administration Contracts (2000). The Ministry of Education supplies food to schools (stored in warehouses). With support from the educational community, mainly mothers, the snack is prepared and delivered to students according to the document "Guidelines for the School Meal and Health Programme (2009–2014)".
<b>9. Financing</b>	<i>Annual budget</i>	USD 18.4 million in 2016 <sup>19</sup>
	<i>Cost per child per year</i>	USD 14 <sup>20</sup>
<b>10. Policy and regulatory framework documents</b>		The programme is included in the Development and Social Protection Law, the Law on the Special Fund of Resources Originated in the Privatization of ANTEL (1999), and the Glass of Milk Law. It also forms part of the National Food and Nutrition Security Policy (2011). There is an ongoing Healthy School Meal Law initiative.

<sup>19</sup> Budget assigned for 2016.

<sup>20</sup> Average budget assigned per child for 2016 estimated on the basis of the total assignation and the projected number of beneficiaries.

<b>11. School health and nutrition activities</b>	<ul style="list-style-type: none"> <li>- A strong focus on food education and healthy life habits is included as a component of the PASE.</li> <li>- The programme has taken the initiative to create school gardens with a pedagogical approach in a number of schools countrywide, improving students' skills. A school garden guide is used as an educational tool.</li> <li>- Deworming campaigns and supplementing micronutrients.</li> <li>- Healthy School Café Project.</li> </ul>
<b>12. Achievements/innovations</b>	<ul style="list-style-type: none"> <li>- The government fully implements and finances the PASE since 2013, ensuring universal coverage.</li> <li>- The PASE is part of the national social protection network.</li> <li>- The food basket is diversified, and includes items that are part of the local cultural eating habits; locally produced UHT milk is also included.</li> <li>- Progress has been made in strengthening the capacities of teachers, mothers, fathers and school management in terms of hygiene, handling and storage of food, and food and nutritional security.</li> <li>- The sustainable schools model: additional funds are given to schools for local purchases so as to diversify the menus with fruit, vegetables and eggs and benefit local farmers and cooperatives. This model is currently being implemented in 77 schools.</li> </ul>
<b>13. Challenges</b>	<ul style="list-style-type: none"> <li>- Strengthen the programme by further incorporating fresh local products, and provide students with more nutritious food, while supporting the programme with other health actions.</li> <li>- Improve the monitoring and follow-up system.</li> <li>- Link the purchase of food to national production and decentralize purchases for the population to have access to products that are part of their food preferences.</li> <li>- Adapt the programme in urban areas, where mothers work and cannot prepare food, by delivering ready-to-eat rations.</li> <li>- Nutrition guidelines are managed on a central level and are hardly likely to reach school centres and inform cooking practices; meals are then handled by each school principal.</li> <li>- The budget is not sufficient for covering all school days. The Ministry of Education has plans for strengthening the programme and improving its impact.</li> </ul>

Guatemala	
<b>1. Programme name</b>	<b>Support Programme: School Meals</b>
<b>2. Starting year</b>	1995 (beginning of school meals in the country: 1956)
<b>3. Objectives</b>	Support school attendance and strengthen factors that impact school performance.
<b>4. Targeting</b>	<b>Universal coverage</b> <b>Educational levels served:</b> Preschools and primary schools; public schools in rural, urban and peri-urban areas.
<b>5. Beneficiaries</b>	2,535,116 students in 2015.
<b>6. Modality, details of the food basket</b>	<b>Modality:</b> School snack. Parents' organizations (OPFs, its Spanish acronym) define the menus following recommendations from the Ministry of Education; they prepare the snacks and serve boys and girls in schools. <b>Types of foods:</b> Fortified flours (Incaparina, Bienestarina <sup>21</sup> ), sugar, corn, rice, vegetables, fruit, eggs, milk, corn flour and oil. <b>Nutritional content:</b> 25 percent of the daily nutritional recommendations for the student population: 388 kcal; 14.5 g of protein. <sup>22</sup>
<b>7. Food supply, storage and preparation</b>	The management of the programme is decentralized at the school level. OPFs or education councils are responsible for food procurement, management and preparation. The "Manual for Education Councils and Other OPFs for the Administration of Education Support Programmes" (2014) provides guidance for the implementation, and the recommended school meal menus are geared towards the diversification of products and the consumption of fruit and vegetables.
<b>8. School health and nutrition activities</b>	<b>The Healthy Schools' Strategy</b> coordinated by the National Healthy Schools Commission (CONAES, its Spanish acronym) promotes inter-institutional coordination to foster optimal health, hygiene and nutrition conditions in schools. Healthy school meals are key components of this strategy. <b>Training activities</b> on nutrition for students, teachers and families. In 2014, 86,727 mothers who are heads of households were trained in good food practices and 1,226 pedagogical school gardens were implemented (pilot projects). <b>Clean drinking water and basic sanitation</b> in schools.
<b>9. Policy and regulatory framework documents</b>	The Constitution of the Republic of Guatemala (1985), the National Education Law (1991) <sup>23</sup> and the Food and Nutrition Security Law (2005), together with the Food and Nutrition Security Policy (2005) and the Zero Hunger Plan (2012) are the legal basis for school meals. There is a draft bill for a School Meals Law, promoted by the Parliamentary Front Against Hunger. Two sets of regulations from the Ministry of Education (2010 <sup>24</sup> , 2012 <sup>25</sup> ) are in place for operations' management.

<sup>21</sup> Bienestarina is a national production food by a Guatemalan company. Its properties are similar to Incaparina and it is actually used in PNAE.

<sup>22</sup> Institute of Nutrition of Central America and Panama, Pan-American Health Organization, Editor. Institute of Nutrition of Central America and Panama (INCAP) Daily Dietary Recommendations. Guatemala: INCAP, 2012.

