



RAES

REGIONAL AGENDA:

FOR SUSTAINABLE SCHOOL FEEDING
IN LATIN AMERICA AND THE CARIBBEAN

2026/2030

RAES

REGIONAL AGENDA:

FOR SUSTAINABLE SCHOOL FEEDING IN LATIN AMERICA AND THE CARIBBEAN

2026/2030



Document prepared by the member countries of the Sustainable School Feeding Network (RAES):

Belize, Bolivia (Plurinational State of), Brazil, Chile, Colombia, Costa Rica, Cuba, the Dominican Republic, Ecuador, El Salvador, Honduras, Guatemala, Paraguay, Peru, Saint Lucia, Saint Kitts and Nevis, Suriname and Uruguay

Executive Secretariat: Food and Agriculture Organization of the United Nations (FAO)

Brazilian Cooperation Agency of the Ministry of Foreign Affairs (ABC/MRE)

Ruy Pereira
Cecilia Malaguti do Prado
Paola Barbieri
Monica Alves
Janaina Plessmann

National Fund for Educational Development of Brazil's Ministry of Education (FNDE/MEC)

Fernanda Pacobahyba
Karine Santos
Felipe Albuquerque
Anne Karine Bandeira

Food and Agriculture Organization of the United Nations (FAO)

Maya Takagi
Daniela Godoy
Israel Ríos

Executive Secretariat of the Sustainable School Feeding Network (RAES)

Najla Veloso
Miriam Oliveira
Ana Leticia Carvalho
Ana Yanira Calderón
Palova Brito
Paulo Palma Beraldo

Country focal points that contributed to this document (governments and FAO country offices)

Belize

Cathleen Juan

Brazil

Karine Santos

Colombia

Laura Catherine Arévalo Rivera

Cuba

Blanca Terry

Dominican Republic

Yomaira Altagracia Tejeda Castillo

Ecuador

Fernando Roberto Granda Galarza

El Salvador

Carolina Nohemy Mejía Romero

Guatemala

Leslly de León Trujillo

Honduras

Eva Varela

Paraguay

Reveca Chavez
Andrea Milena Fernández Leguizamón
Ana Carolina Louteiro
Rosalba Canela

Peru

Julio Ander Mayca Perez

Saint Lucia

Meriam Henville

Uruguay

Ana Maria Novo

Graphic design : João Pedro de Lima Fávero

Graphic supervision: Anne Karine Bandeira, Janaina Plessmann, Palova Brito and Paulo Palma Beraldo

Published with the support of: Brazil–FAO Trilateral South–South Cooperation Programme

Required citation: Sustainable School Feeding Network (RAES). 2026. RAES Regional Agenda: for Sustainable School Feeding in Latin America and the Caribbean - 2026-2030. Brasilia.

Reproduction is permitted with acknowledgement of the source.

Learn more about the activities of the RAES: www.redraes.org

Cover photographs: ©FAO, ©FAO / Edgar Marra, ©FAO / Rubi Lopes, ©FAO / Max Valencia & ©FAO / Enrique González

Index

| | |
|---|-----------|
| Glossary | 2 |
| List of abbreviations and acronyms | 4 |
| Presentation | 5 |
| 1. Introduction | 6 |
| 2. Background | 8 |
| 3. About the Sustainable School Feeding Network (RAES) | 9 |
| 3.1. History | 9 |
| 3.2. Mission and vision | 10 |
| 3.3. Principles | 10 |
| 3.4. Strategic objectives | 10 |
| 3.5. Adhesion of countries and commitments signed in 2024 | 10 |
| 3.6. Management | 11 |
| 3.6.1. Role and function of the Executive Secretariat of RAES | 12 |
| 4. Some of the main regional results | 14 |
| 5. About the RAES Regional Agenda: for Sustainable School Feeding in Latin America and the Caribbean - 2026-2030 | 15 |
| 5.1. Strategic elements of the Regional Agenda | 16 |
| 5.2. Cross-cutting axes | 16 |
| 5.3. Priority thematic approaches | 16 |
| 5.4. Work plan | 23 |
| 5.5. Implementation of the work plans | 24 |
| 5.6. Financing the Regional Agenda | 24 |
| 5.7. Monitoring and evaluation | 25 |
| 5.8. Communication and dissemination actions | 25 |
| 6. Bibliography | 26 |

Glossary

In this glossary, simplified definitions have been adopted to facilitate the reader's understanding. However, for many of the terms used, other publicly available and officially recognized definitions exist and may be consulted.

Dietary pattern: refers to the combination of foods and drinks habitually consumed by an individual over time. In other words, it is not about isolated foods, but about the set and frequency with which the different food groups are chosen and combined in the daily diet. A healthy diet may be expressed through different dietary patterns, depending on cultural, social and environmental contexts, as long as it adheres to the principles of a healthy diet (adequate, balanced, moderate and diverse) and contributes to both human health and environmental sustainability.

Family farming: encompasses all agricultural activities centred on the family. It is “a way of organising agricultural, forestry, fisheries, livestock and aquaculture production that is managed and operated by a family and relies primarily on the capital and labour of its members, both women and men. The family and the farm are linked, evolve together, and combine economic, environmental, social and cultural functions”.¹

Food, Nutrition and Environmental Education (FNEE): a new field of knowledge and continuous practice, permanent, transdisciplinary, intersectoral, and multiprofessional, aimed at promoting the autonomous and voluntary adoption of healthy eating habits and lifestyles, as well as actions that contribute to environmental sustainability, particularly with regard to climate change adaptation and mitigation and the reduction of food loss and waste.

Healthy diet: according to FAO and WHO, a healthy diet is one that promotes health, growth, and development; supports active lifestyles; prevents nutrient deficiencies and excesses; reduces the risk of communicable and non-communicable diseases; and contributes to overall well-being. It is characterised by being adequate (meeting nutritional needs without excess); balanced (with an appropriate proportion of proteins, fats, and carbohydrates); moderate (limiting the intake of nutrients and foods associated with negative health effects, such as free sugars, saturated fats, sodium, and ultra-processed foods); and diversified (including a wide variety of foods from all food groups). In addition, the foods that compose a healthy diet must be safe, meaning that they should not pose health risks when properly prepared and consumed. It is understood that food safety does not depend solely on consumption and preparation but should incorporate an approach that considers the risks associated with the supply chain and post-harvest processes, particularly within the context of family farming.²

Human right to adequate food: refers to the right of every person to have regular, permanent and sufficient access to adequate, innocuous, nutritious, culturally acceptable and safe food that ensures a healthy and dignified life.

Inter-institutional coordination: refers to the coordinated cooperation among different institutions (public, private, civil society organisations, producer organisations, international cooperation partners, and others), taking into account various aspects such as institutional, regulatory, and operational mechanisms, as well as strategic alignment that enables the joint planning, implementation, monitoring and evaluation of actions in order to maximise efficiency and optimize public spending, while ensuring the coherence of public policies.

International technical cooperation: instrument adopted to strengthen relations between countries, with an emphasis on political, economic, environmental and social integration. Technical cooperation is a central pillar of international cooperation. Its primary focus is on capacity building, understood as the identification, mobilisation and expansion of knowledge and skills available in the partner country, with a view to achieving local autonomy for the design and implementation of endogenous solutions to development challenges.³

Malnutrition: refers to a state in which food does not adequately cover nutritional needs for growth, development and health. This can manifest as malnutrition (nutrient and energy deficiency), overweight or obesity (excess energy and certain nutrients), or specific micronutrient deficiencies (such as iron, vitamin A, or iodine). Malnutrition can impair school performance, physical and cognitive development, and increase the risk of disease. It can be caused by an insufficient, unbalanced and unvaried diet, or by excessive consumption of unhealthy foods.

Public procurement from family farming: the process by which government institutions (such as ministries, hospitals, schools, municipalities, and others) purchase food directly from family farms, thereby stimulating the local economy. This practice is regulated by laws and government programmes and contributes to the income and economic stability for rural families.

Regional Agenda: a strategy of the Sustainable School Feeding Network (RAES) to define and coordinate joint actions and work plans among member countries.

Regulatory frameworks: instruments, including laws, decrees, regulations and other norms, that define rules and guidelines for a specific activity.

