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WFP SCHOOL FEEDING POLICY



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NOTE TO THE EXECUTIVE BOARD

This document is submitted to the Executive Board for consideration.

The Secretariat invites members of the Board who may have questions of a technical nature with regard to this document to contact the WFP staff focal points indicated below, preferably well in advance of the Board's meeting.

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EXECUTIVE SUMMARY

“What is so clear is that we are beyond the debate about whether school feeding makes sense as a way to reach the most vulnerable. It does. In the face of global crises, we must now focus on how school feeding programmes can be designed and implemented in a cost-effective and sustainable way to benefit and to protect those most in need of help today and in the future”.¹

The World Food Programme’s vision is to reduce hunger among schoolchildren so that hunger is not an obstacle to their development.

WFP has 45 years of experience in school feeding, throughout which it has helped millions of children become educated, productive adults. These adults have created greater food security for their families with healthier, better educated children. The benefits of school feeding and education do translate to the next generation.

School feeding is an effective safety net. It helps to protect vulnerable children during times of crises. It safeguards nutrition, education and gender equality and provides a range of socio-economic benefits. School feeding can also contribute to a much-needed sense of normality for children living in insecure environments. When putting food on the family table today takes priority over a child’s potential for tomorrow, a daily school meal serves as a strong incentive to send children to school and ensure they attend regularly. When local production contributes to school feeding programmes, there are win-win spinoffs for local economies.

School feeding is sustainable. To date, WFP has handed over school feeding programmes to 31 national governments, which continue to provide school feeding today.

In 2009, WFP estimated that 66 million children were hungry at school. This school feeding policy aims to meet the challenge of helping those most in need, strengthening school feeding as a hunger tool to reach the most vulnerable children, as WFP transitions from a food aid to a food assistance agency.

This policy provides clarity and consistency of approach, rationale and intent of school feeding. It is standard-setting, clarifies the role of WFP and provides a benchmark for quality design and implementation.

School feeding programmes should strive towards the following standards: strategies for sustainability; sound alignment with national policy frameworks; stable funding and budgeting; needs-based, cost-effective quality programme design; strong institutional arrangements for implementation, monitoring and accountability; local production and sourcing where feasible; strong partnerships and inter-sector coordination; strong community

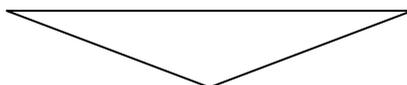
¹ WFP Executive Director Josette Sheeran and World Bank President Robert B. Zoellick. Foreword to: Bundy, D., Burbano, C., Grosh, M., Gelli, A., Jukes, M. and Drake, L. 2009. *Rethinking School Feeding: Social Safety Nets, Child Development and the Education Sector*. Washington DC, WFP and World Bank.



participation and ownership.

WFP will assist governments in meeting these standards among governments, donors and stakeholders and will foster enhanced understanding among governments, donors and stakeholders of the benefits of school feeding as a hunger solution and safety net. In cooperation with partners, WFP will help governments to: develop national school feeding policies and strategies; establish national coordination mechanisms for school feeding; provide multi-sector technical assistance to design good-quality and cost-effective programmes; provide capacity development to ensure sustainability; resource school feeding programmes; support the implementation of school feeding programmes; and support a global knowledge base of best practices, innovation and research, promoting the sharing of information and learning.

DRAFT DECISION*



The Board takes note of “WFP School Feeding Policy” (WFP/EB.2/2009/4-A).

* This is a draft decision. For the final decision adopted by the Board, please refer to the Decisions and Recommendations document issued at the end of the session.



INTRODUCTION

1. This document outlines the purpose and objectives of school feeding and the role of WFP, the methods for attaining the objectives, the tools for measuring success or failure. The policy is intended to serve as a guide to WFP Regional Directors, country directors and all staff on how WFP implements school feeding programmes and budgets to meet specific safety-net, education, nutrition, health and related objectives.
2. The content also consolidates recent research, lessons learned, best practices and evaluation findings in a conceptual framework that can serve as the basis for future analyses.

CONTEXT

3. This school feeding policy has emerged at a critical time. The ongoing global economic crisis has presented a myriad of challenges to countries at all levels. WFP is under greater pressure to help those most in need, but it is adapting to the changing global environment. With the new Strategic Plan (2008–2011) in effect, it has a unique opportunity to enhance school feeding as a tool to reach the most vulnerable children as it makes the transition from a food aid agency to a food assistance agency.
4. This policy is consistent with WFP policy documents addressing school feeding issues.² In addition, WFP concluded research and analyses in 2009 that have enhanced the knowledge base and will improve the quality of WFP's school feeding programmes. These include:
 - “Learning From Experience – Good Practices from 45 Years of School Feeding”, a WFP paper which has contributed to the school feeding quality standards.
 - *Rethinking School Feeding: Social Safety Nets, Child Development and the Education Sector*, a joint publication by WFP and the World Bank Group, is a comprehensive review of the evidence of best practice and provides guidance on how to develop and implement effective school feeding programmes.
 - “Home-Grown School Feeding: A Framework to Link School Feeding with Local Agricultural Production”, a study conducted by WFP in 2008 and 2009, funded by the Bill & Melinda Gates Foundation, explores the feasibility of linking school feeding programmes with local agricultural production in developing countries.
 - “An Investment Case for School Feeding” by WFP and The Boston Consulting Group (BCG) has compared the monetary costs of providing school feeding with long-term economic benefits, assessing the benefit/cost ratio and total economic value created by school feeding.
5. More and more national governments and donors are acknowledging the importance of school feeding programmes as a valuable social safety-net mechanism to improve livelihoods. But beyond this, school feeding serves as an exceptional platform at

² School feeding is mentioned in the following policy documents: WFP/EB.A/2008/5-A/1/Rev.1; WFP/EB.A/2004/5-A/1; WFP/EB.A/2004/5-A/2; WFP/EB.A/2004/5-A/3; WFP/EB.A/99/4-A; WFP/EB.1/2003/4-C; WFP/EB.3/2004/4-D/Add.1; WFP/EB.3/2004/4-B; WFP/EB.1/2009/5-A/Rev.1. The following policies are relevant to school feeding programmes: WFP/EB.3/2004/4-A; WFP/EB.1/2003/4-B.



community level for long-term investment in human capital to reduce hunger while achieving nutrition, education and gender equality outcomes.

