SCHOOL MEAL/FEEDING PROGRAM(S)
Most recently completed school year: February 2018 - November 2018 (200 school days)
- Programa Nacional de Alimentación Escolar (PNAE)

Lead Agency: School Feeding Directorate (Dirección Alimentación Escolar - DAE)

NATIONAL LAWS, POLICIES, AND STANDARDS
- National school feeding policy
- Nutrition
- Food safety
- Agriculture
- Private sector involvement

Line item in the national budget... Yes  No  NR

BUDGET
Total: USD 23,136,364
- National government: USD 20,360,000
- International donors*: USD 925,455
- Private sector: N/A
- Other donors: USD 1,850,909

*Contributions by United Nations agencies or non-governmental organizations often represent funding from multiple donors.

INFRASTRUCTURE
Most schools in Honduras have electricity and latrines. Some have piped and clean water, flush toilets, dedicated eating spaces/cafeterias, and kitchens.

SPECIAL NOTES
Some UNESCO data was used to complete this report.

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**NUTRITION**

School feeding program(s) include/involve the following:

- Fortified foods
- Bio-fortified foods
- Micronutrient supplements
- Nutritionists involved
- Special training for cooks/caterers in nutrition
- Objective to meet nutritional goals
- Objective to reduce obesity

Food items fortified:

- Oil

Micronutrients added to fortified foods:

Not specified

**ADDITIONAL INFORMATION**

In some parts of the country, children only receive dry rations, while elsewhere they also receive perishable products (dairy and fresh fruits and vegetables). School meals are generally prepared on-site. Cooks receive training in nutrition, food safety/hygiene, portions/measurements, and menu planning. At least 20 nutritionists are involved with the school feeding program.

**AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION**

Jobs created by school feeding programs

- NR Cooks and food preparers
- NR Transporters
- NR Off-site processors
- NR Food packagers and handlers
- NR Monitoring
- NR Food service management
- NR Safety and quality inspectors
- NR Other

Farmers were involved with the school feeding program(s)...  

- Yes  
- No  
- NR

Other private sector (for profit) actors were involved...

- Yes  
- No  
- NR

There was a focus on creating jobs or leadership or income-generating opportunities for...

- Women  
- Youth  
- Other groups

There was community engagement (by parents or others) in the school feeding program(s)

- Yes  
- No  
- NR

**ADDITIONAL INFORMATION**

Honduran law mandates that the program source at least 40% of its food from small (family farm) producers to stimulate the economy. Private companies are involved with food trading, food processing, and transport. School feeding committees, comprised of parents prepare and serve the food to the students. Approximately 40,000 volunteer cooks are part of the program. These include many indigenous women, particularly in the Garcia a Dios department.

**CONTACTS: HONDURAS**

Agency: Ministry of Development and Social Inclusion  
(Secretaria de Desarrollo e Inclusión Social - SEDIS)
Website: www.sedis.gob.hn  
Email: transparencia@sedis.gob.hn

**SUCCESSES AND CHALLENGES**

A positive development is that the domestic purchase of vegetables, fruits, eggs, and dairy have been improving since 2012. This has had a positive impact for participating small family farms.

Local governments and organizations asked for a school feeding law, but it was not approved, nor implemented.

The country suffers from ongoing conflict, including shootings on the roads. This impedes food delivery. There is no stable budget for PNAE. The program is lacking skillful, committed, and sustained (with stable pay) professionals. The program is vulnerable because there are inadequate staff for monitoring program activities.

The challenges are to achieve a stable and sufficient budget, remove political influences from the program, and staff the PNAE with a skilled and multidisciplinary technical team.

**STUDIES CONDUCTED**

Studies have been conducted, but none were specified.

**RESEARCH NEEDED**

Impact assessments related to consumption and school performance.
NATIONAL SCHOOL FEEDING PROGRAM
PROGRAMA NACIONAL DE ALIMENTACIÓN ESCOLAR (PNAE)

Lead implementer(s): School Feeding Directorate (Dirección Alimentación Escolar - DAE)

OBJECTIVES:
• To meet educational goals
• To provide a social safety net
• To meet nutritional and/or health goals
• To meet agricultural goals

MODALITIES OF PROVIDING STUDENTS WITH FOOD:
• In-school meals • In-school snacks

TARGETING:
The program is intended to be universal, though it is currently targeted towards vulnerable territories and ethnic groups, among other criteria. Food is provided five times per week during the school year.

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2018 SCHOOL YEAR?

<table>
<thead>
<tr>
<th>School level</th>
<th># Students</th>
<th>% Girls</th>
<th>% Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school</td>
<td>200,000</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Primary school</td>
<td>900,000</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Secondary school</td>
<td>200,000</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>1,300,000</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

FOOD ITEMS:
- Grains/cereals
- Roots, tubers
- Legumes and nuts
- Green, leafy vegetables
- Dairy products
- Other vegetables
- Fish
- Fruits
- Eggs
- Oil*

FOOD SOURCES:
- 96% Purchased (domestic)
- 0% In-kind (domestic)
- 0% Purchased (foreign)
- 4% In-kind (foreign)

NOTES:
Among the food items that are purchased, 60% are purchased locally. Small-scale farmers or companies are sometimes able to participate successfully in the tendering process. Small-scale farms are also engaged in the school feeding program through agricultural subsidies, agricultural extension, training, and forward contracts.