<sup>23</sup> Guatemala, National Education Law, Legislative Decree 12-0 of 9 January 1991, published in Official Daily CCXL-52-1121 on 18 January 1991.

<b>10. Institutional arrangements</b>	<b>Leading institution</b>	Ministry of Education. The Directorate General of Community Participation and Support Services (DIGEPSA, its Spanish acronym) is in charge of the financial and administrative aspects; the Directorate General of the Educational Community Strengthening (DIGEFOCE, its Spanish acronym) covers standards and technical aspects.
	<b>Supporting institutions</b>	Ministry of Health, Ministry of Agriculture, Ministry of Development, Ministry of Environment and Natural Resources, Secretariat for Food and Nutrition Security (SESAN, its Spanish acronym), international institutions (WFP, FAO, UNICEF, PAHO, Institute of Nutrition of Central America and Panama - INCAP, Catholic Relief Services - CRS, Project Concern International, Plan International, Peace Corps) and the private sector.
<b>11. Financing</b>	<b>Annual budget</b>	Q 566,4 million (USD 74 million) in 2015 <sup>26</sup>
	<b>Cost per child per year</b>	Average: USD 33.6. Assignment ranges from USD 25.9 in urban areas to USD 48.5 in priority municipalities in rural areas.
<b>12. Achievements/ innovations</b>		<ul style="list-style-type: none"> <li>- The government prioritizes integral care for students and improvement of the quality of snacks.</li> <li>- Strong links to national food and nutrition security strategies. The Healthy Schools Strategy is part of the Zero Hunger Plan. It fosters inter-institutional coordination and promotes a healthy and varied diet, healthy lifestyles, education on good personal hygiene practices and the proper preparation of food. The CONAES drafted the document "Guidelines and Basic Criteria for Universal Implementation of the Healthy Schools Strategy in Guatemala" in 2015, and launched a virtual course for teachers and field personnel.</li> <li>- The document "Recommended Menus for School Meals" (2015) was updated with the aim of improving the quality of snacks, using foods with high nutritional content and taking into consideration aspects of acceptability and feasibility of preparation in schools. It includes twenty national menus and five regional menus.</li> <li>- High-level commitment and sense of ownership on the local level, and active community participation.</li> </ul>
<b>13. Challenges</b>		<ul style="list-style-type: none"> <li>- The programme covers less than 180 school days, and transfers to OPFs or to educational councils are often delayed.</li> <li>- The assignment per child/per day is not sufficient for school snacks covering 25 percent of the daily nutritional recommendations.</li> <li>- It is necessary to train departmental food security and nutrition technicians of the Ministry of Education and educational councils on the use and preparation of menus.</li> <li>- The increase of poverty and food insecurity jeopardizes achievements in the educational sector.</li> </ul>

<sup>24</sup> Government Agreement 202–2010, *Diario de Centro America* number 78.6 of July 2010. Regulations for Approval of By laws, Recognition of Legal Personality and Operation of Public Education Centre Councils of the Ministry of Education.

<sup>25</sup> Ministerial Agreement 1096-2012 of 23 April 2012, *Diario de Centro América* of 2 May 2012. Regulations for Financial Resource Transfers to Boards of Education and other legally constituted Parents' Associations of Public Education Centres.

<sup>26</sup> Source: Ministry of Education, 2015 records – Support Programmes. Rate of exchange: World Bank: <http://data.worldbank.org/indicator/PA.NUS.FCRF>.

Haiti		
1. Programme name	<b>National School Canteens Programme (PNCS, its French acronym)</b>	
2. Starting year	1997	
3. Objectives	Ensure that all schoolchildren are in good nutritional health and can learn through the provision of healthy and balanced complementary school meals, prepared as much as possible with local produce and meeting nutritional standards, so that hunger does not constitute a barrier to education.	
4. Targeting	<p><b>Geographical targeting:</b> The government envisions universal coverage (2030 vision), with a level of subsidy in favour of the poorest children. The scaling-up strategy takes into account specific criteria for geographical targeting (prioritization of municipalities) and selection of schools.</p> <p><b>Grade levels:</b> First and second grades (six years); preschools connected to main targeted schools.</p> <p><b>Types of schools:</b> Public, private and community schools authorized by the Ministry of Education.</p>	
5. Beneficiaries <sup>27</sup>	876 000 students in 2016. 107 000 are covered by the PNCS (12 percent).	
6. Modality, details of the food basket	<p><b>Modality:</b> Lunch.</p> <p><b>Food basket:</b> Rice, beans, oil, salt and canned fish. The food basket will be reviewed in line with the guidelines of the new School Feeding Policy and Strategy in order to diversify food and integrate local produce.</p> <p><b>Nutritional intake:</b> 40 percent of the average nutritional requirements of school-aged children (640 kcal).<sup>28</sup></p>	
7. Institutional arrangements	<i>Leading institution</i>	Ministry of Education and Vocational Training/National School Canteens Programme (PNCS)
	<i>Supporting institutions</i>	Ministries of Agriculture, Public Health and Interior, WFP, FAO, UNICEF, non-governmental organizations, civil-society organizations and donors (including the World Bank, Canada, and USAID).
8. Food supply, storage and preparation	The PNCS purchases centrally through public tenders in accordance with the procedures stated in the "Law on General Procurement Rules", and organizes distribution in schools with private carriers. The communities, organized in management committees, are responsible for the preparation and distribution of meals.	
9. Financing	<i>Annual budget</i>	USD 3 833 000 for the school year 2015–2016 (PNCS). The total budget allocated to school meals by the different actors amounts to USD 42 million for the same school year.
	<i>Cost per child per year</i>	The average budget allocated per student is USD 36 for the PNCS programme (2015–2016), covering approximately 60 days of food service.

