Peru

School Meal Coverage (2022)

All Primary and Secondary School-age Children

- 60% Enrolled, but not receiving food
- 47% Receiving food
- 0% Not enrolled

Only Enrolled Primary Students

- 71% Receiving food

National Laws, Policies, and Standards

- National school feeding policy
- Nutrition
- Health
- Food safety
- Smallholder farms
- Agriculture (apart from smallholders)
- Climate/environment policy
- Private sector involvement

The country had...

- Inter-sectoral coordination committee for school feeding
- National system for monitoring school feeding

School Food Sources

- Whole grains
- Refined/milled grains
- Blended grain-based products
- Legumes
- Nuts and seeds
- Eggs
- Dairy
- Poultry and game meat
- Red meat
- Processed meat
- Fish and shellfish
- Deep orange vegetables and tubers

- White roots and tubers
- Fruits
- Dark green leafy vegetables
- Cruciferous vegetables
- Other vegetables
- Deep-fried foods
- Sweets
- Liquid oils
- Semi-solid and solid fats
- Salt
- Dairy milk
- Yogurt drink

- 100% fruit juice
- Other fruit drink
- Tea
- Other sugar-sweetened beverages

Prohibited food items

- Milks modified with soy isolate and raw milk; sausages such as ham, chorizo, mortadella; canned fish in grated form; products with high sugar content; margarine, animal butter, mayonnaise; and processed spicy condiments.

Budget

- Total: USD 556,529,119
  - Government: 556,529,119
  - International donors: 0
  - Private sector: 0
  - NGOs (domestic): 0
  - Other donors: 0

Special Notes: Population numbers from the UNESCO Institute for Statistics (UIS) were used to complete this report.
### Infrastructure, Employment, and Complementary Features

#### Share of Schools with ...

<table>
<thead>
<tr>
<th>Feature</th>
<th>Most</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity</td>
<td></td>
</tr>
<tr>
<td>Clean water</td>
<td></td>
</tr>
<tr>
<td>Kitchens</td>
<td></td>
</tr>
</tbody>
</table>

#### Employment

- **Total number of cooks/caterers:** Unknown
  - Percent paid: Unknown
  - Percent women: Unknown

- There was a focus on creating job opportunities for...
  - Women
  - Youth
  - Other Groups

### Complementary Activities

- Handwashing with soap
- Height measurement
- Weight measurement
- Testing for anemia
- Deworming treatment
- Eye testing/eyeglasses
- Hearing testing/treatment
- Dental cleaning/testing
- Menstrual hygiene
- Drinking water
- Water purification
- School gardens

### Complementary Education Programs

- Food and nutrition
- Agriculture
- Environment/climate/sustainability
- Hygiene
- Health
- Reproductive health
- HIV prevention
- Physical education
- Mental health

### Additional Information

At least 20 nutritionists, paid by the national government, were involved with school feeding at the national level during the 2022 school year. Approaches to prevent or mitigate overweight/obesity included nutritional requirements for take-home rations, as well as the dissemination of educational materials on nutrition and health.

The operation of the Qali Warma National School Feeding Program was based on a co-management model, in which parents and the educational community participated in the management of food services within the educational institutions. Likewise, the co-created regulations of the program involved the participation of the directors of educational institutions, teachers, and parents in the formation of the School Meals Committee. Additionally, the private sector was engaged in food trading for the program.
Successes and Challenges

Successes

1. Law No. 31315 - Food and Nutritional Security Law was approved (2021) with the aim of establishing a legal framework for the development of public policies on food and nutrition security and regarding the right to food as a fundamental right.

2. Approval of the National Policy for Development and Social Inclusion by 2030 through a Supreme Decree. This was one of a series of measures implemented to strengthen social protection in the form of food supplementation in the face of emergencies.

3. During the pandemic period, parents were brought closer to educational institutions, which could be used to strengthen the capacities of mothers/parents or guardians.

Challenges

1. Delays in achieving targets in the program’s reach (i.e., closing gaps in the target population).

2. Difficulties in reaching the coverage objective specifically around the number of days of food provision.

3. Limited information for the evaluation of food availability in the market.

4. Limited operational capacity of manufacturers to withdraw food declared unfit by the health authority.

5. Given the multitude of actors and geographic complexity of the food delivery system, rigorous supervision and control was challenging.

Emergencies

Experienced disruptions to school feeding due to emergencies

- Yes  - No

Strategies to address the impact of emergencies

- Seek alternative food sources or suppliers
- Changes in numbers of students fed
- Negotiate better prices with existing suppliers
- Establish alternative supply routes or transportation methods
- Source different or alternative food
- Release of food reserves
- Increase funding or budget allocation for school feeding
- Collaborate with local producers or suppliers to reduce dependence on global supply chains
- Changes in delivery method
- Changes in feeding modality
- Changes in feeding frequency
- No particular strategy was used

Steps taken to limit package waste

- Re-use of bags/containers
- Recycling
- Use of compostable materials
- Use of “bulk serve” containers
- Prohibiting specific types of packaging

Additional Information

The program was exclusively based around take-home rations delivered every 25 or 40 days, reducing the potential to target food and package waste control.

Environmental Sustainability

Targeted climate-friendly foods

- Yes  - No

Steps taken to limit food waste

- Sealed food storage
- Fumigation/pest control in storage area
- Use of hermetic bags or larger hermetic storage system
- Routine testing/monitoring of dry food storage
- Use of nearly-expired food
- Use of usable but “imperfect” commodities or produce
- Campaign to reduce how much food students throw away

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Qali Warma National School Feeding Program
(Programa Nacional de Alimentación Escolar Qali Warma - PNAEQW)

Management

- Lead implementer(s): Ministry of Development and Social Inclusion (Ministerio de Desarrollo e Inclusión Social)
- The national government managed the program (Centralized decision-making).
- Implementing partner procured the food

How Many Students Received Food

<table>
<thead>
<tr>
<th>School Level</th>
<th># of Students</th>
<th>% Girls</th>
<th>% Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>1,149,243</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>Primary School</td>
<td>2,708,077</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>Secondary School</td>
<td>385,734</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4,243,054</strong></td>
<td><strong>49%</strong></td>
<td><strong>51%</strong></td>
</tr>
</tbody>
</table>

Foods and Beverages

- Refined/milled grains
- Blended grain-based products
- Legumes
- Dairy
- Processed meat
- White roots and tubers
- Liquid oils
- Salt

Elements of Home-Grown School Feeding

- Objective for small-scale farmers to benefit from access to a stable market
- Local food sourcing
- Small-scale farmers involved by selling directly (or through their farmer organization) to the program or the schools
- Additional support provided to small-scale farmers
- Country had a law/policy/standard related to small-scale farmers and school feeding programs
- Preferential treatment for small-scale farmers/small farmer organizations/small companies in tendering procedures
- Effort is made to reduce food miles

Objectives

- To meet nutritional and/or health goals

Modalities of Providing Students With Food

- Take-home rations

Frequency and Duration

- Two different groups received food deliveries either every 25 days or every 40 days.
- In the regular modality (every 25 days), 7 deliveries per year; In the expanded modality (every 40 days), 5 deliveries per year.

Targeting

- Prioritization was based on poverty levels.

Expenses

- Food: 94%
- Labor: 6%
- Handling, storage, transport
- One-time fixed costs
- All other costs

Food Sources

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

Additional Information

School meal programs have been implemented in Peru since 1992 through the National Program of Food Assistance (Programa Nacional de Asistencia Alimentaria - PRONAA). Additional objectives of the Qali Warma National School Feeding Program were to guarantee food service, improve attention, and promote better habits among students.