6. In 2008, 20 governments looked to school feeding programmes as a safety-net response to the food crisis. The World Bank Group launched a Global Food Crisis Response Facility that mobilized US\$2 billion to help countries respond to the food and fuel crises, including scaling up school feeding programmes. WFP scaled up its school feeding projects to reach 5 million more children and their families in 17 countries: Bangladesh, Benin, Burundi, the Central African Republic, Ghana, Guinea, Guinea-Bissau, Haiti, Kenya, Liberia, Mozambique, Nicaragua, the Occupied Palestinian Territory, Pakistan, Senegal, Sierra Leone and Tajikistan. The largest increases were in Bangladesh, Haiti, Pakistan, Senegal and Tajikistan.
7. Today, perhaps for the first time in history, every country in the world is seeking to provide food, in some way and on some scale, to its schoolchildren. Few safety-net programmes provide so many multi-sector benefits – education, gender equality, food security, poverty alleviation, nutrition and health – in one single intervention. Yet, school feeding coverage for those most in need, in the poorest and most food-insecure countries, is where it is the least adequate.
8. A global coalition of governments, WFP, the World Bank, the United Nations and non-governmental organization (NGO) partners, research and academic institutions and the private sector is emerging to ensure that no child is hungry at school.
9. WFP works with and alongside national governments, NGOs, United Nations agencies, private partners and other stakeholders to provide children with school meals. As the largest implementer of school feeding programmes in the world, investing almost half a billion dollars per year, WFP now supports the provision of meals to an average of 22 million children each year, about half of whom are girls, in 70 countries. An estimated US\$3.2 billion is needed to reach the 66 million children that attend school hungry in developing countries.
10. School feeding has been endorsed in a number of international fora and has received government commitment and support. The United Nations Millennium Project (2005) recommended that school feeding be expanded to reach all children in “hunger hotspots” using locally produced foods. School feeding responds directly to the Millennium Development Goals (MDGs) related to hunger and poverty (MDG 1), education (MDG 2) and gender equality (MDG 3), and contributes indirectly to all other MDGs. School feeding programmes also contribute to most of the six “Education for All” goals contained in the Dakar Framework for Action, signed at the World Education Forum in Senegal in 2000. School feeding was included in the Comprehensive Africa Agriculture Development Programme (CAADP), adopted by the New Partnership for Africa’s Development (NEPAD) in 2003 and later endorsed in the African Union Food Security Summit held in Abuja in 2006. School feeding has been included in the Africa–European Union Summit Action Plan 2008–2010 and identified as an important strategy at the 2007 meeting in Dakar of the High-Level Group on Education for All. More recently, school feeding has been incorporated in action plans or declarations responding to the impact of rising food prices, and at G-8 summits, where school feeding has been recognized as an important safety net to address hunger.
11. In line with the support of the G-8 in the fight against hunger, leaders and experts from around the world met in Bellagio, Italy, in July 2009. They identified social protection instruments and food-based safety nets such as school feeding programmes as critical tools to tackle hunger and malnutrition and ensure that vulnerable, hungry children have access to food.



WHY SCHOOL FEEDING?

12. School feeding programmes help reduce vulnerability to hunger and protect and promote livelihoods by investing in human capital through better health, nutrition and education. By doing so, school feeding can bridge emergency and recovery measures with medium- and longer-term developments in an effective and efficient manner.
13. School feeding leads to outcomes that are mutually reinforcing, helping to lift households out of poverty to end the inter-generational cycle of hunger. School feeding facilitates education, and education, particularly for girls, leads to improved food security, health and nutrition, the effects of which all contribute to ending hunger.
14. The following is a summary of the evidence from academic research.

School Feeding as a Safety Net –

Nutrition, Education, Gender, Orphans and other Vulnerable Children, Value Transfer and a Platform Providing Wider Socio-Economic Benefits

⇒ *School feeding and nutrition*

15. **Enhanced nutrition and health of primary schoolchildren lead to improved learning and decreased morbidity, paving the way for a healthier life.** School feeding programmes not only alleviate child hunger in school, but enhance nutrition, particularly when the food is fortified with micronutrients, raising the potential to improve a child's health, school performance and educational attainment.
16. **School feeding enhances the diet and provides a net increase in energy and kilocalories available to the child.**³ Moreover, school feeding targets micronutrient deficiencies which are widespread among school-age children in developing countries, increasing their susceptibility to infection, leading to absenteeism and impairing learning capacity and cognition.^{3, 4, 5, 6, 7} Improving micronutrient status through food fortification or use of micronutrient powders, in particular iron B-vitamins, vitamin A and iodine, contributes directly to enhanced cognition and learning capacity. Recent studies in Kenya⁸

³ Kristjansson, E.A., Robinson, V., Petticrew, M., MacDonald, B., Krasevec, J., Janzen, L., Greenhalgh T., Wells, G., MacGowan, J., Farmer, A., Shea, B.J., Mayhew, A. and Tugwell, P. 2007. School feeding for improving the physical and psychosocial health of disadvantaged students. *Cochrane Database of Systematic Reviews*: 1.

⁴ Van Stuijvenberg, M.E. 2005. Using the School Feeding System as a Vehicle for Micronutrient Fortification: Experience from South Africa. *Food and Nutrition Bulletin*, 26: S213–S219.

⁵ Latham, M.C., Ash, D.M., Makola, D., Tatala, S.R., Ndossi, G.D. and Mehansho, H. 2003. Efficacy Trials of a Micronutrient Dietary Supplement in Schoolchildren and Pregnant Women in Tanzania. *Food and Nutrition Bulletin*, 24: S120–S128.

⁶ Solon, F.S., Sarol, J.N., Bernardo, A.B.I., Mehansho, H., Sanchez-Fermin, L.E., Wambangco, L.S. and Juhlin, K.D. 2003. Effect of a multiple-micronutrient-fortified fruit powder beverage on the nutrition status, physical fitness, and cognitive performance of schoolchildren in the Philippines. *Food and Nutrition Bulletin*, 24: S129–140.

⁷ Grillenberger, M., Neumann, C.G., Murphy, S.P., Bwibo, N.O., van't Veer, P., Hautvast, J. and West, C.E. 2003. Animal Source Foods to Improve Micronutrient Nutrition and Human Function in Developing Countries. *The Journal of Nutrition*, 133 (11S-II). Supplement.