<sup>27</sup> The two main complementary programmes are implemented by WFP, covering about 485,000 schoolchildren, and the joint programme of the Ministry of Education and Vocational Training/Education for All (EPT, its French Acronym) covering some 140,000 students. Furthermore, national non-governmental organizations and also critical partners extend coverage to an additional 137,000 schoolchildren.

<sup>28</sup> National School Meals Policy and Strategy (PSNAS, its French acronym) – 2016..



<b>10. Policy and regulatory framework documents</b>	<p>In 2016, the government adopted its first National School Meals Policy and Strategy (PSNAS) to guide all school meals activities in the country. The national school meals strategy is included in the Strategic Development Plan for Haiti (PSDH); The 2010–2015 Operational Plan of the Ministry of Education; The National Nutrition Policy and the Investment Plan for the Growth of the Agricultural Sector.</p>
<b>11. School health and nutrition activities</b>	<p>No school health and nutrition activities implemented yet. The government has taken the decision to promote the Moringa Doliv, considered an important tool in the fight against malnutrition. Together with civil society actors, a national network has been set up and a national programme is being implemented to promote it in schools.<sup>29</sup></p>
<b>12. Achievements/innovations</b>	<ul style="list-style-type: none"> <li>• The new National School Meals Policy and Strategy, adopted in 2016, reflects the long-term vision of the government for all actors and programmes, and develops short-, medium- and long-term strategies to achieve this vision.</li> <li>• The policy and strategy consider school meals as a means of responding to crises and include provisions for increasing school meals activities in the event of shocks resulting in prolonged schools' shutdown.</li> <li>• In its medium-long-term vision, the government is moving towards the exclusive use of domestically produced foods and is considering subcontracting services to private providers or associations to reduce the burden on school and schoolchildren's families. Several decentralized implementation models using local products are being tested and evaluated. They include strong capacity-building components.</li> </ul>
<b>13. Challenges</b>	<ul style="list-style-type: none"> <li>• Currently, due to budget constraints and timing of supply, PNCS meals do not yet meet PSNAS nutritional standards and are not provided on all days of the school year.</li> <li>• The implementation of local purchases in the Haitian context, where more than half of basic food products are imported, poses considerable challenges. The main limiting factor in the inclusion of local food products is related to high prices and fluctuations in availability and quality. Professional agricultural organizations (PAOs) are frequently not well structured to enter the market and provide school meals properly, and compete with commercial firms. Moreover, PAOs face challenges in meeting the requirements of the national law on public procurement.</li> <li>• The PNCS to date does not have a clear legal status.</li> </ul>

<sup>29</sup> Ministry of Agriculture, Natural Resources and Rural Development (2015): *Moringa Doliv. Balance 2012–2015*.

<b>Honduras</b>	
<b>1. Programme name</b>	<b>School Meals Programme</b>
<b>2. Starting year</b>	2000 (beginning of school meals in the country: 1962)
<b>3. Objectives</b>	Ensure food and nutrition security for boys and girls in preschool and primary school levels through access to complementary food rations; increase enrolment, improve academic performance, reduce dropouts and absenteeism; foster the concepts of nutrition, health and hygiene, basic sanitation, and adopting desirable habits among boys, girls and their families; boost active community participation in support of the programme. Furthermore, the Cooperation Agreement between the Government and WFP seeks to invigorate the local economy through procurement of local products. <sup>30</sup>
<b>4. Targeting</b>	<b>Universal coverage</b> <b>Educational levels covered:</b> Preschools and primary schools.
<b>5. School meal beneficiaries in the country</b>	1,337,405 students in 2015. The Government of Honduras provides funds to serve 1,169,572 students (87 percent of the total coverage). WFP and Catholic Relief Services complement the government efforts by assisting 114,833 and 53,000 students, respectively.
<b>6. Modality, details of the food basket</b>	<b>Modality: Breakfast at mid-morning.</b> <b>Types of foods:</b> Basic food basket made up of fortified corn flour, rice, beans and oil. Fruit, vegetables and eggs are being gradually introduced in priority municipalities. <b>Nutritional content:</b> 26 percent of the daily energy needs in primary schools (575 kcal) and 36 percent in preschools (464 kcal).
<b>7. Food supply, storage and preparation</b>	WFP is in charge of the centralized purchase, transportation and delivery of food for the basic food basket through calls for bids in accordance with WFP's procurement standards. A mixed supply model is gradually introduced where fresh vegetables and eggs are purchased to complement the basket on a decentralized level through Mancomunidades, Cajas de Ahorro y Credito and cooperatives. Parents are in charge of food preparation and have the responsibility of complementing the servings in order to diversify the menus.
<b>8. School health and nutrition activities</b>	<b>Educational actions:</b> In the primary school curricular design, there is a methodological guide for teaching food and nutrition, with the objective to strengthen the food and nutrition contents in the different areas of the curricular design. <b>Training</b> in nutrition themes for school personnel, students and parents as support for the national grade school curriculum; school gardens are also implemented. <b>Annual deworming</b> for all preschool and primary schoolboys and schoolgirls; clean drinking water and basic sanitation in certain schools.
<b>9. Policy and regulatory framework documents</b>	Honduras adopted a National School Meals Law in 2016. School meals are also found within the framework of the National 2010–2022 Food and Nutrition Security Strategy as a social protection mechanism. It is linked to the aims of the national development plan – “2014–2018 All for a Better Life Plan”.

