

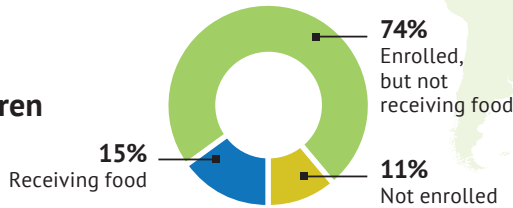


United Mexican States

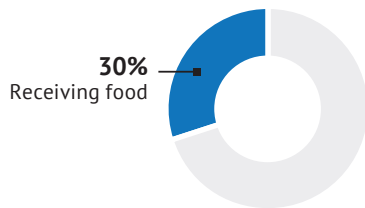


School Meal Coverage (2022-2023)

All Primary and Secondary School-age Children

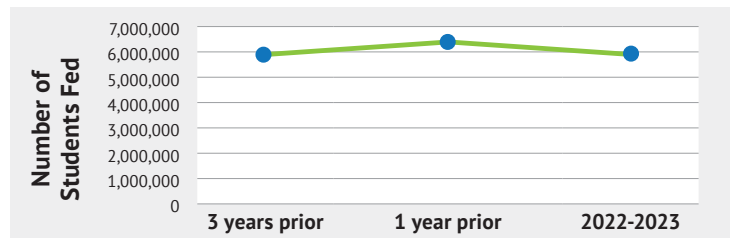


Only Enrolled Primary Students



School Level	Total	# Enrolled	# Receiving Food
Preschool	6,462,212	3,749,781	1,533,300
Primary School	15,235,784	12,238,588	3,690,883
Secondary School	13,331,565	13,128,205	534,372
TOTAL	35,029,560	29,116,574	5,883,505

The total number of students fed is inclusive of 42,955 vocational/technical school students and 81,995 students of other categories, such as special education and university students. In Mexico, vocational/technical schools are not considered part of the basic education system, and these numbers were not disaggregated by school level.



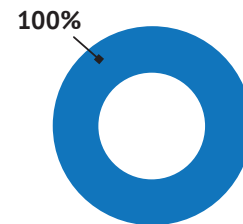
National Laws, Policies, and Standards

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

The country had ...

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

Budget



- Total: **USD 475,738,032**
- Government: 475,738,032
 - International donors: 0
 - Private sector: 0
 - NGOs (domestic): 0
 - Other donors: 0

- Line item in the national budget for school feeding

School Foods and Beverages

- | | | | |
|--|---|---|--|
| <input checked="" type="checkbox"/> Whole grains | <input type="checkbox"/> Processed meat | <input type="checkbox"/> Deep-fried foods | <input type="checkbox"/> Tea |
| <input checked="" type="checkbox"/> Refined/milled grains | <input checked="" type="checkbox"/> Fish and shellfish | <input type="checkbox"/> Sweets | <input type="checkbox"/> Other sugar-sweetened beverages |
| <input checked="" type="checkbox"/> Blended grain-based products | <input checked="" type="checkbox"/> Deep orange vegetables and tubers | <input checked="" type="checkbox"/> Liquid oils | |
| <input checked="" type="checkbox"/> Legumes | <input checked="" type="checkbox"/> White roots and tubers | <input type="checkbox"/> Semi-solid and solid fats | |
| <input checked="" type="checkbox"/> Nuts and seeds | <input checked="" type="checkbox"/> Fruits | <input checked="" type="checkbox"/> Salt | |
| <input checked="" type="checkbox"/> Eggs | <input checked="" type="checkbox"/> Dark green leafy vegetables | <input checked="" type="checkbox"/> Dairy milk | |
| <input checked="" type="checkbox"/> Dairy | <input checked="" type="checkbox"/> Cruciferous vegetables | <input type="checkbox"/> Yogurt drink | |
| <input checked="" type="checkbox"/> Poultry and game meat | <input checked="" type="checkbox"/> Other vegetables | <input type="checkbox"/> 100% fruit juice | |
| <input checked="" type="checkbox"/> Red meat | | <input checked="" type="checkbox"/> Other fruit drink | |

- ### Food Sources
- Purchased (domestic)
 - Purchased (foreign)
 - In-kind (domestic)
 - In-kind (foreign)

Special Notes: Some population and enrollment numbers from the UNESCO Institute of Statistics (UIS) were used to complete this report. This report only includes the beneficiaries served with national resources, as this is within the jurisdiction of the National System for Integral Family Development (DIF).

School Foods and Beverages (cont'd)

Prohibited food items

Foods that contain a significant source of simple sugars, refined flours, fats, and/or sodium; any food that has sugar in its first three ingredients; any food that contains non-caloric sweeteners or sugar substitutes; any food that contains colorants or flavor enhancers; and any input that, due to its appearance, may seem like sweets or candy.

Nutrition

School feeding program(s) include/involve the following

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

Limitations on food and beverage marketing...