⁸ Andang'o, P.E.A., Osendarp, S.J.M., Ayah, R., West, C.E., Mwaniki, D.L., Wolf, C.A.D., Kraaijenhagen, R., Kok, F.J. and Verhoef, H. 2007. Efficacy of iron-fortified whole maize flour on iron status of schoolchildren in Kenya: a randomised controlled trial. *Lancet*, 369: 1799–1806.



and Uganda⁹ proved that both in-school meals and take-home rations (THRs) reduce anaemia prevalence.

17. **The school-age child also has the most intense worm infections.**¹⁰ One quarter to one third of school-age children are infected with one or more of the major helminths (roundworm, whipworm or hookworm). Severe worm infestation also contributes to morbidity, undernutrition, and iron deficiency. Iron deficiency anaemia is a major issue for school-age children affecting more than half of this group worldwide. Evidence supports that a significant reduction in anaemia occurs with deworming.^{11, 12} Indeed, deworming is essential in situations of high prevalence, to maintain good nutritional status and achieve better absorption of food, as well as improved cognition.^{13,14,15,16}
18. **Links to early childhood.** School feeding to preschoolers can help give a child a healthy head-start and pave the way for a promising future. There is compelling evidence¹⁶ that poor nutrition in early childhood affects cognitive development and learning potential: poor health and nutrition are additional barriers to education. Increased access to pre-schools can enhance education outcomes and equity among children of primary school age. School feeding should be seen as part of a continuum and one of many potential nutrition interventions which can support child nutrition of pre-primary and primary school-aged children. School feeding does not directly target poor nutrition in pregnancy, infancy and early childhood, which are the most important years in terms of immediate and long-term effects on cognitive abilities.¹⁰ It cannot replace nutrition interventions such as mother-and-child health (MCH) from the age of 6 months to 2 years of age, or therapeutic and supplementary feeding interventions. However, pre-primary education and health provision can counter early childhood disadvantage.¹⁷ School feeding in pre-primary schools (ages 3 to 5 years) can be seen as preventative with the potential to bridge the gap between infancy and primary school age (ages 6 to 11 years) in countries where pre-schools are part of the basic education system. When school feeding is chosen as an instrument to reach pre-schoolers, it is important that school meals are as nutritious as possible to contribute to balanced growth in terms of increased height and weight.

⁹ Adelman, S., Alderman, H., Gilligan, D.O. and Konde-Lule, J. 2008. The Impact of Alternative Food for Education Programs on Child Nutrition in Northern Uganda. Washington DC, International Food Policy Research Institute.

¹⁰ Jukes, M.C.H., Drake, L.J., Bundy, D.A.P. 2008. School Health, Nutrition and Education for All: Levelling the Playing Field. Wallingford, UK, CABI Publishing.

¹¹ Brooker, S., Hotez, P.J. and Bundy, D.A.P. 2008. Hookworm-Related Anaemia among Pregnant Women: A Systematic Review. *PLoS Neglected Tropical Diseases*, 2(9): e291.

¹² Gulani, A., Nagpal, C., Osmond, C. and Sachdev, H.P.S. 2007. Effect of Administration of Intestinal Anthelmintic Drugs on Haemoglobin: Systematic Review of Randomised Controlled Trials. *British Medical Journal* 334 (7603): 1095.

¹³ Sonnino, R. 2007. Local School Meals in East Ayrshire, Scotland: A Case Study. Rome, WFP.

¹⁴ Grigorenko, E.L., Sternberg, R.J., Jukes, M., Alcock, K., Lambo, J., Ngorosho, D., Nokes, C. and Bundy, D.A. 2006. Effects of antiparasitic treatment on dynamically and statically tested cognitive skills over time. *Journal of Applied Developmental Psychology*, 27: 499–526.

¹⁵ Nokes, C., Grantham McGregor, S.M., Sawyer, A.W., Cooper, E.S., Robinson B.A. and Bundy, D.A. 1992. Moderate to heavy infections of *Trichuris trichiura* affect cognitive function in Jamaican school children. *Parasitology*, 104: 539–547.

¹⁶ Bundy, D. 2005. School-Based Health and Nutrition Programs. *Food and Nutrition Bulletin*, 26: S186–S192.

¹⁷ UNESCO. 2009. Education for All 2009 - Global Monitoring Report. New York.



⇒ *School feeding and education*

19. Educated children are more likely to be able to feed themselves and their families in adulthood. School feeding has long served as an incentive for parents to enrol their children in school^{18, 19, 20} and ensure their regular attendance.^{3, 21, 22} The amount of the value transfer and child labour market factors will influence the impact of school feeding on school access (enrolment, attendance and retention), especially among the most food-insecure households.
20. School feeding in schools and as THRs are effective in targeting groups. This has proved particularly useful in boosting the enrolment of girls where access to education is limited.¹⁸
21. Providing food for consumption at school can relieve immediate short-term hunger which is most beneficial for learning. Children who are not hungry are more attentive and have higher cognitive abilities.^{3, 23} The ration should be served as early as possible during the school day for maximum benefit while children are in school. Thus, timing of the meal or snack is important for addressing hunger and reaping cognitive benefits.
22. Alleviating short-term hunger amongst children at school may help to contribute to improved performance on school tests and promote normal progression from grade to grade in completing a basic education.⁹

⇒ *School feeding, gender and orphans and other vulnerable children*

23. School feeding has been proven to contribute to education. When girls are educated they are more likely to have fewer and healthier children and to head families that are food-secure.²⁴ School feeding closes the gender gap in schools and helps to empower women. It provides improved protection from HIV and AIDS and access to labour for women. A study in Uganda demonstrated that each additional year of education for girls reduces their chances of contracting HIV by 6.7 percent.²⁵ It does not only change the lives of girls but also the lives of their future children. Maternal and infant mortality rates will decrease and better educated girls will make more informed choices. The World Bank estimated that only one additional year of schooling for girls reduces fertility by 10 percent,²⁶ every extra year of schooling for an additional 1,000 girls would prevent 60 infant deaths.²⁴

¹⁸ Edström, J., Lucas, H., Sabates-Wheeler, R. and Simwaka, B. 2008. A Study of the Outcomes of Take-home Ration Food Rations for Orphans and Vulnerable Children in Malawi. Research Report. Nairobi, UNICEF ESARO.

¹⁹ Ahmed, A.U. 2002. *Food for Education Program in Bangladesh: An Evaluation of Its impact on Educational Attainment and Food Security*. Washington, DC, IFPRI.