<b>10. Institutional arrangements</b>	<b>Leading institution</b>	Ministry of Development and Social Inclusion (resources' management) and Ministry of Education (implementation and accountability).
	<b>Supporting institutions</b>	Ministry of Agriculture and Economic Development, WFP, FAO, non governmental organizations and the private sector.
<b>11. Financing</b>	<b>Annual budget</b>	USD 16 million (2015) <sup>31</sup> The total investment for school meals for the same year is USD 21.5 million with the contribution of partners.
	<b>Cost per child per year</b>	USD 13.6 (2015, government PAE)
<b>12. Achievements/innovations</b>	<p>Coverage gradually increased until it became universal, thanks to the Government's commitment and provision of 87 percent of the total investment (2015). Government resources are channelled through a trust fund managed in accordance with WFP policies.</p> <p>The School Meal Programme has achieved a link with productive networks. At least 70 percent of the distributed foods are bought in the country. All of the fortified corn flour, rice and beans are purchased in the domestic market and 59 percent of the beans are purchased from smallholders. With the purpose of diversifying the food basket and introducing animal protein sources, fresh fruit, vegetables and eggs have been introduced in specific regions since 2015 with a coverage of some 45,000 students. Approximately USD 650,000 was invested in decentralized purchases from family farming through Mancomunidades and the inclusion of productive offers by Cajas de Ahorro y Credito. An alliance with WFP's Purchase for Progress (P4P) initiative has maximized the PAE's purchasing potential, offering a reliable market for more than 14,400 smallholders through agreements adjusted to their capacities.</p>	
<b>13. Challenges</b>	<p>Consolidate a specific legal and standards framework and develop guidelines and systems for school meals. In particular, robust local purchasing, monitoring and accountability systems are needed. Ensure a constant food supply throughout the year, with quality and safety standards. The budget assignment is not sufficient for covering a basic ration and fresh food complements for the entire school year.</p> <p>Expand the coverage of the fresh product component. The decentralized fresh product purchasing budget is not included in the country's national budget; this jeopardizes its sustainability. Gradually extend the current local purchasing models to smallholder producers' organizations in order to achieve full-scale coverage (starting with the 141 priority municipalities).</p>	

<sup>30</sup> Agreement between WFP and the Government of Honduras for strengthening school meals in Honduras. Official Notice No. 217/2015 – SSIS/PRAF. 2 February 2015.

<sup>31</sup> WFP contributed USD 1.9 million through the country programme and Catholic Relief Services (CRS) contributed USD 3.4 million. Source: WFP Information System (WINGS).

Mexico	
<b>1. Programme name</b>	<b>School Breakfasts</b>
<b>2. Starting year</b>	1929
<b>3. Objectives</b>	Contribute to the food security of the population, served by implementing food programmes of nutritional quality, food guidelines and ensuring quality food production.
<b>4. Targeting</b>	<p><b>Geographical and individual targeting:</b> The State System for Integral Family Development (SEDIF, its Spanish acronym) defines the focus in the respective states. The beneficiaries are children and adolescents at risk in vulnerable conditions who attend schools of the national education system and who live primarily in native indigenous, rural or marginal areas.</p> <p><b>Education levels served:</b> Mainly primary school. The programme also covers preschool and secondary school students.</p>
<b>5. Beneficiaries</b>	6,357,712 students. *2015 beneficiaries, assisted with federal and state resources.
<b>6. Modality, details of the food basket</b>	<p><b>Modality:</b> Cold (prepackaged) or hot (cooked) breakfast. SEDIF designs the menus, which are approved on a national level to ensure compliance with national nutrition standards. In the hot breakfast modality, at least twenty cyclical menus must be offered to ensure variety.</p> <p><b>Types of foods:</b> non-fat milk, fruit, vegetables, whole grains and legumes or animal origin foods (hot modality); milk, whole grains and fresh or dried fruit (cold modality).</p> <p><b>Nutritional content:</b> around 25 percent of the daily recommended energy intake<sup>32</sup> (395 kcal).</p>
<b>7. Food supply, storage and preparation</b>	<p><b>Decentralized management:</b> SEDIF organizes food procurement, storage and transportation; food is procured through calls for tender or by direct contracting with a public institution, in accordance with the Federal or State Public Administration Procurement, Leasing and Services Law.</p> <p>In the case of hot breakfasts, the school committee is in charge of storing, preparing and serving the food. Teachers are mainly in charge of serving cold breakfasts.</p>
<b>8. School health and nutrition activities</b>	<p><b>Nutrition education:</b> Among concrete educational activities are clubs where children learn about food and nutrition, school gardens, and online educational programmes with food themes. Talks and workshops are carried out to promote healthy habits, mainly focusing on eating, physical activity and hygiene habits, but coverage is still low. These talks and workshops address both students and teachers, parents and food preparation committee members (in hot modality).</p>
<b>9. Policy and regulatory framework documents</b>	There is no specific school meal law; however, a coordinated set of social, health and tax assistance laws, as well as standards related to food assistance and the promotion of a healthy diet cover for it. The programme is linked to national development plans and strategies and is envisaged in health and obesity strategies (National Crusade Against Hunger, National Strategy for the Prevention and Control of Overweight, Obesity and Diabetes). <sup>33, 34</sup>

<sup>32</sup> Bourges, H., Casanueva, E. and J. Rosado. 2009. *Nutrition Intake Recommendations for the Mexican Population*. Editorial Médica Panamericana, Mexico D.F.; Federal Government of the United Mexican States (2010). *General Guidelines for the Supply and Distribution of Food and Drinks in School Consumption Establishments of Grade School Education Centres*. Secretariat for Health, Mexico D.F.

<sup>33</sup> *The National Crusade against Hunger is a comprehensive social and participatory policy strategy*. For further information, refer to <http://sinhambre.gob.mx>.