Safe water: The WHO states that healthy school feeding is not feasible without Water, Sanitation and Hygiene (WASH) standards to prevent parasitic anemia and ensure food safety. It is also recommended that this component be included within the definition of the “Right to Adequate Food.”⁴

School feeding: in this document it is understood as the guaranteed right of students in public education to receive fresh, nutritious and healthy meals, contributing to growth, development, learning and the formation of adequate eating habits.

School feeding policy: a set of interventions and guidelines issued by government actors to regulate the provision of school feeding, with the aim of developing good practices in the formulation, management, implementation, execution, monitoring and evaluation of school food provision.

School feeding programme: a set of strategic, systematic and structured actions led by the State to organise the supply of healthy and adequate food to students during the school period, in accordance with the principles, guidelines and objectives established by the national school feeding policy.

Sustainable School Feeding Network (RAES): a strategy promoted by the Government of Brazil, FAO, and member countries to jointly and collectively promote solutions to school feeding challenges, under the principle of the human right to adequate food.

Universality of the right to food: a fundamental principle meaning that human rights apply to all people without distinction of nationality, race, sex, religion, social status or any other characteristic. In other words, human rights are inherent to all human beings by the simple fact of being human, and must be recognised, respected and protected in all places and circumstances. In the context of the human right to adequate food, universality implies that everyone has the right to access adequate food without discrimination and on equal terms.

Work plan: a document that organises and details the activities, goals, results, deadlines, professionals responsible, resources, and monitoring and evaluation mechanisms necessary to achieve a given objective. It serves as a guide to the implementation of social policies and programmes.

¹ FAO. 2014. The State of Food and Agriculture: Innovation in Family Farming. Rome.

² FAO and WHO. 2023. Codex Alimentarius: General Principles of Food Hygiene (CXC 1-1969). Rome. <https://openknowledge.fao.org/items/ce338d15-a83b4e09-992b-9d553fa6589>

³ BRAZIL. 2013. Ministry of Foreign Affairs. Brazilian Cooperation Agency. South-South Technical Cooperation Management Manual. Brasilia.

⁴ World Health Organization, United Nations Children's Fund. 2018. Core questions and indicators for monitoring WASH in Schools in the Sustainable Development Goals. New York. <http://who.int/publications/i/item/9789241514545>

List of acronyms and abbreviations

| | |
|---------------|--|
| ABC | Brazilian Cooperation Agency |
| AMPAE | Analysis of Progress Indicators in School Feeding Programmes |
| FAO | Food and Agriculture Organization of the United Nations |
| FF | family farming |
| FNE | food and nutrition education |
| FNEE | food, nutrition and environmental education |
| FNS | food and nutrition security |
| FNDE | National Fund for Educational Development |
| ICN | International Conference on Nutrition |
| LAC | Latin America and the Caribbean |
| MEC | Ministry of Education of Brazil |
| MRE | Ministry of Foreign Affairs of Brazil |
| RAES | Sustainable School Feeding Network |
| SFP | school feeding programme |
| UN | United Nations |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations Children's Fund |
| WFP | World Food Programme |
| WHO | World Health Organization |

Presentation

The construction of a Regional Agenda for Sustainable School Feeding in Latin America and the Caribbean (LAC) represents the consolidation of efforts initiated in 2009 within the framework of international cooperation between the Government of Brazil, the Food and Agriculture Organization of the United Nations (FAO), and the countries of the region.

This document presents a synthesis of more than 16 years of joint actions and shared learning within the framework of the Brazil–FAO Trilateral South–South Cooperation Programme. It seeks to highlight the key elements that will make up the priority agenda of the member countries of the Sustainable School Feeding Network (RAES) in the years ahead.

Its construction is grounded in the principle that school feeding constitutes a key social policy instrument for guaranteeing the human right to adequate food within the school environment. To fulfil this role, school feeding must ensure high nutritional quality standards for the food provided and operate under the principle of universality, reaching all students enrolled in the public education systems across the countries of LAC.

In addition, these quality standards should be aligned with national regulatory frameworks that promote healthy diets, including regulations addressing obesogenic food environments, front-of-pack nutrition labelling laws, national dietary guidelines, and strategies to prevent and control obesity and non-communicable diseases, as well as relevant agricultural and health policies.

The joint development of this Regional Agenda constitutes a strategic mechanism for defining and coordinating actions and work plans among member countries and other relevant stakeholders. It supports the implementation and strengthening of school feeding programmes, as well as the establishment of guidelines, thematic priorities and initiatives that will guide the activities of the RAES in the region.

A jointly defined regional agenda is expected to strengthen the institutions involved and enhance the institutionalisation of school feeding programmes (SFPs) at both national and regional levels. It also contributes to advancing the desired social, economic and environmental outcomes in the field of school feeding for the period 2026–2030.

In addition, a regional school feeding agenda for Latin America and the Caribbean will help more effectively highlight RAES actions and strengthen the commitment of partners interested in its development. Finally, this document provides an overview of the background and progress of actions carried out under the Brazil–FAO Trilateral South–South Cooperation Programme in the region since 2009, reviews the trajectory of RAES, and presents the Regional School Feeding Agenda and its main components.

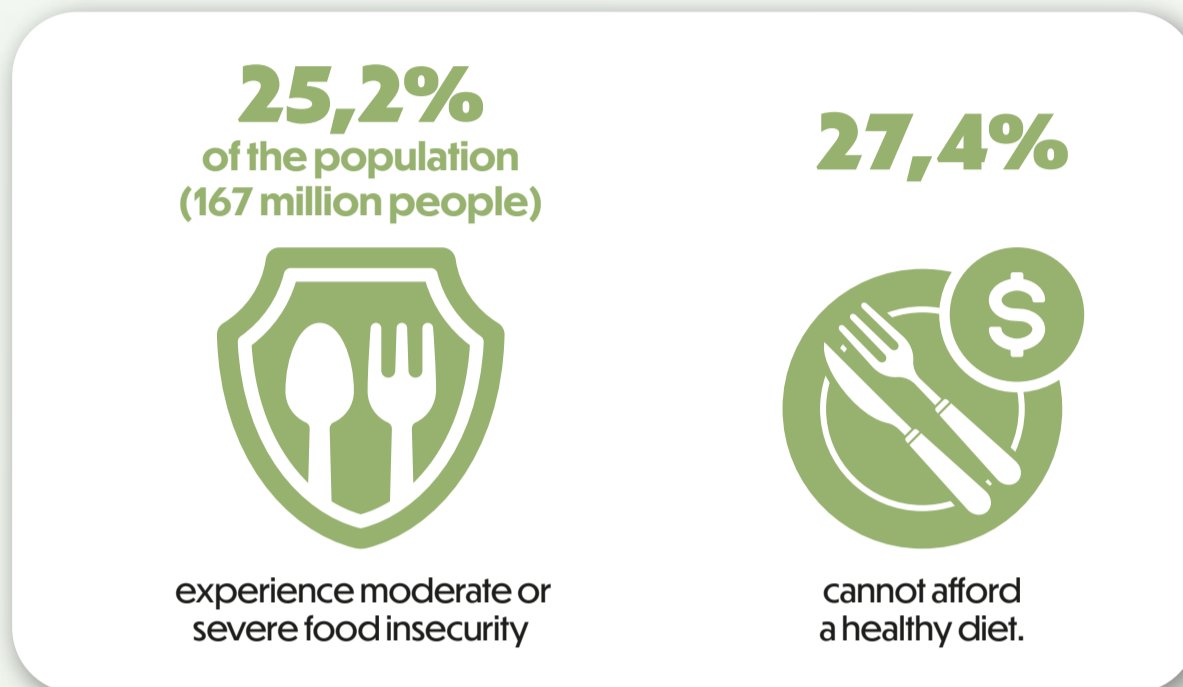


©FAO / Rubi Lopes

1. Introduction

According to the report “The State of Food Security and Nutrition in the World (SOFI) 2025”, the prevalence of undernourishment in Latin America and the Caribbean (LAC) has shown a slight improvement in recent years, standing at 5.1 percent in 2024, equivalent to 33.6 million people affected by hunger.

Despite this progress, significant challenges persist.



The region has the highest average cost of a healthy diet worldwide, estimated at USD 5.16 per person per day (FAO et al., 2025).