²⁰ Lazamaniah, A., Rameshwar Sarma, K.V., Hanumantha Rao, D., Reddy, Ch. Gal., Ravindranath, M., Vishnuvardhan Rao, M. and Vijayaraghavan, K. 1999. Impact of Mid-Day Meal Program in Educational and Nutritional Status of School Children. *Indian Pediatrics*, 36: 1221–1228.

²¹ Simeon, D.T., and Grantham McGregor, S. M. 1989. Effects of Missing Breakfast on the Cognitive Functions of School Children with Differing Nutritional Status. *American Journal of Clinical Nutrition*, 49: 646–653.

²² Jacoby E., Cueto, S. and Pollitt, E. 1996. Benefits of a school breakfast programme among Andean children in Huaraz, Peru. *Food and Nutrition Bulletin*, 17:54–64.

²³ Simeon, D.T. 1998. School Feeding in Jamaica. *American Journal of Clinical Nutrition*, 50: 760s–794s.

²⁴ World Bank. 2007. *Girls' Education in the 21st Century*. Washington DC.

²⁵ De Walque, Damien. 2004. How does the impact of an HIV/AIDS information campaign vary with educational attainment? Evidence from rural Uganda. Washington DC, World Bank.

²⁶ Summers, Lawrence H. 1992. *Educating All the Children*. Policy Research Working Papers Series. Washington, DC, World Bank.



24. In India, an evaluation of the country's Mid-Day Meals Programme found that girls in the programme had a 30 percent higher chance of completing primary school.²⁷ In Pakistan, a programme that provides girls with a conditional THR of oil once a month has changed the way their parents think and act. Before the programme started, 48 percent of households did not send any of their daughters to school; afterwards, all households educated at least one daughter.²⁸
25. If school meals are combined with THRs, the effect on girls is even greater. THRs draw girls to school, maintain their attendance and increase their progress from grade to grade, effectively eliminating the gender gap in school. A major WFP review documented higher rates of girls' enrolment in higher grades in schools with combined on-site and THR programmes.²⁹ Similarly, the THR programme in Bangladesh increased girls' enrolment in programme schools by 44 percent, and boys' enrolment by 28 percent, while non-programme schools enrolment increased by 2.5 percent during the same period.^{30, 31}
26. A desk review conducted by WFP in 2009 found that 500,000 orphans and children affected by HIV in nine countries benefited from WFP school meals, take-home rations or a combination of both in 2008 in terms of being attracted to school, and thereby reducing the burden on households.

⇒ *School feeding as value transfer*

27. During periods of shock and reduced purchasing power, families often resort to negative coping mechanisms including taking children out of school to save on school fees and related expenses.³² School feeding programmes can help to safeguard the household investments in education by helping to defray some of the costs of schooling and encourage parents to enrol their children in school, ensure that they attend class regularly and continue through the complete cycle. This helps protect children from the risk of child labour (both formal and informal) and facilitates social integration.³³

Definition of Safety Net

Safety nets are a sub-set of broader social protection systems. Safety nets mostly include non-contributory transfers in cash or in-kind, conditional or unconditional (including for example conditional cash transfers, school feeding, food-for-work, cash-for-work, and vouchers), and other interventions to improve access to food and basic essentials, such as price subsidies. Depending on programme objectives and design features, safety nets can generate a variety of outcomes, including for example improvements in nutrition, enhancements in education, or the transfer of income to targeted households.

Source: WFP 2004a. WFP and Food-Based Safety Nets. Policy Paper.

28. School feeding is a well-recognized safety net that confers a significant level of value transfer – in-school meals alone are estimated to represent 11 percent of household income³¹ – to those households with children enrolled in school or those with school-age children. The school feeding value transfer frees up resources within households, thus allowing families to buy food and invest in productive assets, ultimately improving their

²⁷ Drèze, J. and Kingdon, G.G. 2001 School participation in rural India. *Review of Development Economics*, 5:1-24.

²⁸ WFP. 2005. Impact Assessment Study: Assistance to Girls' Primary Education in Pakistan. Rome.

²⁹ Gelli, A., Meir, U. and Espejo, F. 2006. Supporting Girls' Education. Rome, WFP.

³⁰ Gelli, A., Meir, U. and Espejo, F. 2007. Does Provision of Food in School Increase Girls' Enrolment? Evidence from Schools in Sub-Saharan Africa. *Food and Nutrition Bulletin*, 28:149-155.

³¹ Grosh, M., del Ninno, C., Tesliuc, E. and Ouerghi, A. 2008. For Protection and Promotion: The Design and Implementation of Effective Safety Nets. Washington DC, World Bank.

³² World Bank. 2009. Averting a Human Crisis during the Global Downturn. Conference Edition. Washington DC.

³³ Paruzzolo, S. 2009. The Impact of Programs Relating to Child Labor Prevention and Children's Protection. Understanding Children's Work Project. ILO, UNICEF, World Bank.



livelihoods, nutrition and education.

29. The value transfer effect is equivalent to the value of the food transfer delivered to the child at school, the value of the THR, or both. It also alleviates short-term hunger while supporting the longer-term goals of educational attainment, and improved nutrition and health. The provision of food serves as an incentive for these households to send their children to school and ensure they continue to attend.
30. School feeding value transfers have the potential to increase school enrolment and attendance at times when food-insecure families with low purchasing power may be at risk of resorting to negative coping strategies, including taking children out of school.
31. THRs serve as the best vehicle to maximize the benefits that a school feeding safety net offers, extending the value and impact of the transfer beyond just those benefits a child receives from the food ration consumed in school. THRs can more easily be targeted to specific groups that may be most in need of support, such as girls, and orphans and other vulnerable children (OVC) of school age, and possibly other members of a household.