<b>10. Institutional arrangements</b>	<b>Leading institution</b>	The SEDIF coordinates. It forms part of the health sector and the president's social cabinet. SEDIF implements on the level of each state.
	<b>Supporting institutions</b>	Municipal Integral Development of Families (DIFs, its Spanish acronym) and municipal administrations. Coordination with other institutions within the framework of the National Crusade Against Hunger and the National Strategy for the Prevention and Control of Overweight, Obesity and Diabetes. At the state level, SEDIF is linked to universities, other government sectors and civil society organizations.
<b>11. Financing</b>	<b>Annual budget</b>	Mex\$ 7,919,341,217 (USD 499.7 million) in 2015. <sup>35</sup>
	<b>Cost per child per year</b>	n/a
<b>12. Achievements/innovations</b>		<ul style="list-style-type: none"> <li>- Reducing foods high in sugar, fat and sodium, and encouraging the addition of fresh vegetables and fruit.</li> <li>- The Guidelines for Comprehensive Social Food Assistance Strategy (SNDIF 2016, its Spanish acronym)<sup>36</sup> are applied to all food assistance programmes.</li> <li>- Decentralized implementation empowers local institutions and communities and ensures flexibility and quality.</li> <li>- Open communication on different levels.</li> <li>- The incorporation of school and community gardens, and the increase of local fresh food purchases.</li> </ul>
<b>13. Challenges</b>		<ul style="list-style-type: none"> <li>- Operation of the programmes depends on the states' and municipalities' capacity, which is not uniform and is weakened by the frequent rotation of personnel; inter-sectoral coordination is not always effective.</li> <li>- It is necessary to continue refining information, follow-up and monitoring systems, as well as targeting systems.</li> <li>- There is no specific budget for the educational component.</li> <li>- Purchases from local producers and the implementation of gardens depend on school committee resources, SNDIF and SEDIF. The implementation of gardens does not always imply an agro-ecological handling nor are they used to include the educational component.</li> <li>- Thorough review of the quality of the food that is distributed through the programme; the incorporation of foods that are foreign to the food culture of communities.</li> </ul>

<sup>34</sup> Federal Government of the United Mexican States. 2013. *National Strategy for the Prevention and Control of Overweight, Obesity and Diabetes*. Secretariat for Health, Mexico D.F.

<sup>35</sup> Calculated on the basis of the *Partial Performance Report of the State Annual Project (IPPEA, its Spanish acronym) of each of the 32 states for the year 2015*. Rate of exchange: World Bank: <http://data.worldbank.org/indicator/PA.NUS.FCRF>.

<sup>36</sup> *National System for the Integral Development of Families. 2016. Guidelines for the 2016 Comprehensive Social Food Assistance Strategy*. National DIF, Mexico City.

<b>Nicaragua</b>		
<b>1. Programme name</b>	Integral School Nutrition Programme (PINE, its Spanish acronym)	
<b>2. Starting year</b>	1994	
<b>3. Objectives</b>	<p>Ensure schoolchildren's human right to proper food within the framework of the Ministry of Education's functions regulated in Law 693 "Sovereignty and Food and Nutrition Security" (2009).</p> <p>Improve the quality of education, encouraging students to stay in school, lowering school dropout rates, as well as contributing to improvement of the nutritional status of boys and girls in poor and high food and nutritional insecurity areas.</p>	
<b>4. Targeting</b>	<p>Universal coverage</p> <p>Educational levels served: Preschool and primary schools; rural Saturday high school.</p> <p>Public and private schools subsidized in rural, urban and peri-urban areas.</p>	
<b>5. Beneficiaries</b>	1,200,000 students in 2015. PINE covers some 75 percent of the beneficiaries, the remaining 25 percent is covered by WFP and other international organizations.	
<b>6. Modality, details of the food basket</b>	<p>Modality: Snack.</p> <p>Types of foods: Grains (corn, rice), beans, fortified grains and oil (same daily basket).</p> <p>Nutritional content (calories): Aim of 30 percent of nutritional requirements.</p>	
<b>7. Institutional arrangements</b>	<i>Leading institution</i>	Ministry of Education
	<i>Supporting institutions</i>	Ministry of Health, ENABAS, <sup>37</sup> WFP and other non-governmental organizations.
<b>8. Food supply, storage and preparation</b>	Food is procured by PINE on a centralized level. PINE hires private transport to distribute food to municipalities. School meal committees (CAEs, its Spanish acronym) are in charge of transferring, handling and preparing food, following instructions from the guide for the operation of CAEs (PINE, 2012) and the Guide for a Nutritious and Healthy School Diet (PINE, 2011).	
<b>9. Financing</b>	<i>Annual budget</i>	<p>PINE: C\$ 917 million; (USD 33.6 million) in 2015.<sup>38</sup></p> <p>The total investment for school meals in the same year was approximately USD 44.8 million with the contribution of partners.</p> <p>*Amount estimated by PINE.</p>
	<i>Cost per child per year</i>	C\$ 996 (USD 36.55).
<b>10. Policy and regulatory framework documents</b>	<p>School meals do not have a specific legal basis. It is part of the national 2012–106 development plan (2012), the country's educational policy and the National Early Infancy Policy "Love for the smallest boys and girls" (2011). Law 693 "Food and Nutritional Sovereignty and Security" (2009) sets principles and functions that are relevant to PINE. Law 737 of State Contracts (2009) regulates food purchases, transportation payments and other processes.</p>	

