EASTERN REPUBLIC OF Uruguay

COMPLEMENTARY ACTIVITIES
- Handwashing with soap
- Height measurement
- Weight measurement
- Testing for anemia
- Deworming treatment
- Eye testing/eye glasses

COMPLEMENTARY EDUCATION PROGRAMS
- Food and nutrition
- Agriculture
- School gardens
- Hygiene

MEALS/SNACKS/MODALITY
- Breakfast
- Lunch
- Dinner
- Snacks
- Take-home rations
- Other

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

BUDGET
Total: USD 66,201,454
- Government: USD 66,201,454
- International donors*: USD 0
- Private sector: USD 0
- Other donors: USD 0

Includes funding from the United States Department of Agriculture

INFRASTRUCTURE
All schools in Uruguay have electricity and flush toilets; most have clean water, kitchens, and dedicated eating spaces/cafeterias. School meals are prepared on-site (on school grounds) and off-site in private facilities (i.e., by caterers). Kitchens are typically equipped with closed cooking areas, piped water, storage, electricity, refrigeration, serving utensils, and gas or electric stoves.

SPECIAL NOTES
Population and enrollment numbers from the UNESCO Institute of Statistics (UIS) were used to complete this report.

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NUTRITION
School feeding program(s) included/involved the following:

- Fortified foods
- Bio-fortified foods
- Micronutrient supplements
- Nutritionists involved
- Objective to meet nutritional goals
- Objective to reduce obesity

Food items fortified/biofortified:
Grains/cereals, dairy products, and salt

Micronutrients:
Iron, iodine, and folic acid

ADDITIONAL INFORMATION
In Uruguay, 29 nutritionists are involved with the program. Efforts to prevent or mitigate overweight/obesity include food restrictions on or near school grounds, food and nutrition education, health education, and physical education. Cooks/caterers receive special training in nutrition, portions/measurements, menu planning, and food safety/hygiene.

STUDIES CONDUCTED

RESEARCH NEEDED
Not specified.

AGRICULTURE, EMPLOYMENT, AND COMMUNITY PARTICIPATION
Jobs created by school feeding programs*
- Cooks and food preparers
- Transporters
- Off-site processors
- Food packagers and handlers
- Monitoring
- Food service management
- Safety and quality inspectors
- Other

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

☐ Yes  ☐ No  ☑ No response

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

☐ Yes  ☐ No  ☑ No response

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

☐ Women  ☑ Other groups
☐ Youth  ☑ No response

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

☐ Yes  ☐ No  ☑ No response

Were there links between food banks and the school feeding program(s)?

☐ Yes  ☑ No  ☑ There are no food banks in this country.

ADDITIONAL INFORMATION
In each school there is a commission comprised of parents, called the Development Commission, with collaboration and control tasks.

CONTACTS: URUGUAY
Agency: General Directorate of Early and Primary Education/PAE
Website: https://www.dgeip.edu.uy/

SUCCESSES AND CHALLENGES
Recent successes related to school feeding in Uruguay include the establishment of Law 19140 on healthy eating in educational centers and the work carried out by the technical team of the PAE from all over the country with the aim of improving the eating habits of the school population. The implementation of school feeding during the COVID-pandemic presented great challenges in order to reach the large number of schoolchildren in the country.

EMERGENCIES/COVID-19 PANDEMIC
During the 2021 school year, schools in Uruguay were mostly open but also operated remotely for several months due to the COVID-19 pandemic. There was a temporary change in feeding modality (e.g., switching from in-school meals to take-home rations), as well as a temporary change in the sourcing of food. When meals were prepared at school, they were served in a very different way than before (e.g., fewer children eating together at the same time) or were made available to be picked up and eaten at home. When no meals were provided at school, students’ families were provided with cash/monetary support or vouchers to purchase food either through electronic payments/vouchers or in hard currency (cash) or physical vouchers (paper coupons). The pandemic prompted the educational community to become more aware of the importance of hygiene and proper food handling.
OBJECTIVES:
• To provide a social safety net
• To meet nutritional and/or health goals
• To prevent or mitigate obesity

MODALITIES OF PROVIDING STUDENTS WITH FOOD:
• In-school meals
• Take-home rations

FREQUENCY AND DURATION:
• 5 times per week during the school year

TARGETING:
Universal

HOW MANY STUDENTS RECEIVED SCHOOL FOOD IN 2021 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>Unknown</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Primary school</td>
<td>201,866</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Secondary school</td>
<td>6,310</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Total</td>
<td>208,176</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

The precise breakdown of student numbers across the primary and pre-school levels is not known.

FOOD SOURCES:
- Purchased (domestic)
- Purchased (foreign)
- In-kind (domestic)
- In-kind (foreign)

If blank, no response was provided.

ADDITIONAL INFORMATION:
The General Directorate of Early and Primary Education/School Feeding Program began operating in 1920. Efforts to limit food waste include fumigation/pest control within sealed food storage areas, the use of nearly-expired food, a marketing campaign to reduce how much food students throw away, and adjustments to the quantities produced to reflect daily attendance.