At the same time, LAC faces a growing epidemic of overweight and obesity. Among school-age children and adolescents, the prevalence of excess weight ranges between 20 and 40 percent (UNICEF, 2023), driven by shifts in dietary patterns towards increasingly westernized diets, as well as more sedentary and unhealthy lifestyles. This trend coexists with the persistence of food insecurity and malnutrition, resulting in a double burden of malnutrition that threatens the region's present and future development (FAO et al., 2025). In some countries, the triple burden of malnutrition is already being discussed: hunger, obesity, and micronutrient deficiencies.

This situation underscores the urgency of reversing the upward trend in excess weight and malnutrition beginning in the school environment. SFPs play a critical role in this regard by ensuring universal access to healthy and sustainable diets as a guiding principle of their implementation. Schools, as protective and formative settings, have significant potential not only to support learning outcomes, but also to prevent hunger, overweight and obesity, by promoting healthy eating habits and active lifestyles from an early age.

In this context, the Brazil–FAO Trilateral South–South Cooperation Programme on school feeding was created in 2009, at a time when the world was experiencing a slow but steady increase in hunger since the mid-1990s. This trend was further aggravated by the food price crisis that began in 2007 and the global financial crisis of 2008, which disproportionately affected food insecure and vulnerable populations.⁵

In this context, the potential of SFPs, together with the strengthening of family farming (FF), was identified as part of a broader set of policy responses. The Brazilian experience showed that when SFPs are embedded within a comprehensive national food and nutrition security (FSN) framework aimed at combating hunger and poverty, and are strategically linked to family farming, they can generate multiple benefits not only related to education, nutrition and health outcomes for students, but also in terms of enhanced food security, better nutrition and social development, especially in rural areas where poverty and hunger are often most acute (FAO, 2009).

Accumulated evidence and documented progress indicate that such programmes contribute to improving student achievement and reducing hunger, malnutrition, and poverty by expanding access to adequate and healthy food among the student population (Wang et al., 2021; FAO, ABC/MRE and FNDE/MEC, 2023).

⁵FAO. 2009. Overview of Food and Nutrition Security in Latin America and the Caribbean.

Building on the Brazilian experience, its results and lessons learned, countries in LAC have joined efforts to strengthen SFPs as a key policy instrument to address hunger, food insecurity and poverty.

SFPs generate a wide range of benefits, including:

- 1 improving the nutrition and health of millions of children, adolescents, and youth;
- 2 reducing school absenteeism, especially among children from low-income households; and
- 3 fostering better conditions for cognitive development.

Additional benefits include the implementation of food and nutrition education (FNE) actions to promote healthy eating habits and lifestyles, and the creation of stable institutional markets for family farmers through the procurement of healthy, diverse and locally grown foods (Wang et al., 2021; FAO, ABC/MRE and FNDE/MEC, 2023).

As a social policy, school feeding aims to guarantee the human right to adequate food within the school environment and extends beyond it by contributing to the adoption of healthy eating habits within families and society at large. Therefore, it is essential that school feeding quality standards be designed and implemented in alignment with the national regulatory frameworks that promote healthy diets.

In this regard, the Brazil–FAO Trilateral South–South Cooperation Programme facilitates the exchange of experiences and the strengthening of capacities among LAC countries, fostering innovation in cooperation modalities and regional strategies related to school feeding. In addition, the programme reflects the international commitments of FAO, the Government of Brazil and participating countries to respect and protect rights, such as the human right to adequate and healthy food and the right to land and water.

It also encourages the implementation of sustainable actions aimed at addressing the climate crisis, strengthening family farming and reducing food loss and waste. In addition, the principle of universality is reinforced by recognising school feeding as a means to enhance results in education, health and economic, social and environmental development, in line with the Sustainable Development Goals (SDGs).

The SDGs are an intrinsic part of FAO's overarching theory of change. Under its strategic framework, approved in July 2021, FAO seeks to support the 2030 Agenda through the transformation of agrifood systems to become more efficient, inclusive, resilient and sustainable, guided by the four betters: better production, better nutrition, better environment and a better life. These improvements are closely linked to SDG 1 (No poverty), SDG 2 (Zero hunger) and SDG 10 (Reduced inequalities), under the principle of leaving no one behind.



While school feeding policies and programmes are inherently cross-cutting, they are particularly emphasised in the priority framework of better nutrition, given their potential to promote healthy, nutritious and adequate diets among the student population.

2. Background

International cooperation in school feeding emerged from the interest of the Government of Brazil in sharing its experience, promoting mutual learning and contributing to the achievement of the SDGs.



Cooperation actions were initiated in 2009 through the project Strengthening School Feeding Programmes, implemented within the framework of the Hunger-Free Latin America and the Caribbean 2025 Initiative, with activities carried out in 13 countries. These efforts culminated in 2017 with the signing of the project Consolidation of School Feeding Programmes in Latin America and the Caribbean, which was implemented through diverse modalities across the region, with the aim of further strengthening the SFPs.

In this context, and with the aim of promoting dialogue, enhancing communication and facilitating the exchange of information among programme managers to improve the quality of SFPs in LAC, the Government of Brazil, through the Brazilian Cooperation Agency (ABC) and the National Fund for Educational Development (FNDE), committed to promoting the establishment of a sustainable and participatory school feeding network.

• 2018 ————— • 2024

with the support of FAO, the Government of Brazil formally created and launched the Sustainable School Feeding Network (RAES) to assist countries in the region in the implementation, strengthening and reformulation of their SFPs, under the principle of the human right to adequate food.

the Brazil–FAO Trilateral South–South Cooperation Programme renewed its commitment and began to implement the project Regional Agenda for Sustainable School Feeding in Latin America and the Caribbean, with the aim of formalising country participation and jointly building a regional school feeding agenda that identifies and guides priority issues, concepts and strategies, aligned with the specific realities and national demands of LAC countries.

In this regard, the elaboration of the regional agenda is conceived as a key strategic instrument to define and coordinate joint actions between member countries and other relevant stakeholders engaged in school feeding.



3. About the Sustainable School Feeding Network (RAES)

3.1. History

In November 2014, the Second International Conference on Nutrition (ICN2)⁶ was held in Rome. Subsequently, in 2015, the United Nations (UN) adopted the SDGs as a universal action plan for people, planet and prosperity.

In alignment with these global commitments, the United Nations General Assembly proclaimed, on 1 April 2016, the United Nations Decade of Action on Nutrition (2016–2025), with the aim of accelerating efforts to end hunger and eradicate all forms of malnutrition worldwide, as well as ensuring universal access to healthier and more sustainable diets for all people, wherever they live.

Within this global framework, the Government of Brazil, in coordination with 20 ministries and secretariats, defined a set of 121 objectives and 99 actions. Among these actions was the implementation of RAES, which consolidated the commitment to improve the quality of school feeding and to promote healthier and more sustainable food systems across the region, especially considering the conceptualisation and governance of school feeding, and the international commitments to support countries.

RAES was officially launched in 2018 in Buenos Aires, with the participation of 17 countries: Argentina, Bolivia (Plurinational State of), Brazil, Chile, Costa Rica, the Dominican Republic, El Salvador, Grenada, Guatemala, Haiti, Honduras, Jamaica, Panama, Paraguay, Uruguay, Venezuela (Bolivarian Republic of) and Saint Vincent and the Grenadines. Representatives of FAO, WFP and UNESCO also participated, alongside observer countries (Germany and Spain).

Building on the lessons learned and methodologies developed under the Brazil–FAO Trilateral South–South Cooperation Programme, RAES has worked to expand dialogue, strengthen capacities and facilitate the exchange of experiences and information, in order to promote the achievement of the goals of the SFPs, national policies and the SDGs.

It can be stated that RAES has consolidated itself as a regional coordination platform and a key instrument for promoting dialogue and cooperation among countries in the region, as well as for collectively generating solutions to address challenges in the design, implementation, monitoring, evaluation and consolidation of school feeding programmes, particularly considering the challenges faced by education and health systems. In addition, it serves as a space for support, guidance and dissemination of non-binding technical orientations, guidelines and reference frameworks for the development of school feeding programmes in the region.

To date, 27 LAC countries have participated in RAES activities, contributing to the consolidation of shared concepts and approaches that uphold the human right to adequate food at school as a guiding principle of action.

⁶FAO and WHO. 2014. Second International Conference on Nutrition. Rome.