<p><b>11. School health and nutrition activities</b></p>	<p><b>Educational actions:</b> Integration of health and food and nutrition security education into the national basic curriculum; manual for teachers on food and nutritional security; nutrition and hygiene guide for school kiosks; nutrition education for school meal committee members; school gardens.</p> <p><b>Nutritional monitoring in schools</b> (Ministry of health): Supplementation of micronutrients; annual deworming campaign covering all preschool and primary schoolboys and schoolgirls (Ministry of Health); clean drinking water and basic sanitation in certain school centres.</p>
<p><b>12. Achievements/innovations</b></p>	<ul style="list-style-type: none"> <li>- Strong integration of the community in the implementation; school meals have also been a mechanism for getting fathers and mothers closer to schools.</li> <li>- The Ministry of Education has developed through PINE educational actions related to the curriculum in food security and nutrition, school gardens, school kiosks, working together with the Ministry of Health, and with international specialized organizations such as the Institute of Nutrition of Central America and Panama (INCAP) and other United Nations organizations.</li> <li>- Regulations set the hygiene-sanitation requirements for kiosks and cafés in educational institutions.<sup>39</sup></li> <li>- Integration into social-protection strategies. According to the 2014 Measurement of Standard of Living Survey,<sup>40</sup> the school snack contributes 2.8 percent of per capita income in rural areas and 4.5 percent of the income of the extremely poor population. In response to the drought, preschool and primary-school students have since 2014 been receiving a second hot snack every day in schools in the dry corridor.</li> </ul>
<p><b>13. Challenges</b></p>	<ul style="list-style-type: none"> <li>- The programme maintains the initial design, with a set and uniform food basket. There is no menu defined according to the food needs of the different age groups.</li> <li>- PINE has no links with national production. The legislation in force does not facilitate purchases from smallholders.</li> <li>- Maintaining food safety is a challenge; there are no proper storage conditions in most of the school centres.</li> <li>- The government must have the logistic support of partners to hire food transportation services.</li> <li>- There is no monitoring system.</li> </ul>

<sup>37</sup> This is the state company that sells food purchased by the Government, and where WFP currently stores food.

<sup>38</sup> Rate of exchange: World Bank: <http://data.worldbank.org/indicator/PA.NUS-FCRF>.

<sup>39</sup> Nicaraguan Obligatory Technical Standards for Kiosks and Cafés of Educational Centres. Public health and hygiene requirements. NTON 03 085-09. Approved 22 April 2010, published in La Gaceta No. 199 of 19 October 2010.

<sup>40</sup> National Development Information Institute (INIDE, its Spanish acronym). 2016. INIDE 2014 National Standard of Life Measurement Survey, 2016.

<b>Panama</b>		
<b>1. Programme name</b>	Complementary School Meals Programme	
<b>2. Starting year</b>	1995 (beginning of school meals in the country: 1951)	
<b>3. Objectives</b>	Contribute to the improvement of the Panamanian student population's nutritional and health status, complementing dietary needs and helping the teaching and learning process.	
<b>4. Targeting</b>	<b>Universal coverage</b> Educational levels served: Preschools and primary schools. Public schools in rural, urban and peri-urban areas.	
<b>5. Beneficiaries</b>	499,137 students in 2015. <sup>41</sup>	
<b>6. Modality, details of the food basket</b>	<b>Modality:</b> Light snack. Types of foods: 34 g of fortified biscuits and a dairy drink or fortified cream. There are cases where schools gardens, as well as chicken farms, supply the additional meal prepared. Nutritional content: 320 to 330 kcal (22 percent of the daily nutritional recommendations for the school population), <sup>42</sup> ten vitamins; three Omega-3 minerals.	
<b>7. Institutional arrangements</b>	<i>Leading institution</i>	Ministry of Education
	<i>Supporting institutions</i>	Municipalities, non-governmental organizations, Ministries of Health, Social Protection, Agriculture (school gardens); WFP; private companies.
<b>8. Food supply, storage and preparation</b>	<b>Centralized management:</b> The Ministry of Education purchases on a centralized basis through an annual call for tenders from private companies who are responsible for delivering food to schools. In the three indigenous territories, or comarcas, Bocas del Toro, Veraguas and Darien, the deliveries are made directly to schools. In rural areas in the other provinces, in certain cases, teachers and parents take the food from the collection centres to schools in remote areas.	
<b>9. Financing</b>	<i>Annual budget</i>	USD 21.3 million in 2015.
	<i>Cost per child per year</i>	The budget assigned per student is USD 42.7 per year (2015).

<sup>41</sup> Additionally, two private foundations serve 9,700 students.

<sup>42</sup> Institute of Nutrition of Central America and Panama, Pan-American Health Organization, Editor. Institute of Nutrition of Central America and Panama's (INCAP's) Daily Dietary Recommendations. Guatemala: INCAP, 2012.



<b>10. Policy and regulatory framework documents</b>	<p><b>School meals fall under the Education Law<sup>43</sup></b> and the 2009–2015 National Food and Nutrition Security Policy. Law 35 of 6th July 1995 establishes access to a daily light snack in all official preschool and primary schools in the country. Resolution 387 of March 1997 regulates the programme in order to ensure its proper functioning; Law 22 of Public Contracts of 2006 and all its amendments regulate procurement.</p>
<b>11. School health and nutrition activities</b>	<p><b>Educational actions:</b> Educational material is distributed on food guides on a national scale; training for teachers on nutritional issues; school gardens.</p> <p><b>Nutritional monitoring in schools:</b> Annual deworming in primary schools; clean drinking water and basic sanitation.</p>
<b>12. Achievements/innovations</b>	<ul style="list-style-type: none"> <li>- High nutritional quality foods are distributed. The drink is designed by nutritionists of the Ministry of Education, the University of Panama and dairy companies. Adjustments were made in 2015 to the formulation in accordance with the Institute of Nutrition of Central America and Panama's (INCAP's) new recommendations, decreasing sugar content.</li> <li>- Better controls have been defined for procurement management and the criteria for verifying quality have been adjusted, particularly in the analysis of bromatological and microbiological control.</li> <li>- For fathers and mothers that opt for preparing lunch boxes, the Ministry of Education has implemented Disk-Lunch Boxes, a chart that shows how to prepare three different and healthy snacks for 30 days of consumption. This material has been distributed at the national level to all educational centres.</li> <li>- With the Extended School Day Project, fresh products are being procured for school meals (animal products, fruit and vegetables).</li> <li>- Bill of Law 313's objective is to regulate the creation of school lunchrooms in order to incorporate the public-private alliance system, for the creation, maintenance and operation of school lunchrooms and school gardens, offering tax incentive plans in return.</li> </ul>
<b>13. Challenges</b>	<ul style="list-style-type: none"> <li>- The infrastructure of some centres makes it difficult to access and store food in remote areas.</li> <li>- Monitoring and supervision of the different levels of food deliveries.</li> <li>- Purchasing processes could be optimized for greater efficiency. There are currently no links with local farming.</li> <li>- The sale of non-recommended foods in kiosks and cafeterias is currently being discussed in parliament.</li> </ul>

<sup>43</sup> Legislative Assembly: Law No. 34 of 6 July 1995 (which amended the Education Organic Law and formalized the creation of the National School Nutrition and Health Administration).

