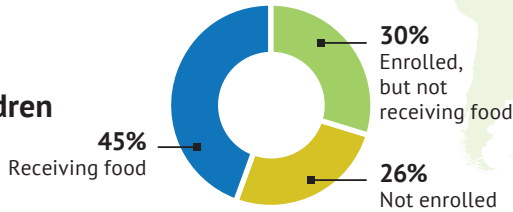


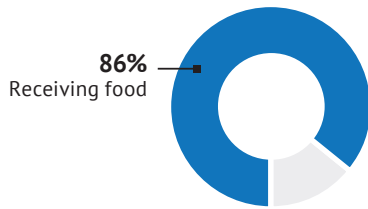


### School Meal Coverage (2022)

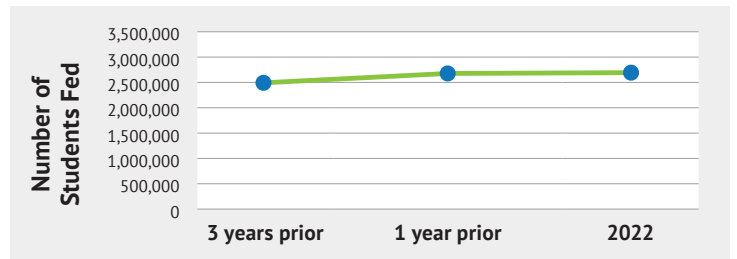
#### All Primary and Secondary School-age Children



#### Only Enrolled Primary Students



| School Level     | Total            | # Enrolled       | # Receiving Food |
|------------------|------------------|------------------|------------------|
| Preschool        | 1,504,951        | 670,152          | 574,762          |
| Primary School   | 2,197,983        | 2,414,945        | 2,079,759        |
| Secondary School | 2,458,763        | 1,043,629        | 0                |
| <b>TOTAL</b>     | <b>6,161,697</b> | <b>4,128,726</b> | <b>2,654,521</b> |



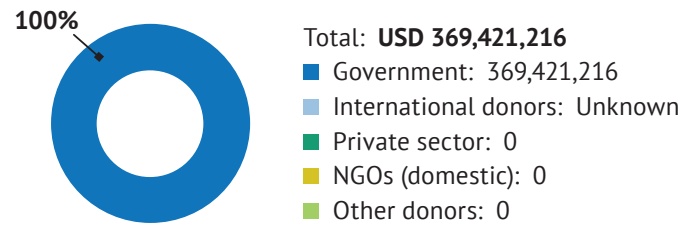
### National Laws, Policies, and Standards

- 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



- Line item in the national budget for school feeding**

### School Foods and Beverages

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

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

**Special Notes:** The U.S. Department of Agriculture lists three organizations as receiving support from the McGovern-Dole Food for Education and Child Nutrition Program for school feeding activities in Guatemala (Global Communities since 2021; Catholic Relief Services since 2020; Save the Children Federation since 2018).

## School Foods and Beverages (cont'd)

### Prohibited food items

Foods allowed in this program were authorized by the Commission of Nutritionists representing the Ministry of Education, the Ministry of Public Health and Social Assistance, the Ministry of Agriculture, Livestock and Food, and the Secretariat of Food and Nutrition Security. Other foods were not allowed.

## 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...

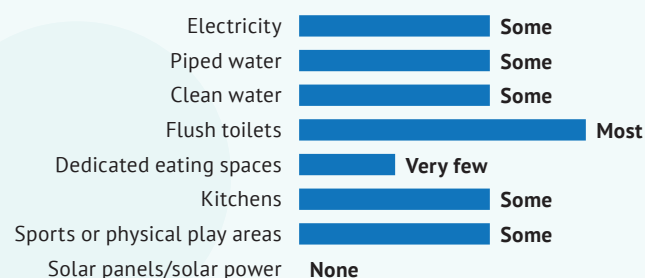
- On school grounds
- To school age children**

### Additional Information

In the 2022 school year, at least 16 nutritionists, employed by the national government, were engaged in the program. To mitigate overweight/obesity, the program set nutritional requirements for food baskets.