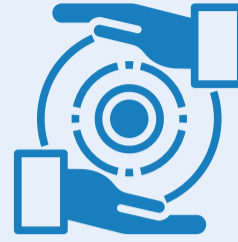


3.2. Mission and vision



Mission

to promote cooperation among member countries to develop, expand and improve the quality and sustainability of school feeding programmes and policies.



Vision

to consolidate sustainable school feeding programmes in the region that contribute to the achievement of the SDGs, considering their social, economic and environmental dimensions.

3.3. Principles

- a) Guarantee of the human right to adequate food for all students.
- b) Universality, inclusion, and equity in the provision of school feeding, including for students with disabilities and those with specific dietary requirements, as well as Indigenous and traditional peoples.
- c) Respect for national sovereignty of countries.
- d) Horizontal collaboration and cooperation in decision-making.
- e) Promotion of local, social, economic and environmental development.

3.4. Strategic objectives

- Promote dialogue and facilitate the exchange of experiences, information and cooperation among member countries, with a view to promoting the provision of healthy food to all students in LAC.
- Develop and promote solutions to the challenges of school feeding, guided by the principle of the human right to adequate food.
- Strengthen technical capacities to support the consolidation and sustainability of SFPs in the region, contributing to the achievement of the SDGs.
- Jointly develop, together with member countries, a regional agenda for sustainable school feeding.

3.5. Adhesion of member countries in RAES and commitments adopted in 2024

As of 2024, through the signing of the Joint declaration of commitment to advances in school feeding policy in Latin America and the Caribbean, 18 countries have formally joined the RAES as official members: Belize, Bolivia (Plurinational State of), Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Paraguay, Peru, Saint Lucia, Saint Kitts and Nevis, Suriname and Uruguay. The first meeting of member countries following their formal accession was held in Panama City in November 2024.



In general terms, membership in RAES implies adherence to the principles and commitments set out in the Declaration, with particular emphasis on the following actions:

A

Contribute to the collective development of the regional agenda for sustainable school feeding in LAC, through dialogue among national managers and technical teams of member countries.

B

Participate, whenever possible, in the activities proposed by RAES.

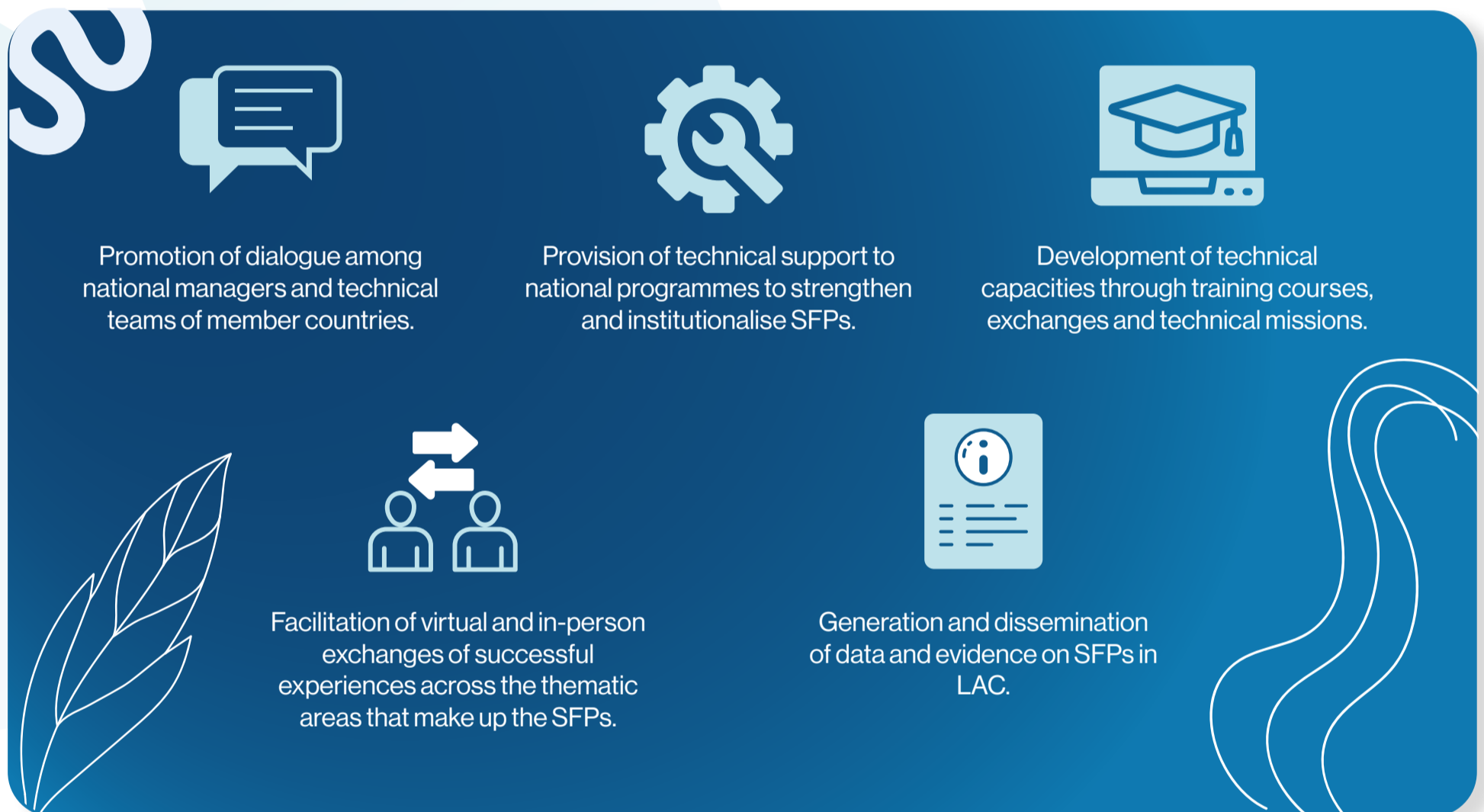
C

Share experiences and technical knowledge, upon request, to support mutual learning among member countries.

D

Designate focal points responsible for coordinating and following up on RAES-related activities at the national level.

To support member countries in fulfilling their commitments, RAES has structured its work around the following lines of action:



3.6. Management

RAES, promoted by ABC, FNDE, and FAO, is an initiative composed of member countries from Latin America and the Caribbean, implemented within the framework of trilateral South-South cooperation. The network is supported by a steering committee, which provides strategic and operational guidance for the development of methodologies and actions, and by a technical committee that supports the implementation, monitoring, and evaluation of the proposed activities.

The governance structure of RAES strengthens cooperation among LAC countries by promoting the exchange of experiences and fostering technical and policy dialogue on school feeding.

The Executive Secretariat acts as the articulating, coordinating and facilitating body for regional actions. Its work is guided by the principles of transparency, effective coordination and the active participation of member countries, promoting synergies and strengthening institutional capacities to advance SFPs across the region.

Grounded in the values of cooperation and respect for national sovereignty, RAES seeks to consolidate a regional policy framework that unites efforts in support of food security, better nutrition, sustainability and quality education.

3.6.1. Role and function of the Executive Secretariat of RAES

The Executive Secretariat performs the following functions:

Liaison

Promotes dialogue, consensus-building and strengthens connections among member countries to enable the implementation of activities, programmes, and projects that involve national, regional, and international stakeholders.

Coordinator

Manages and oversees the regional implementation of activities, and provides guidance and support for national activities, programmes and projects at the request of member countries.

Facilitator of regional and international cooperation

Identifies and supports the mobilisation of financial and technical resources for the implementation of activities aligned with the priorities of the member countries, in full respect of national sovereignty.

Promoter and facilitator of dialogue and information exchange

Establishes spaces for political and technical dialogue among member countries, including the positioning of school feeding topics in international forums, and supports the mobilisation of financial and technical resources for the implementation of innovative or pilot projects in member countries.

Visibility promoter

Provides visibility to RAES through participation in regional and international forums and development dialogue platforms.

To ensure effective action and coordinate the implementation of the Steering Committee's guidelines, while taking into account the demands of the countries, the Executive Secretariat proposes to:

01.

Timely and regular exchange of information.

02.

Continuous support to countries in addressing their challenges related to the development and strengthening of their respective SFPs, through ongoing dialogue with national focal points of member countries and relevant stakeholders.

03.

Promotion of consensus-building and evidence-based decision-making through meetings, exchanges, studies, and research.