Paraguay		
<b>1. Programme name</b>	<b>Paraguay School Meals Programme (PAEP, its Spanish acronym)</b>	
<b>2. Starting year</b>	2014 (beginning of school meals in the country: 1995)	
<b>3. Objectives</b>	Attend students' nutritional needs during their stay at school in order to generate healthy eating habits and lifestyles, while contributing to improving school performance and staying in school.	
<b>4. Targeting</b>	<p><b>Coverage:</b> Universal. This is gradually achieved with priority for indigenous educational institutions and those with a greater vulnerability and poverty rate.</p> <p><b>Educational levels served:</b> Pre-primary, primary (first and second cycles) and secondary school. Schools under official management and certain subsidized private schools, according to criteria set by the Ministry of Education and Culture.</p>	
<b>5. Beneficiaries</b>	1,085,942 students in 2016.	
<b>6. Modality, details of the food basket</b>	<p><b>Modality:</b> Breakfast/snack or collation and, in certain schools, lunch.</p> <p><b>Types of foods:</b> Breakfast: milk and solid food (cookies, madeleines, breadsticks/donuts, loaf bread, peanut-based food, grains, crackers, chipa pirú, honey, fresh fruit (bananas). Lunch: fresh meals that include a main dish, salad and dessert.</p> <p><b>Nutritional content:</b> Breakfast/snack: 20 percent of the total caloric count (360 kcal); lunch: 25 percent (450 kcal); collation: 15 percent (270 kcal).<sup>44</sup></p>	
<b>7. Institutional arrangements</b>	<i>Leading institution</i>	Ministry of Education and Culture
	<i>Supporting institutions</i>	Ministry of Public Health and Social Welfare through the National Food and Nutrition Institute (INAN, its Spanish acronym); and Ministry of Agriculture. FAO brings technical assistance.
<b>8. Food supply, storage and preparation</b>	Management led centrally by the Ministry of Education and Culture, with decentralized execution to governors and municipalities. They outsource the service to private companies through public calls for tenders, and the companies awarded provide the service according to the modalities. Lunches may be distributed by companies (catering system) or cooked in schools, always by companies. The technical and administrative guidelines set the general orientation for the implementation of the PAEP. There are standard specification forms for the snacks and the school meals.	
<b>9. Financing</b>	<i>Annual budget</i>	2016 approved budget: USD 102 million.
	<i>Cost per child per year</i>	<p>The budget per child per year varies according to the locality and modality.</p> <p><b>Asunción (capital):</b> Breakfast/snack: USD 92; lunch: USD 430 (catering service); collation: USD 231.</p> <p><b>Departments:</b> Breakfast/snack: USD 75; lunch: USD 288 (prepared on school premises by private companies) – USD 375 (catering service); lunch prepared on school premises with direct purchases from family farmers: USD 203.</p>

<b>10. Policy and regulatory framework documents</b>	The programme has its legal basis in Law 5210/2014 "On School Meals and Sanitary Control" (2014) and its Decree No. 2366/2014. In addition, Law No. 4758/2012 created the National Public Investment and Development Fund (FONACIDE, its Spanish acronym) and ensures finance resources. Several resolutions regulate administrative procedures and the purchasing process, including the decree on the simplified process of product procurement from family farming. <sup>45</sup>
<b>11. School health and nutrition activities</b>	Educational actions: PAEP has a legal basis and pedagogical support from the legal regulations in force. Its essence is the development and promotion of food education. The sanitary control component includes nutritional monitoring in schools; annual deworming, education on health, among others.
<b>12. Achievements/innovations</b>	<ul style="list-style-type: none"> <li>- Since 2013, Paraguay has made major progress in constructing a public school meals policy, generating PAEP's standards and operating instruments and establishing a school meal administration. It seeks to determine a comprehensive proposal focused on universal, equitable and sustainable rights.</li> <li>- With the budget assigned, breakfast/snack was able to progress to a national coverage of 70 percent of the students enrolled, with the clarification that school meals are not served on all school days as specified in the regulations; and of 25 percent with school lunches.</li> <li>- Incorporation of the educational focus of school meals through nutritional food education. PAEP has a pedagogical basis and support from the legal regulations in force.</li> </ul>
<b>13. Challenges</b>	<ul style="list-style-type: none"> <li>- The regulations determine the interaction with family farming producers and establish a complementary contract modality for family farming products (Decree 3000/2015 and Resolution DNCP 815/2015), but that sector still needs to be strengthened.</li> <li>- The institutions were not prepared to face the new challenges; the capacity for resource management needs to be strengthened.</li> <li>- Although Law 5210/14 poses the question of the universality of school meals, this cannot be achieved yet due to a lack of funding. All of the programme's components must cover all students gradually.</li> <li>- The improvement of school meals services, adapted to students' nutritional needs and according to the laws in force.</li> <li>- Install nutritional food education in educational institutions as the programme's ultimate aim and use the school meals service as a strategy.</li> <li>- Promote participation of all members of the educational community in PAEP's implementation process in order to ensure social control.</li> </ul>

<sup>44</sup> The total caloric value per day varies according to the age group; the average is 1,800 kcal. Food Guides of Paraguay 2015 based on Human Requirements of FAO/WHO/UN 2004.