- On school grounds**
- To school age children**

Additional Information

Nutritionists were involved in the program and employed at all levels of government. Milk and cereals were fortified with a variety of micronutrients, including iron, zinc, folic acid, niacin, riboflavin, thiamin, and vitamins A and D. Produce from school gardens was consumed by students and used as a learning tool to promote healthy eating habits. Efforts to prevent or mitigate overweight/obesity included food and nutrition requirements for school food, food and/or beverage restrictions on or near school grounds, restrictions on food and/or beverage marketing to children, and the provision of food and nutrition education, health education, and physical education.

Infrastructure, Employment, and Complementary Features

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

Food for the School Breakfast Program was purchased through open-bid (competitive tendering) procedures in which small-scale farmers/organizations/companies did not successfully compete. Private companies were employed in food catering, trading, processing, and transport. Participation of parents and the school community was encouraged through the integration of School Breakfast Committees which were responsible for the food reception, preparation, and distribution, as well as monitoring and promoting good nutrition and food safety protocols.

Environmental Sustainability

Targeted climate-friendly foods

Yes No

Steps taken to limit food waste

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

Steps taken to limit package waste

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

Additional Information

To reduce the use of firewood/charcoal as fuel for cooking, fuel-efficient (energy efficient) stoves were utilized. To reduce food waste, the amount of food that would be delivered to the schools was calculated at the planning stage based on the proposed menus and expected beneficiaries.

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

Additional Information

The School Breakfast Program had a plan in place to mitigate the impact of emergencies. However, the program was not affected by any emergencies during the 2022-2023 school year.

Successes and Challenges

Successes

1. Promoted the consumption of fresh foods with the aim of reducing the consumption of ultra-processed foods.
2. Promoted the consumption of local and regional products to contribute to strengthening the local economy and preserving the environment.
3. Implemented within the program a food orientation and quality assurance strategy to promote adequate nutrition and ensure the nutritional quality and safety of food.

Challenges

1. It is challenging to consolidate public purchases from small producers.
2. Need to foster healthy food environments that are not influenced by the large ultra-processed food industries.
3. Difficult to achieve universal coverage with the budget allocated for the program.
4. Need to eliminate the consumption of ultra-processed foods and transition to a diet based on fresh and locally produced products.

School Breakfast Program

(Programa de Desayunos Escolares)

Management

- Lead implementer(s): National System for the Comprehensive Development of the Family and the State and Municipal DIF Systems (*Sistema Nacional para el Desarrollo Integral de la Familia y los Sistemas Estatales y Municipales DIF*)
- The program was managed with both centralized and decentralized decision-making (Semi-decentralized).
- Regional government procured the food

How Many Students Received Food

School Level	# of Students	% Girls	% Boys
Preschool	1,533,300	–	–
Primary School	3,690,883	–	–
Secondary School	577,327	–	–
TOTAL	5,883,505*	–	–

* The total number of students fed is inclusive of 42,955 students of vocational/technical schools, though these are not considered part of the basic education system, and 81,995 students reached through universities, community centers, special education, shelters, childcare centers, and sites of initial education.

Foods and Beverages

- Whole grains
- Refined/milled grains
- Blended grain-based products
- Legumes
- Nuts and seeds
- Eggs
- Dairy
- Poultry and game meat
- Red meat
- Fish and shellfish
- Deep orange vegetables and tubers
- White roots and tubers
- Fruits
- Dark green leafy vegetables
- Cruciferous vegetables
- Other vegetables
- Liquid oils
- Salt
- Dairy milk
- Other fruit drink

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 reduce hunger
- To meet nutritional and/or health goals
- To prevent or mitigate obesity

Modalities of Providing Students With Food

- In-school meals
- In-school snacks
- Take-home rations

Frequency and Duration

- 5 times per week
- During the school year

Targeting

- Targeting was based on the level of marginalization of the locality and municipality, according to the most recent census of the National Population Council (CONAPO), which captured the level of economic and social development. In this way, each subgovernment gave priority to the most vulnerable population in the country.

Food Sources

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

Additional Information

School feeding in Mexico began in 1929 with a centralized program that provided milk to schools in Mexico City, the “Gota de Leche” program. Breakfasts began to be distributed in 1935, and by 1995, the program was operating in all 32 districts of the country. During the 2022-2023 school year, the School Breakfast Program operated in 91,921 public schools, 23 private schools, and 3,113 other schools. Most food for the program was packaged/processed and purchased domestically. In most schools, parents organized themselves to make donations in kind, such as fresh food, cleaning products, and other supplies necessary for the operation of the school kitchen. Additionally, the program has undergone a regionalization of inputs and menus to promote the preservation of local food cultures. Furthermore, each year the menus can be changed according to the preferences of the students.

The Global Survey of School Meal Programs® collects data from government sources and is funded, in part, by the United States Department of Agriculture. Contact info@gcnf.org for more information.

Citation: Global Child Nutrition Foundation (GCNF). 2024. Global Survey of School Meal Programs Country Report, Mexico.

<https://gcnf.org/country-reports/>