04.

Transparency in communication and in the dissemination of information, knowledge and results achieved by member countries.

05.

Encourage the participation of focal points, who should be government managers directly involved in school feeding programmes, as national coordinators in strengthening school feeding at the national and regional levels. In this regard, RAES will promote actions to strengthen the capacities of focal points through training, exchanges of experiences, and technical missions, ensuring their participation in the definition of work plans and regional priorities.

06.

Broad dissemination of activities and actions related to school feeding.

07.

Systematic planning, monitoring and periodic assessment of work plan activities.

08.

Expansion and development of partnerships between the Brazil-FAO Trilateral South-South Cooperation Programme and other regional, subregional and national entities, with the aim of strengthening political, technical, and operational synergies and ensuring the sustainability of school feeding policies in LAC.

09.

Implementation of procedures to facilitate and streamline decision-making processes in member countries.

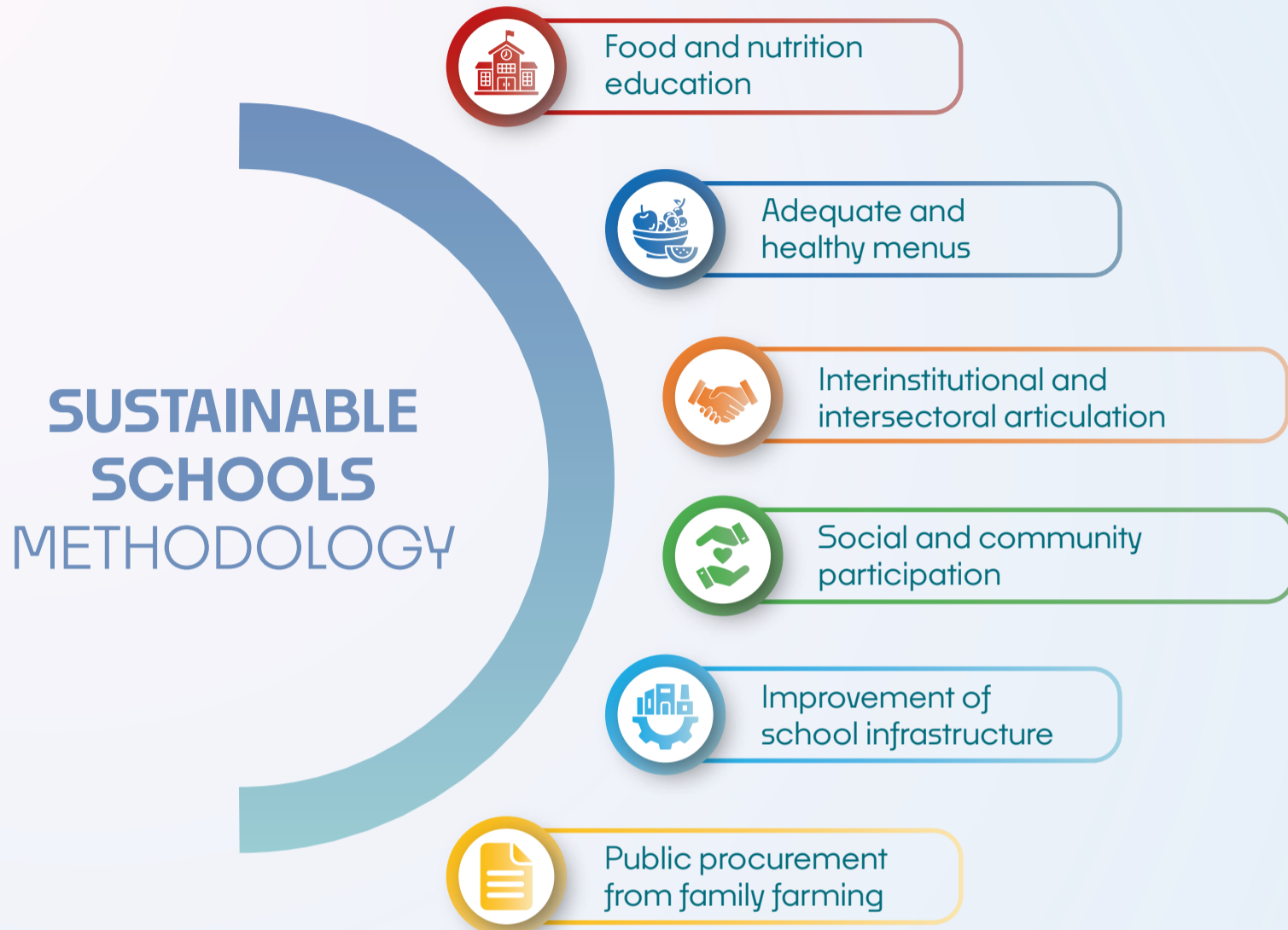
10.

Support for inter-institutional coordination.



4. Some of the main regional results

The following table illustrates some of the main results of the actions of the Brazil-FAO Trilateral South-South Cooperation Programme related to school feeding in LAC in the period 2009–2025.



Structures of social participation in **14 countries**

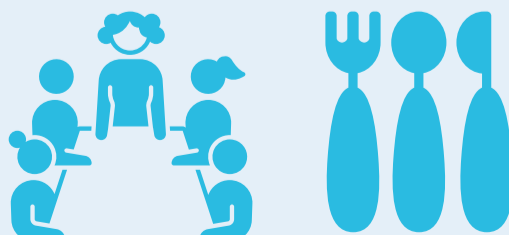
- 14 countries
- 536 cities
- +23,000 schools
- +9,000 farming families

More than **41k** professionals across the region have been trained through Brazil-FAO South-South Cooperation actions on school feeding

Support provided for drafting legal frameworks: **Six countries have approved school feeding laws, and two others are in progress**

More than **40** technical activities, missions, and knowledge-exchange events (in-person and virtual) have been carried out

Interinstitutional school feeding committees are present in **11 countries**



Evidence shows increased budget allocations for school feeding in **12 countries**

5. About the RAES Regional Agenda: for Sustainable School Feeding in Latin America and the Caribbean - 2026-2030

The Regional Agenda is the strategic document jointly prepared and endorsed by the member countries of RAES. It identifies regional priorities and strategic actions defined to guide and promote the comprehensive strengthening and development of school feeding programmes across the region. The Regional Agenda contributes directly to achieving the targets of the SDGs, especially those related to food security, nutrition, education, and the well-being of students.

The development of this Regional Agenda constitutes a strategic instrument for collective and flexible planning of the growth and development process of different among countries, based on the recognition of access to adequate food as a human right. It promotes reflection, fosters critical thinking, and contributes to the development of strategies to advance towards Zero Hunger, while strengthening food and nutrition education.