⇒ *School feeding as a platform providing wider socio-economic benefits*

32. School feeding is most effective when it is part of a more comprehensive school health and nutrition package and can serve as a platform for linking to other interventions to achieve additional developmental outcomes, including:
 - **Local procurement to augment local economies:** Foods that are locally grown and prepared, palatable to children and contribute to nutritional and learning outcomes are critical for benefits to reach beyond the school and into the local community.³ When linkages are made by procuring and processing locally, significant economic development outcomes, such as increased farmer incomes, are possible. Middle- and high-income countries implement local purchase schemes that have been shown to benefit local economies.¹³ Local purchases through economic stimulus programmes and in response to natural disasters in certain countries have been shown to increase sales among local farmers.³⁴ A modelling study in Kenya estimated that 175,000 local farmers would increase annual incomes by US\$50 per smallholder if the school feeding programme were to purchase local maize.³⁵ The overall conclusion is that locally resourced school feeding would have a positive impact on agricultural growth.³⁶ National programmes can stimulate local economies and foster the start-up and expansion of businesses such as smallholdings and catering companies.
 - **Increased development opportunities:** School feeding programmes can serve as a platform for government and partners to introduce such interventions to schools as safe water and sanitation, nutrition, health and hygiene education, and environmentally friendly technologies and practices such as fuel-efficient stoves, woodlots and school teaching gardens.
 - **School feeding, a sound investment:** A joint cost-benefit analysis undertaken in 2009 by The Boston Consulting Group and WFP has compared, in Kenya and Laos, costs related to the design, implementation and delivery of school feeding with the benefits

³⁴Bundy, D., Burbano, C., Grosh, M., Gelli, A., Jukes, M. and Drake, L. 2009. *Rethinking School Feeding: Social Safety Nets, Child Development and the Education Sector*. Washington DC, WFP and World Bank.

³⁵ Brinkman, H.J., Aberman, N., Baissas, M., Calef, D., Gingerich, C., Subran, L., Gelli, A., Sharma, M. and Stoppa, A. 2007. Home-Grown School Feeding to Support Local Farmers in Africa. Paper presented to the WFP.

³⁶ Devereux, S., Sabates-Wheeler, R., Guenther, B., Dorward, A., Poulton, C. and Al-Hassan, R. 2008. Linking Social Protection and Support to Small Farmer Development. Rome, FAO.



arising from the three major school feeding outcomes: increased education, improved nutrition and health, and value transfer to the beneficiaries. Findings from this study revealed that school feeding improves enrolment, attendance and cognition, decreases drop out and morbidity and enhances disease awareness. These lead to increased wages and a longer productive life which together lead to increased lifetime earnings. School meals and take-home rations translate into savings at household level, which can result in increased returns on investment. The analysis also highlighted the reinforcing and multiplication effects between the various outcomes which make school feeding a unique intervention. The study points to two conclusions: Investing in school feeding creates significant economic value; and school feeding is a unique safety net driven by the interdependency between various outcomes, and combines short-, mid- and long-term benefits.

WFP AND SCHOOL FEEDING

33. For over 45 years, WFP has implemented school feeding programmes under a variety of contexts: from the onset of emergencies, to protracted relief and post-crisis situations, to stable environments. WFP has an extensive field presence and recognized capacity in policy, needs assessment, vulnerability analysis and targeting, programme design and management, logistics and procurement. The breadth and depth of WFP expertise are critical assets for the sound implementation of school feeding programmes on a global scale and for providing informed advice and know-how to governments.
34. WFP has developed good relations and government commitments in support of school feeding programmes and has a well-established network of cooperating partners. It is thus the leading coordinator of school feeding programmes.

WFP's Vision

35. WFP's vision is to reduce hunger among schoolchildren so that it is not an obstacle to their development.

WFP's Guiding Standards

36. WFP will support governments in implementing school feeding programmes that are designed in line with the Eight Standards Guiding Sustainable and Affordable School Feeding Programmes. These frame the design and implementation of all school feeding programmes. Indicators associated with each standard are provided in Annex I.

⇒ *Sustainability*

37. Sustainability must be built into school feeding programmes from the outset. It is important that sustainability is embodied in a transition strategy agreed by the government, WFP and stakeholders, that includes timing, targets and benchmarks for achievement.

⇒ *Sound alignment with national policy frameworks*

38. The inclusion of school feeding in national policy frameworks increases the potential for sustainability and quality of implementation.



⇒ *Stable funding and budgeting*

39. Stable funding is a prerequisite for sustainability. The inclusion of school feeding in national planning and budgeting processes will ensure that it receives resources from national budgets. A national budget line for school feeding is needed for long-term sustainability.

⇒ *Needs-based, cost-effective quality programme design*

40. School feeding programmes must be based on needs and designed on the basis of an accurate assessment of the country context.

⇒ *Strong institutional arrangements for implementation, monitoring and accountability*

41. A government institution or ministry should be responsible for the implementation of the school feeding programme. Adequate resources, staff capacity, management skills, knowledge and technology must be made available. Robust implementation arrangements are necessary to ensure that food and resources are managed transparently through adequate monitoring and reporting mechanisms.

⇒ *Strategy for local production and sourcing*

42. Procuring food from local markets is crucial for achieving sustainability and stimulating local economies. A balance of international, national and local food procurement must be considered to support local economies without jeopardizing the food pipeline.

⇒ *Strong partnerships and inter-sector coordination*

43. Well designed programmes are multi-sectoral: they link school feeding, with health, nutrition and social protection programmes and include strong operational partnerships and coordination mechanisms.

⇒ *Strong community participation and ownership*

44. Locally owned school feeding programmes that respond to community needs and incorporate some form of parental or community contribution are the strongest.

WFP's Role

45. WFP's role in supporting school feeding will vary according to the stage of transition of a school feeding programme (see Sustainability through Capacity Development, paragraph 57, for the transition stages). WFP provides:

- **In-depth understanding.** WFP fosters enhanced understanding of school feeding among governments, donors and other stakeholders; it provides the rationale for school feeding as a hunger solution that can help governments to reduce hunger and poverty and improve nutrition, health and education.
- **Analysis and advice.** WFP, at the invitation of governments, will offer analytical support and advice on cost-effectiveness and cost containment to enhance the design and implementation of school feeding programmes. WFP also offers advice on other safety-net options.



- **Coordination support:** WFP supports governments in coordinating national school feeding strategies by bringing together stakeholders to ensure an effective national approach to school feeding programmes that help reduce hunger and poverty and link to improve the nutrition and health of schoolchildren.
- **Capacity development and technical support to ensure sustainability.** WFP provides multi-sectoral technical support in order to increase the capacities of governments to undertake school feeding programmes that adhere to agreed design and implementation standards to support sustainability, affordability and scalability of these programmes.
- **Implementation support.** WFP supports national implementation of school feeding programmes.
- **Funding and resource mobilization.** WFP mobilizes resources and helps to finance national school feeding programmes.
- **Partnerships.** WFP will work with governments and through partnerships to support national scale-up of school feeding programmes to the most food-insecure and vulnerable areas.
- **Knowledge base.** WFP will work with partners to build a global knowledge base of best practices and research.
- **Results-based management.** WFP monitors and evaluates the expected results of planned activities, using results information for decision-making, learning and accountability reporting.