## Infrastructure, Employment, and Complementary Features

### Share of Schools with ...



### Employment

Total number of cooks/caterers: 0

- Percent paid: N/A
- Percent women: N/A

### 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

The program involved small-scale farmers who received support such as advice, seeds, and tools to boost the production of specific foods, along with other extension efforts. The private sector otherwise did not participate in the program. Each school formed an organization of community volunteers who managed the program's funds with the support of Ministry of Education staff.

## 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

In the 2022 school year, school garden produce was consumed by the students.

## 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

In the 2022 school year, the program was affected by a health epidemic/pandemic. Despite the emergency, no schools were closed, and school feeding operations continued without interruption. However, the feeding approach for that year shifted to take-home rations only. A positive outcome of this crisis was the strengthened connection between the program and family farming.

## Successes and Challenges

### Successes

1. Expansion of the program to cover all educational levels in public schools (early childhood, pre-primary, primary, and secondary).
2. In 2024, in-school meal preparation and serving was restored;
3. Allocation of an annual budget for program implementation;
4. Stronger coordination among the various institutions responsible for the program under the School Feeding Law, facilitating the effective implementation of legally mandated interventions.

### Challenges

1. Inadequate infrastructure and kitchen equipment in schools limit the provision of prepared meals;
2. Diverse school contexts and varying levels of parental involvement necessitate guidelines to enable program implementation;
3. The Covid-19 pandemic led to a shift to take-home rations, and there has been some resistance to revert to preparing meals at schools;
4. There is a need to strengthen ties between family farming and the program to support the local economy;
5. Specific union interests that undermine the intent and enforcement of the law.

# School Feeding Program

(Programa de Alimentación Escolar)

## Management

- Lead implementer(s): Ministry of Education
- The national government managed the program (Centralized decision-making).
- Individual schools procured the food

## How Many Students Received Food

| School Level     | # of Students    | % Girls  | % Boys   |
|------------------|------------------|----------|----------|
| Preschool        | 574,762          | –        | –        |
| Primary School   | 2,079,759        | –        | –        |
| Secondary School | 0                | –        | –        |
| <b>TOTAL</b>     | <b>2,654,521</b> | <b>–</b> | <b>–</b> |

## Foods and Beverages

- Refined/milled grains
- Blended grain-based products
- Legumes
- Nuts and seeds
- Eggs
- Dairy
- Deep orange vegetables and tubers
- White roots and tubers
- Fruits
- Cruciferous vegetables
- Other vegetables
- 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 educational goals
- To meet nutritional and/or health goals
- To meet agricultural goals

## Modalities of Providing Students With Food

- Take-home rations

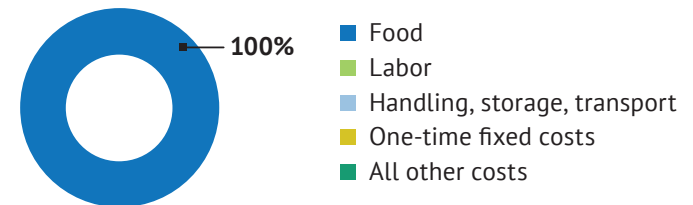
## Frequency and Duration

- Approximately every 45 days
- During the school year

## Targeting

- Universal (pre-school and primary school)

## Expenses



## Food Sources

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

## Additional Information

The program started in 2017. The Inter-institutional Commission on School Feeding—represented by vice-ministers and undersecretaries of the Ministry of Education, Ministry of Public Health and Social Assistance, Ministry of Agriculture, Livestock and Food, Ministry of Public Finance, Secretariat of Food and Nutrition Security and the General Secretariat of Planning and Programming of the Presidency—serves as the intersectoral coordination body. In the 2022 school year, the School Feeding Program operated using a take-home ration modality, covering pre-primary and primary levels. Seven deliveries of food rations were made throughout the year.

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](mailto:info@gcnf.org) for more information.

**Citation:** Global Child Nutrition Foundation (GCNF). 2024. Global Survey of School Meal Programs Country Report, Guatemala. <https://gcnf.org/country-reports/>