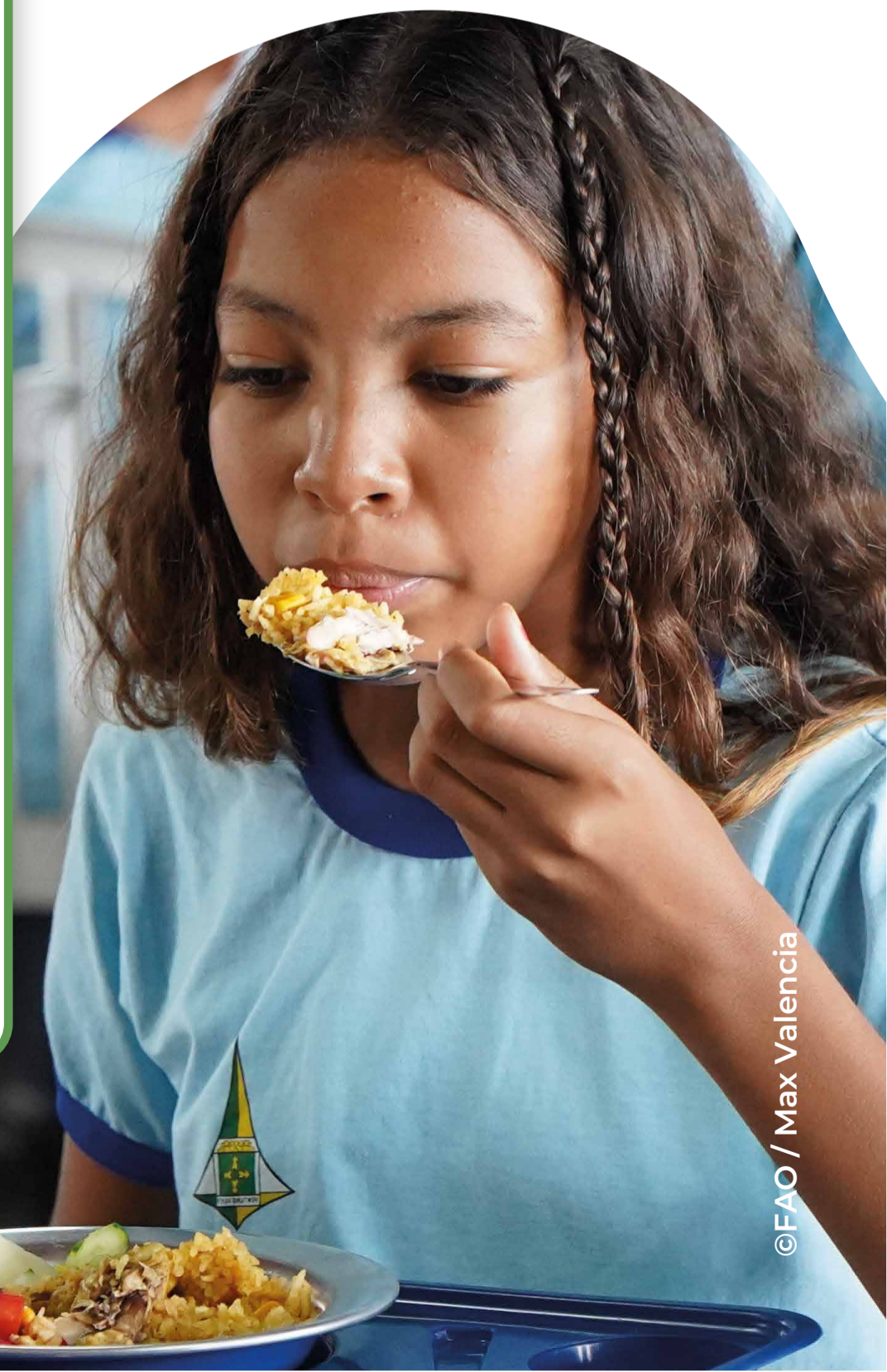
In addition, the Regional Agenda brings together the convergence of concepts, actions, and lessons learned over more than 16 years of the Brazil-FAO Trilateral South-South Cooperation Programme on school feeding. It consolidates key concepts, approaches and lessons learned, and outlines the priority areas that will shape the work of RAES member countries in the coming years.

This joint process serves as a mechanism for the design and coordination of actions, materialised through work plans agreed upon by member countries and relevant stakeholders. These plans support the implementation and strengthening of school feeding programmes, as well as the development of guidelines, thematic priorities and initiatives that will frame the activities of RAES in the region.

It is recognized that this Regional Agenda contributes to strengthening institutional capacities and facilitates the institutionalisation of school feeding programmes at the national and regional levels. It also supports social, economic and environmental advances in school feeding for the 2026–2030 period, through cooperation, exchange of experiences and coordinated policy development among member countries.

This Regional Agenda will be implemented through annual work plans agreed with the participating countries. These plans will place greater emphasis on strategic activities and processes rather than solely on predefined outputs. In this context, priority will be given to the development of regional technical products (such as guidelines, methodologies and reference frameworks), regional or subregional pilot initiatives, and practical tools that countries can adapt and implement within their national programmes. This approach aims to ensure that participation in RAES generates concrete contributions applicable to national school feeding programmes.

The principles and objectives set out in this document define the framework within which the Regional Agenda is positioned. Its articulating, coordinating, and facilitating role guarantees the participation of all member countries, while promoting respect for diverse national contexts and the creation of spaces for dialogue and knowledge exchange. Based on cooperation and respect for sovereignty, the Regional Agenda seeks to consolidate a coherent regional policy framework that aligns collective efforts to advance food security, better nutrition, sustainability, and quality education throughout LAC.



5.1. Strategic elements

This Regional Agenda establishes, in a consensual and harmonized manner among member countries, the general guidelines for strengthening and consolidating school feeding programmes, while also promoting social, economic, and environmental progress in school feeding in Latin America and the Caribbean. In this context, it is recognized that technical cooperation, the exchange of experiences, and the strengthening of public policies on school feeding require the identification of priority themes and strategic actions defined by each country, as well as their articulation at the regional level, in order to guide and promote the full development of school feeding programmes in the region. This initiative contributes to strengthening institutional capacities and promotes:

The institutionalisation of SFPs at the national and regional levels, especially in terms of governance, management, implementation mechanisms and regulatory frameworks.

An integrated and participatory governance model among member countries, guided by dialogue and collaboration, and supported by partnerships with relevant organisations and institutions. This includes the exchange of knowledge and good practices, the generation of data and evidence, and the promotion of mutual learning and the adaptation of innovative strategies to national contexts.

Cooperation and intersectoral coordination among member countries and other relevant actors—including private institutions, international organizations, NGOs, civil society organizations, and FAO country offices—for the development of joint and integrated strategies and actions to address common challenges, optimizing resources and efforts.

5.2. Cross-cutting axes

For the implementation of the Regional Agenda, it is important to consider the following cross-cutting axes:



The guarantee of the human right to adequate food, in accordance with the principles of universality, inclusion and equity.



Sustainable, socioeconomic and environmental development, including the implementation of actions that contribute to climate change mitigation and adaptation, and the continuous promotion of exchange between RAES member countries and other relevant stakeholders, with a view to advancing the achievement of the “2030 Agenda for Sustainable Development”.

5.3. Priority thematic approaches

The definition of priority themes for this Regional Agenda was based on four main references:

The components of the regional Sustainable Schools methodology.⁷

The commitments signed by member countries upon joining the RAES.

The findings of the 2024 Analysis of Indicators of Progress in School Feeding Programmes in Latin America and the Caribbean (AMPAE) study, which identified progress, challenges, and evidence related to school feeding in the region.

The challenges identified by RAES member countries.

⁷The Sustainable Schools methodology promotes the consolidation of six key components within the school environment: (i) interinstitutional and intersectoral articulation; (ii) social and community participation; (iii) healthy and adequate menus; (iv) food and nutrition education and school gardens; (v) public procurement from local family farming; and (vi) improvement of school infrastructure. Through the implementation of this methodology, the aim is to establish a territorial model of sustainable school feeding that can serve as a reference and be progressively scaled up at the national level.

Thus, within the framework of the Regional Agenda, seven priority thematic approaches were identified for SFPs in Latin America and the Caribbean, namely:

1. Management and governance

promote efficiency and effectiveness in the management of school feeding programmes through the coordination of actions, avoiding duplication of efforts and directing resources toward common priorities at the national and regional levels.

2. Healthy diets

encourage the provision of healthier and more nutritious food in schools, with the objective of progressively improving the nutritional quality of school feeding throughout the region, thereby contributing to students' health, cognitive development and learning outcomes.

3. Food, Nutrition, and Environmental Education (FNEE)

promote food, nutrition and environmental education in schools to promote healthy eating habits, prevent obesity and other chronic diseases, and foster a culture of environmental stewardship. This includes incorporating sustainability principles, such as reducing food loss and waste and promoting the circular economy.

4. Public procurement from family farming

strengthen and consolidate public procurement mechanisms that prioritise purchases from family farmers and establish a connection between school feeding and family farming, while respecting and valuing local food cultures and traditions.

5. Regulatory frameworks

strengthen the institutionalization of school feeding as a universal social right and as an intersectoral policy, ensuring its continuity and sustainability beyond political cycles. Likewise, promote the harmonization of standards related to nutritional quality, food safety, and public procurement from family farming within school feeding policies.

6. Financing

support countries in systematically promoting investment in school feeding, influencing the allocation of public resources in national budgets. In addition, encourage the exploration of innovative and sustainable financing mechanisms, as well as facilitate the pursuit of partnerships with other sectors (including private institutions, international organizations, NGOs, and civil society organizations) interested in investing in social programmes such as school feeding.