HOW DOES WFP TARGET?

46. School feeding is an activity that reaches vulnerable children in schools. School meals do not reach those who are not in school, but they may attract children to attend school.
47. WFP supports the implementation of school feeding programmes based on need, in the poorest countries, targeting the most vulnerable based on food insecurity, poverty, low educational and nutrition indicators and gender-related problems.
48. School feeding is most effective as a social protection instrument when it is carefully targeted to the poorest. Geographic targeting is the starting point for selecting schools to reach hungry and vulnerable children. The potential role for school feeding is determined through a food security and poverty analysis and an in-depth assessment of hunger, education, nutrition and health-related problems.
49. Sub-national geographic targeting identifies areas with high levels of food insecurity and malnutrition and educational problems (high numbers of out-of-school children, high gender and social gaps in enrolment, poor retention of girls in schools, etc.).
50. Additional food insecurity, undernutrition, social and education criteria may be needed during the programme design to identify the sub-national areas where school feeding is most needed, or to target specific vulnerable groups such as HIV and AIDS, orphans or child labourers.
51. When targeting school feeding programmes in urban areas, it is a complex and challenging process to extrapolate the food-insecure schools within densely populated areas, discouraging migration between schools and addressing issues of safe storage. Nonetheless, school feeding as a safety net is relevant to urban contexts and provides



educational and nutritional net benefits. WFP is developing targeting guidelines to reach the poorest and most vulnerable in urban areas.

52. Normally, all schools in food-insecure areas should be targeted in order to prevent children from moving between schools. All children in a school should be included in order to avoid stigmatism, and for practical reasons. WFP therefore targets areas and schools in the greatest need rather than individuals.

IN WHICH CONTEXTS SHOULD SCHOOL FEEDING BE IMPLEMENTED?

53. School feeding can be applicable during a crisis or emergency, in post-conflict, post-disaster, or transition situations and under stable conditions. School feeding programmes can have the potential at some level in all contexts to act as a safety net by providing nutrition, education and value transfer. Programme design detailing output and outcome targets will be adapted to contexts. The eight quality standards referred to in paragraph 36 are relevant for school feeding programmes in all contexts and should be seen as benchmarks for planning and implementing sustainable programmes.
54. The establishment of safety nets is correlated to government capacity in emergency, protracted crisis or chronic situations. WFP can provide support as national capacity to establish and manage social safety nets evolves.

School Feeding as a Safety Net in Emergency and Protracted Crises, and to Prevent Negative Coping Mechanisms

55. After the initial shock of a crisis, the school system can provide an effective way to scale up existing safety nets. School feeding programmes in emergency and protracted crises must be needs-based and coordinated with other interventions that aim to meet the immediate food needs of communities and prevent a decline in the nutrition and health status of children.
56. School feeding during emergencies offers an expanded safety net for children and their families hit by shocks. School feeding encourages children to enter and remain in school by providing a food value transfer to the household on the condition the children attend class. According to the Interagency Network for Education in Emergencies (INEE), supporting education during crisis can give a sense of structure and normalcy and protects against harm, abduction, recruitment into armed groups. It builds social capital and cohesion.
57. School feeding can be a safety-net in natural disasters, conflicts and seasonal shocks. It may need to be adapted to meet temporary food needs in contexts of very limited capacity, where school feeding is mainly funded by external donors. For example, it may be necessary to provide THRs or in-school meals through an entire period of vulnerability, regardless of school schedules.

School Feeding as a Safety Net in Post-Conflict, Post-Disaster or Transition Situations

58. School feeding programmes can provide a safety net in recovery contexts by restoring the educational system, for example through post-conflict “back-to-school” campaigns that reach internally displaced children and support the demilitarization of children; it can also



encourage the return of internally displaced persons and refugees by signalling that basic services are operating and it is thus safe to return home.

59. School feeding helps to re-establish normality in children's lives and improves social cohesion after periods of disruption. As countries start to develop policies for moving to longer-term programmes, governments will contribute more from domestic resources.

School Feeding as a Safety Net in Situations of Chronic Hunger

60. In more stable situations, school feeding programmes should become an increasingly integral safety net of government policies and strategies to alleviate hunger and poverty. The potential of school feeding in integrating nutrition, health and education with the income-transfer element is greatly increased when the programmes are part of a national strategy.
61. In countries with established social protection systems there will be opportunities for WFP to provide technical assistance to enhance the performance, quality and targeting of national school feeding programmes.

WHO DOES WFP REACH WITH SCHOOL FEEDING?