<sup>45</sup> Resolution No. 3285/2014 (administrative procedures for delivery of the programme's reports); Resolution No. 128/2015 (general requirements and conditions for the provision of school meals); Resolution No. 233/2015 (approves the standard tender guidelines and conditions for procurement of inputs for school meals); Resolution DNCP No. 1271/15 (technical specifications of the foods included in the standard tender guidelines and conditions).

Peru	
<b>1. Programme name</b>	<b>"Qali Warma" National School Meals Programme</b>
<b>2. Starting year</b>	2012 <sup>46</sup> (beginning of school meals in the country: 1977)
<b>3. Objectives</b>	Ensure quality school meals during all school days for the beneficiaries of the programme according to their characteristics and the areas where they live; contribute to improving the concentration of students in class, encouraging their attendance and remaining in school; promote better eating habits among students
<b>4. Targeting</b>	Progressive universal coverage in preschools and primary schools; secondary schools in indigenous towns of the Peruvian Amazon. Educational levels served: preschool, primary and secondary schools (the latter in indigenous areas). Public schools in rural, urban and peri-urban areas.
<b>5. Beneficiaries</b>	3.5 million girls and boys in 2015
<b>6. Modality, details of the food basket</b>	<p><b>Modality:</b> Two rations a day (breakfast and lunch) in districts located in the first and second quintiles of poverty: one ration a day (breakfast or lunch) in the other districts.</p> <p><b>Types of foods:</b> (1) Products: non-perishable, primary or processed foods that are used for preparing breakfasts and lunches. (2) Rations: foods prepared for immediate consumption or industrially packaged, processed in accordance with the programme's nutritional contents. Local products are included (quinoa, kiwicha, purple corn, among others), eggs and industrialized drinks (enriched milk, milk and cereal).</p> <p><b>Nutritional content:</b> The energy and nutrient content of a food ration is differentiated according to the type (breakfast and lunch) and educational level. Between 20 percent and 40 percent of the daily energy requirements when there is one serving and between 55 percent and 65 percent of the daily requirements when there are two rations.</p>
<b>7. Food supply, storage and preparation</b>	The purchasing process is decentralized and operates through purchasing committees made up of public institution representatives (local government and health) and representatives of parents. They lead the purchasing process, evaluating and awarding suppliers, in accordance with the procedures set by the programme's purchase manual. School Meal Committees (CAE, its Spanish acronym) monitor food reception, distribution and consumption. In the case of food prepared in schools, they prepare food in coordination with parents and teachers.
<b>8. School health and nutrition activities</b>	The programme's educational component seeks to promote better eating habits among students as well as other stakeholders involved in the implementation of the service (CAE technical teams, purchasing committees, etc.). Nutritional monitoring in schools (within the framework of the activities of the school health plan Aprende Saludable) and school gardens.
<b>9. Policy and regulatory framework documents</b>	The Qali Warma School Meals Programme is found within the framework of the "Include to Grow" National Strategy (2013) and Education Law 28044 (28 July 2003); it was created by Supreme Decree 008-2012-MIDIS <sup>47</sup> , which details its objectives and scope. Several resolutions direct the implementation. The programme also has a food service management manual and several manuals for CAEs, guides and recipe books. The School Meal Framework Bill of Law is under approval process.

<b>10. Institutional arrangements</b>	<i>Leading institution</i>	Ministry of Social Development and Inclusion
	<i>Supporting institutions</i>	Ministries of Education and Health
<b>11. Financing</b>	<i>Annual budget</i>	1,270 million nuevo sol (USD 399 million) in 2015. <sup>48</sup>
	<i>Cost per child per year</i>	USD 113 (estimated)
<b>12. Achievements/innovations</b>	<p>The programme served 97 percent of the boys and girls enrolled in public schools at preschool and grade school levels in 2015, with public financial resources.</p> <p>The co-management and co-responsibility strategy, where the state and organized communities participate in synergy and jointly perform the service, ensuring public participatory and transparent processes.</p> <p>The food factsheets “bank” determines the technical quality and safety requirements. This was developed together with the competent sanitary authorities.</p> <p>Based on product requirements and the standards set by the programme, private companies have adjusted their production, such as industrialized dairy drinks, with lower amounts of sugar and fat, or biscuits with Andean grains.</p> <p>They have a Comprehensive Operating Management System (SIGO, its Spanish acronym) which registers online information on the supervision and monitoring of production plants, warehouses, providers and educational institutions. Promotion of social surveillance committees, which are made of 301 accredited observers.</p>	
<b>13. Challenges</b>	<p>Limitations in having precise information on the activity or inactivity status of certain educational institutions, mainly in rural areas.</p> <p>Rotation of the executive staff of educational institutions hampers planning of training and entails a constant updating of school meal committees.</p> <p>The national industry needs to make more robust offers in order to comply with the requirements and thus prevent failed purchasing processes.</p> <p>Local producers and family farming have not been bolstered to produce foods that comply with the programme’s requirements and demands.</p> <p>Ensure the logistic chain in remote zones, mainly in the Amazon area.</p> <p>Strengthen participatory mechanisms in the programme’s management, of local authorities, community representatives and the general population, with the aim to have them appropriate the programme and ensure its sustainability.</p>	

<sup>46</sup> Supreme Decree No. 008-2012

<sup>47</sup> Amended by Supreme Decree 006-2014-MIDIS to be able to amplify its extent to high school institutions of the Peruvian Amazon.

<sup>48</sup> Financial Administration System – SIAF, its Spanish acronym, of the Ministry of Economy and Finance. Rate of exchange: World Bank: <http://data.worldbank.org/indicator/PA.NUS-FCRF>.







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