7. Monitoring and evaluation

promote the establishment and strengthening of monitoring and evaluation systems through the development of indicators that enable the systematization of the recording, tracking, and analysis of the results and impacts of school feeding programmes. This will facilitate evidence-based decision-making, the continuous improvement of interventions, and the generation of information that contributes to strengthening regulatory frameworks and financing for SFPs, thereby helping to optimize the use of resources.

For each thematic area, specific objectives and lines of action will be jointly defined and established in annual work plans, including goals and activities for the implementation of the Regional Agenda, as shown in the following table.



Management and governance

Focus objectives

Promote the school feeding policy within the context of the human rights to education, health, and adequate food.

Position school feeding programmes within the national agenda, ensuring their intersectoral coordination with relevant ministries (education, health, agriculture, social development, among others).

Guidelines for action

Promote the articulation of school feeding programmes with other public policies and national strategic agendas.

Promote learning and approaches that contribute to strengthening the management, governance, and sustainability of SFPs, recognizing the institutional and territorial diversity of countries in LAC.

Strengthen coordination among all stakeholders involved, in order to optimize resources and efforts within the framework of the Regional Agenda (taking into account the dynamics that may arise in countries due to changes in government, leadership, etc.).

Provide technical support for the implementation of SFPs.

Encourage participatory governance mechanisms that promote the inclusion of school communities and other relevant stakeholders.

Support the development and strengthening of contingency and emergency response plans (natural disasters, health crises, or others), promoting coordination among the various bodies linked to SFPs as a way to optimize resources and ensure service continuity.



Healthy diets

Focus objectives

Encourage the development of school menus by qualified nutrition professionals, based on students' needs according to age group, interculturality, and special diets, in line with national dietary guidelines and ensuring food safety standards throughout the entire process—from the selection of inputs to preparation and service—in order to guarantee safe and appropriate food for school consumption.

Incorporate findings from epidemiological research on nutritional status, using sociodemographic, anthropometric, and dietary indicators to guide and evaluate programmes.

Use school diets as a tool to promote healthy eating habits and lifestyles.

Promote and foster healthy food environments that respect interculturality, seasonality, and local culture.

Guidelines for action

Strengthen the role of nutrition professionals in the planning, implementation, and supervision of school feeding services, ensuring that menu development, intercultural considerations, portion definition, procurement planning, and supplier management are carried out in accordance with national dietary guidelines.

Ensure the application of food safety standards at all stages of the process, including the safe selection of inputs, proper storage, hygienic handling, temperature control, and the management of intercultural and special diets, thereby ensuring that the food served to students is safe, nutritious, and appropriate to their needs according to age group.

Promote the training of kitchen staff and engagement with families as a way to raise awareness about the provision of healthy and nutritious food in schools.

Promote learning on intersectoral coordination as an enabling condition for the sustainable provision of healthy diets in the school setting, recognizing that school feeding is complemented by interventions in health, education, and social development.



Focus objectives

Promote the integration of Food and Nutrition Education as a cross-cutting component in national school curricula.

Promote the integration of environmental education as a cross-cutting component in national school curricula.

Promote the integration of pedagogical school gardens as a cross-cutting component in national school curricula.

Promote environmental education from the perspective of building more inclusive and resilient agrifood systems in the face of climate change challenges.

Promote environmental stewardship based on sustainability principles, focusing on waste reduction and the implementation of circular economy initiatives.

Guidelines for action

Strengthen professional and institutional capacities in areas related to school feeding, food waste reduction, and the implementation of circular economy approaches.

Promote and disseminate knowledge on nutrition, the school environment, and the environment, and their linkage with school feeding programmes.

Incorporate experiences aimed at strengthening the capacities of the educational community and local stakeholders to promote healthy and sustainable food practices, highlighting the importance of organized and progressive participation in educational processes.





Public procurement from family farming

Focus objectives

Promote public procurement from family farming within the framework of school feeding as a mechanism for sustainable development, fostering short supply chains and reducing carbon emissions.

Integrate better nutrition principles into procurement schemes, prioritizing healthy, nutritious, fresh foods sourced from agroecological and sustainable production systems.

Strengthen institutional mechanisms that enable and facilitate the purchase of food from small-scale producers.

Promote exchange and technical support on regulatory frameworks to reinforce public procurement from family farming.

Promote the effective integration of agroecological production into public procurement processes, especially at the territorial level.

Guidelines for action

Encourage the mapping of production from peasant and indigenous family farming, in coordination with nutrition professionals and local managers.

Promote the creation of coordination spaces among key actors in peasant and indigenous family farming (school feeding suppliers and farmers).

Foster public procurement from indigenous communities.

Promote commercial relationships that reduce intermediation and ensure fair prices for peasant and indigenous family farmers.

Facilitate the exchange of experiences on public procurement from peasant and indigenous family farming in school feeding programmes.

Develop studies on the interconnections between public procurement from peasant and indigenous family farming, sustainability, biodiversity, and climate change.

Promote dialogue on public procurement mechanisms adapted to indigenous peoples and traditional communities.

Promote training actions to strengthen public procurement and raise awareness of its contribution to local development.

Promote monitoring of compliance with procurement quotas allocated to peasant and indigenous family farming at local and national levels.

Encourage coordination with various government bodies for the purchase of food from family farming and agrifood cooperatives.

Identify and disseminate innovative public procurement mechanisms, such as phased purchasing, pilot initiatives for new local products, or demand aggregation schemes.

Develop and disseminate regional systematizations of good practices that integrate nutritional quality, food safety, productive sustainability, and community engagement.



Legal frameworks

Focus objectives

Promote the development, updating and effective implementation of regulatory frameworks related to school feeding programmes.

Guidelines for action

Support the drafting and revision of specific laws and regulations related to school feeding.

Strengthen interinstitutional coordination for the implementation of regulatory frameworks.

Support the creation of a regional repository of legislation on school feeding programmes from different countries, enabling easy access to examples, references and good practices.

Support the drafting, review, and updating of regulations related to the governance of school feeding programmes.

Strengthen knowledge, implementation, and compliance of regulations related to nutritional quality and food safety.



Financing

Focus objectives

Identify sustainable financing mechanisms, including innovative co-financing strategies and the mobilization of national and international resources for the efficient implementation of programmes.

Optimize the use of resources allocated to school feeding and continue working to increase the assigned budget in order to expand the coverage of school feeding services for all public education students.

Guidelines for action

Encourage the allocation of sufficient annual resources for the comprehensive implementation of school feeding programmes across all their components.

Promote the expansion of school feeding provision to all students (universality).

Support the establishment of adequate infrastructure for the storage, preparation, and provision of food.

Promote the procurement of fresh, healthy, and locally sourced foods.

Foster accountability and transparency in data disclosure.

Promote strategic partnerships to strengthen programme financing.

Encourage the integration of innovations and technologies into the management of school feeding programmes.



Monitoring and evaluation

Focus objectives

Encourage the creation and strengthening of monitoring and evaluation systems adapted to national contexts, enabling the identification of gaps, the measurement of progress, and the development of continuous improvement strategies.

Guidelines for action

Promote dialogue among managers to improve monitoring mechanisms and systems.

Mobilize financial resources to support monitoring and evaluation actions for school feeding programmes and provide technical support in this area.

Mobilize human resources, including internships or technical exchanges among countries, to strengthen capacities in monitoring and evaluation of SFPs.

Facilitate the exchange of good practices related to monitoring and evaluation of SFPs.

Promote spaces for dialogue aimed at identifying gaps and analyzing how other countries address similar challenges, in order to exchange experiences and highlight possible solutions applicable to the national context.

Incorporate an evaluation approach for pilot projects and innovative interventions, including criteria such as scalability, cost-effectiveness, and acceptance by the educational community.