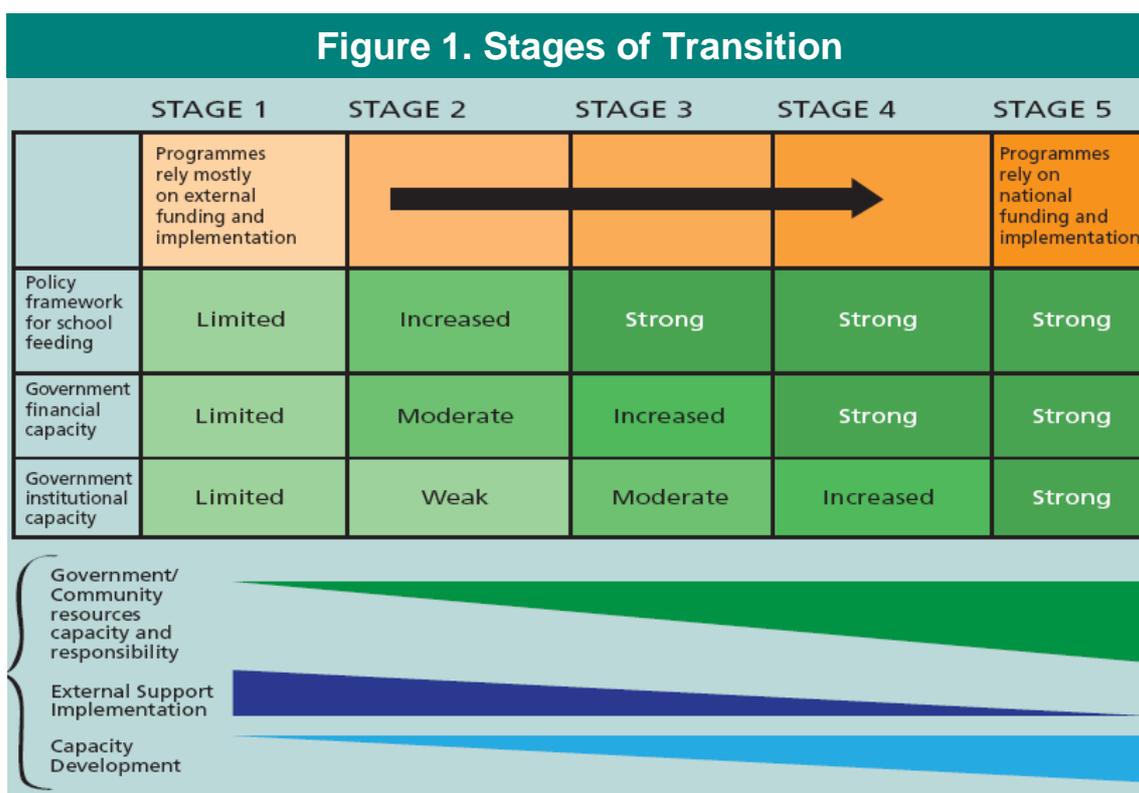
62. In targeted geographic areas, schools supported by school feeding must follow the national or official curriculum. School feeding programmes can target the following categories of beneficiaries:
- **Children enrolled in primary day-schools.** The principal channel for WFP-supported programmes is through formal, government-supported primary day-schools.
 - **Children enrolled in preschools.** Children may be supported in early childhood development centres, crèches, kindergartens and other institutions that meet minimum quality standards and provide educational activities as part of the government's framework for basic education.
 - **Children enrolled in secondary day-schools.** Secondary school students can be assisted where secondary schools cater to clearly identified vulnerable populations with serious educational access or learning constraints. For example, THR may be offered as encouragement for girls to attend lower secondary school.
 - **Children attending boarding schools at primary and secondary level.** School feeding support to students attending boarding schools is limited to those institutions that serve clearly identified vulnerable populations who would otherwise not have access to education.
 - **Children participating in non-formal learning programmes.** School-age children not reached by the formal education system in rural and urban areas can be assisted by school feeding programmes if the non-formal education programme is in accordance with the national curriculum.
 - **Cooks and teachers.** Cooks and teachers may consume a meal at school. This must be agreed at country level by WFP and the government. Providing teachers with a THR as an incentive is undertaken in rare cases and should be part of an agreed strategy with government and education-sector donors that includes a clear time frame. This provision should only be offered as a last resort when no other source of payment is possible.



SUSTAINABILITY THROUGH CAPACITY DEVELOPMENT

Government Capacity Development and Transition to Government Ownership

63. Well-designed school feeding programmes are sustainable. Over the past 45 years, WFP has handed over school feeding programmes to 31 countries, which still run them today. Among those are the two largest school feeding programmes in the world: India and Brazil. More recently, Ecuador, El Salvador and Peru have made the transition from receiving funding from external sources to providing nationally funded support.
64. While it is unlikely that the poorest countries can afford to fully fund school feeding programmes in the short term, with adequate support and advice, over time, these countries should aspire to such a goal. Recent research by the World Bank and WFP shows that school feeding becomes relatively cheaper, and more affordable, as countries develop.³⁴
65. The process of achieving sustainability takes time and school feeding programmes go through many stages (see Figure 1). The transition to sustainable national programmes requires school feeding to be mainstreamed in national strategies. As government capacity and ownership develop from stage 1 to stage 5, governments assume greater responsibility for school feeding programmes. WFP will ensure that the eight quality standards are embedded into its programmes (see paragraph 36).



66. WFP will ensure that all programmes include a transition strategy that will clearly specify how WFP and the government will work towards putting in place the elements for a sustainable school feeding programme. The strategy will be based on a comprehensive assessment and will consider countries' financial and technical resource capacities and the potential for these resource capacities to increase. The strategy will include clear and

realistic objectives, targets, milestones and a timeline with actions and responsibilities for eventual government take-over.

67. Where a government has requested WFP support, WFP will continue school feeding activities as resources permit until the government has the financial and technical capacity to successfully manage and implement its school feeding programme.
68. Building capacity and facilitating transition are important, but WFP's implementation support is likely to continue to be required in coordination with NGO and government programmes for several years as government capacity grows. WFP will work with governments to harmonize all school feeding programmes implemented in the country.
69. Multi-sectoral technical support and capacity development throughout the project, during phasing-out and beyond, is particularly important for ensuring an adequate transfer of skills and maintaining benefits long after external assistance has ended. Training that involves community leaders and government officials builds layers of capacity at all levels to manage school feeding programmes efficiently. WFP aims to work with governments to strengthen capacity.
70. Local purchase for supplying commodities to school feeding programmes is an important tool to ensure sustainability and transition. Linking school feeding programmes and locally produced food, including local capacity to mill and fortify, benefits children, small farmers and local economies. WFP aims to create synergies between school feeding programmes and other social and agricultural programmes to meet the educational needs of children while supporting agricultural and economic development.
71. As WFP strengthens its support to national school feeding programmes, shifts from food aid to food assistance and increases its school feeding toolkit, there will be increased scope to support local procurement and to use cash resources to support governments in assessing the potential of different school-feeding models. Different models – centralized, decentralized, or school based – need to be considered and adapted to each context. WFP will support national governments to study the appropriateness and effectiveness of the possible implementation models (see Table 1).

| TABLE 1: SCHOOL FEEDING MODELS | |
|---------------------------------------|--|
| | Description |
| Centralized | Food is imported or procured centrally for distribution to the schools; traditional school feeding programmes use this model. |
| Decentralized | Cash is transferred by the government to local authorities who contract suppliers to provide food for school meals. |
| School-based | Schools receive cash or vouchers from the government or others to purchase food from markets, farmers or cooperatives. |
| Community-based | Communities that can afford to provide food to the schools, send their children to school with a packed lunch or pay schools to provide meals. |
| Combination | A combination of models caters for different contexts. |