Promote the use of evidence generated by the programmes themselves to inform the design of regional policies and the continuous improvement of school feeding programmes in LAC

5.4. Work plan

This Regional Agenda will be evaluated and reviewed periodically to adjust and update its goals, according to the needs of member countries. The RAES work plans will be prepared annually, based on the guidelines of this Agenda, considering the demands, proposals and agreements of member countries.

a) Identification of demands

The main demands of member countries will be identified at the beginning of each year through meetings or virtual surveys.

b) Preparation of the annual work plan

An initial draft of the annual plan will be prepared and submitted to the Steering Committee for review and validation by the member countries.

c) Validación

This stage will be completed with the approval of the final work plan by the member countries. Each focal point will be responsible for validating the work plan and proposing the necessary adjustments in order to align it with the situation of each participating country. A deadline will be established for the submission of comments, and the process will conclude with the formal approval of the plan by all RAES member countries.

d) Execution

Activities outlined in the work plan will be carried out according to the established schedule. The focal points of the countries (public institutions in coordination with FAO) will actively participate in implementation.

e) Monitoring

The implementation of planned actions will be monitored continuously or bimonthly to ensure progress and, if necessary, adjust the schedule. Monitoring will be guided by specific criteria and indicators, which will be defined later.

f) Evaluation

The process of analysis and reflection on the implementation of the work plan. It will be carried out in a simplified manner at the end of the annual implementation period of the work plan, based on a methodology developed, reviewed, and validated by all parties.

g) Dissemination and outreach

the dissemination strategy will be implemented through publications on RAES social media channels, on the RAES platform, and in other media outlets at the national and regional levels, in coordination with the focal points of member countries (public institutions and FAO).



5.5. Implementation and execution of work plans

For the effective implementation and execution of the Regional Agenda work plans, shared responsibility among member countries constitutes the central pillar of action. In this regard, implementation must be coordinated, agreed upon, endorsed and institutionalised through periodic virtual meetings, which will be defined in the first quarter of each year.

Shared responsibility for the proper implementation of the agenda must also be reflected, in each member country, through timely responses to the consultations carried out within the established deadlines, as well as through the adoption of coordinated measures to facilitate the execution of planned activities.

Member countries may allocate additional financial resources for the development of activities, particularly those implemented at the national level. In addition, the need for member countries to strengthen public innovation is reinforced by progressively incorporating digital tools for traceability, early warning systems, and monitoring the quality of school feeding service provision.

The Executive Secretariat of RAES should provide support in the technical implementation of the programmes, projects, and activities outlined in this Regional Agenda.



5.6. Financing the Regional Agenda

The implementation of the Regional Agenda requires a process of identifying potential sources of financing to ensure its continuity and sustainability. These may include governments, international organisations, NGOs, foundations, and public and private companies. However, such sources must be free of conflicts of interest related to food and nutrition.

As a starting point for the implementation of the Regional Agenda work plan, resources provided by the FNDE/MEC to the Brazil–FAO Trilateral South–South Cooperation Programme on school feeding will be used, subject to the budgetary and financial availability of FNDE. FAO will manage these resources in accordance with its financial policies, rules, regulations and procedures.

The RAES Executive Secretariat, with the support of member countries, will also explore and identify opportunities related to trilateral cooperation as an alternative source of financing. The consolidation of financing arrangements with international cooperation partners may require varying negotiation periods, depending on the source, instruments, and thematic areas to be financed.

In light of the results of the internal discussions on funding sources, and considering the complexity of this issue, the RAES Executive Secretariat will be responsible for analysing the feasibility of implementing strategic actions in coordination with member countries. Besides that, member countries of RAES may also provide financial resources, in addition to the technical resources already made available to support the activities of the network.

5.7. Monitoring and evaluation

The implementation of the Regional Agenda will be subject to continuous monitoring and follow-up through the execution of its work plans, with the aim of strengthening and improving its implementation. To this end, a set of criteria and indicators has been defined, as outlined below:

1

Effectiveness of the work plan: number of activities and initiatives identified, initiated and implemented (such as exchanges of experiences, meetings, capacity-building activities, dissemination of information, and publications, in accordance with the planned actions).

2

Implementation strategy: diversity of methodologies applied in the implementation of the activities foreseen under the different thematic areas, both at the national and regional levels.

3

Participation of member countries: percentage of participation in regional events convened, as well as compliance with the regulatory deadlines for consultations.

4

Operational capacity of the RAES Executive Secretariat: percentage of technical and financial implementation of the work plans and response rate to requests for information from member countries.

5.8. Communication and dissemination actions

In terms of the communication and visibility of the Regional Agenda, the use of a visual identity aligned with the objectives and concepts of the communication strategy of RAES will be ensured. The participation of governments, institutions and organisations in dissemination materials, or in any other public information document produced within the framework of the Regional Agenda, should be acknowledged through the inclusion of each organisation's name and its respective logo or institutional mark, in accordance with FAO publication guidelines and regulations.

The plan of communication of the Regional Agenda will consider the following elements:



The continuous updating of the RAES platform (www.redraes.org) as a space for disseminating information related to school feeding programmes in member countries, as well as providing access to relevant information on the technical and administrative management activities of the Executive Secretariat.

The platform functions as a regional repository of good practices, training materials, lessons learned, and evidence, including regionally validated technical documents, publications, articles, interviews, and updates on SFPs in member countries



The production of texts, articles and press releases on events held within the scope of RAES, as well as the preparation of bulletins, brochures and publications, with a periodicity to be defined.



The publication of an explanatory booklet on the Regional Agenda for wide dissemination.



The definition and standardisation of the visual elements of the Regional Agenda, including guidelines for the use of its visual identity.



Support from national focal points in disseminating the content produced and facilitating the exchange of information from their respective countries.



Engagement with media outlets and journalists to promote topics related to the Regional Agenda.

6. Bibliography

BRAZIL. 2013. Ministry of Foreign Affairs. *Brazilian Cooperation Agency. Manual for the Management of South-South Technical Cooperation*. Brasília.

FAO, ABC/MRE and FNDE/MEC. 2022. *The situational status of Sustainable Schools 2021 – Executive summary*. Brasília. https://www.gov.br/abc/pt-br/centrais-de-conteudo/publicacoes/documentos/escolas-sustentaveis_ingles.pdf

FAO, ABC/MRE and FNDE/MEC. 2023. *Sustainable Schools – Conceptual and methodological guidelines*. Brasília. <https://doi.org/10.4060/cc7219es>

FAO, ABC/MRE and FNDE/MEC. 2023. *Legal frameworks for sustainable school feeding – A dialogue based on the Latin America and Caribbean scenario*. Brasília. <https://openknowledge.fao.org/server/api/core/bitstreams/64485d19-d197-4789-a9f7-4bee1fbdcc2d/content>

FAO, ABC/MRE and FNDE/MEC. 2025. *Advances in school feeding in 16 countries of Latin America*. Brasília. <https://openknowledge.fao.org/server/api/core/bitstreams/6eeda331-9ab8-40f6-9ce8-20ff868b3fc0/content>

FAO, ABC/MRE and FNDE/MEC. 2025. *A qualitative and quantitative analysis of the trajectory of school feeding programmes in Latin America and the Caribbean*. Brasília. <https://openknowledge.fao.org/handle/20.500.14283/cd5722es>

FAO and WHO. 2014. *Second International Conference on Nutrition*. Rome.

FAO and WHO. 2023. *Codex Alimentarius: General Principles of Food Hygiene (CXC 1-1969)*. Rome. <https://openknowledge.fao.org/items/ce338d15-a83b4e09-992b-9d553fa6589>

FAO and WHO. 2024. *What are healthy diets? Joint statement by the Food and Agriculture Organization of the United Nations and the World Health Organization*. Geneva. <https://doi.org/10.4060/cd2223en>

FAO, IFAD, WHO, WFP and UNICEF. 2025. *The State of Food Security and Nutrition in the World 2025: Addressing high food price inflation for food security and nutrition*. Rome. <https://doi.org/10.4060/cd6008en>

FAO. 2014. *The State of Food and Agriculture 2014: Innovation in family farming*. Rome.

FAO. 2009. *Overview of Food and Nutrition Security in Latin America and the Caribbean*.

RAES. 2026. *Analysis of indicators of progress in school feeding programmes in Latin America and the Caribbean (AMPAE)*. Brasília. <https://redraes.org/en/analysis-of-indicators-on-progress-in-school-feeding-programmes-in-latin-america-and-the-caribbean-ampae/>

UNICEF. 2023. *2023 Report: The wave of overweight in childhood grows. Too late to reverse the tide in Latin America and the Caribbean?* Panama City. <https://www.unicef.org/lac/media/43026/file/Reporte%20sobre%20peso%20ninez%20america%20latina%20caribe%202023%20UNICEF.pdf>

World Health Organization (WHO), United Nations Children's Fund (UNICEF). 2018. *Core questions and indicators for monitoring WASH in Schools in the Sustainable Development Goals*. New York. <http://who.int/publications/i/item/9789241514545>