PARTNERSHIPS

72. Partnerships with all stakeholders are central to delivering education, school health and nutrition to children. WFP recognizes that food can make a substantial impact on children's lives only when it is part of an education, health and nutrition package. There is wide consensus that the distribution of food should be accompanied by complementary interventions to enhance the impact of school feeding programmes and be linked to local production to the extent possible to ensure sustainability. WFP has endorsed the Essential Package as one of the most effective investments in creating healthy individuals and societies. The Essential Package recommends and reinforces basic education and the integration of school health and nutrition interventions. WFP also supports the Focusing Resources on Effective School Health (FRESH) framework.
73. **Government.** In response to requirements for effective safety nets, WFP will support governments in establishing quality school feeding interventions as part of national education, and school health and nutrition systems. WFP will support governments' coordination mechanisms to work with other stakeholders in providing the basic education, health and nutrition interventions required for a holistic intervention. WFP will support governments in reaching out to the private sector and exploring South–South cooperation and mentoring groups to augment country capacities.
74. **Regional bodies and networks.** WFP will support and work with regional bodies and regional school feeding or school health and nutrition committees and networks to engage major stakeholders and players in school feeding operations. In particular, WFP will foster its ongoing partnership with NEPAD in linking school feeding to local production.
75. **World Bank.** The World Bank and the World Food Programme's strategic partnership has continued to gain momentum following the June 2009 publication entitled "Rethinking School Feeding: Social Safety Nets, Child Development and the Education Sector." WFP will collaborate with the World Bank through a common research strategy and provision of technical support in school feeding for countries most in need. The World Bank and WFP will also seek to jointly engage in the scale-up of school feeding programmes where there is demand from low income countries affected by the social shocks of the current global crises.
76. **United Nations and NGO partners.** WFP will continue to work with the United Nations Children's Fund (UNICEF), the Office of the United Nations High Commissioner for Refugees (UNHCR), the Food and Agriculture Organization of the United Nations (FAO), the World Health Organization (WHO), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other NGO partners in school feeding, including World Vision International, Catholic Relief Services, Norwegian Refugee Council, Cooperative for Assistance and Relief Everywhere (CARE International), and Joint Aid Management. WFP works through education clusters and coordinates with partners to meet the needs of children during an emergency.
77. WFP is a member of the Standing Committee on Nutrition and chairs the Working Group on Nutrition of School-Age Children, which shares information on latest evidence, programmes and innovations in this field.
78. WFP will remain actively engaged with the Fast Track Initiative, a compact between donors designed to ensure that countries with sound education policies and agreed education plans receive adequate and predictable donor funding.



79. WFP is an active member of the humanitarian response education cluster in emergency situations and part of the INEE, which provides a framework for partnerships.
80. WFP will continue to develop its partnerships with the Clinton Global Initiative, Deworm the World, Feed the Children, Global Child Nutrition Foundation, Joint Aid Management, the Bill & Melinda Gates Foundation and the Imperial College of London's Partnership for Child Development, and will strengthen collaboration with research and academic institutions such as the International Food Policy Research Institute (IFPRI). WFP will also participate in the formalized network on school feeding to be led by Joint Aid Management, which was agreed at the NGO School Feeding Roundtable and the Global Child Nutrition Forum in May 2009.
81. WFP will pursue strong ties with the private sector in its school feeding activities. The private sector is a potential source of resources for sustaining school feeding, and provides technical support, solutions and advocacy. In particular WFP will continue to cultivate its successful partnerships with private sector partners TNT, UNILEVER, Yum! Brands, DSM and BCG.
82. **Community.** Broader community participation will be built into programmes whenever feasible so that communities are actively engaged partners. Partnerships with local stakeholders such as municipalities, women's groups and youth associations are an important force in lobbying for sustainable school feeding programmes with governments. Care will be taken to avoid overburdening communities, especially under crisis or post-crisis situations. WFP programmes are to be managed jointly by parent committees, and WFP particularly encourages the full participation (at least 50 percent) of women in these committees.

WFP DESIGN AND IMPLEMENTATION PRINCIPLES RELATED TO SCHOOL FEEDING

83. A process of consultation, appraisal, coordination, assessment and design is mandatory for school feeding programmes supported by WFP.
84. WFP will strive to ensure that food is provided to schools on time, in the right quantity and quality.
85. WFP will support national governments in coordinating with stakeholders to provide items in the Essential Package to improve the health and nutrition of school-age children: i) basic education; ii) school feeding; iii) promotion of girls' education; iv) potable water and sanitary latrines; v) health, nutrition and hygiene education; vi) systematic deworming; vii) micronutrient supplementation; viii) HIV and AIDS education; ix) psychosocial support; x) malaria prevention; xi) school gardens; and xii) improved stoves and woodlots.
86. WFP will ensure that school meals are nutritious, fortifying them where needed and ensuring that they are served at the right time of the day to ensure maximum impact.
87. WFP will ensure that school feeding is linked with a deworming programme in areas with high prevalence of worm infestation.
88. WFP school feeding support will be conditional on the presence of the minimum requirement for a school feeding programme, namely: cooking and storage facilities and accessibility for food deliveries and monitoring.
89. WFP will, as a priority, seek to ensure that safe cooking water is provided for school meals. WFP will also, as a priority, seek to ensure fuel-efficient stoves are in place to



reduce fuel wood consumption for school meals and to reduce the carbon footprint. Upon request by the government and where other partners are not available, WFP will support such complementary activities through its programmes, ensuring technical quality.

90. WFP programmes can support other complementary activities where funding is available, for instance for the construction or reconstruction of basic school cooking and storage facilities, school infrastructure, school woodlots, security barriers, income-generating activities, and access roads.
91. School gardens are supported as learning instruments for children. They can help to supplement school meals in some cases but cannot sustain them entirely once WFP has phased out.
92. WFP will ensure that the food basket is of the best possible quality taking into account, national objectives, local cultural habits, and tastes and the, availability of local food and nutritious products.
93. Respect for food safety standards will be verified by governments and WFP during the phases of procurement, transport, storage and final distribution. Ensuring knowledge of food safety standards and facilities for safe food storage and preparation in schools must be considered a component of the school feeding programme.
94. WFP will ensure that adequate monitoring systems are in place and will undertake regular and frequent monitoring visits to ensure representative coverage. Any irregularities and problems will be reported for immediate action and follow-up.
95. WFP school feeding programmes adhere to the goals of the WFP 2009 Gender Policy, which conform to those outlined in the United Nations Millennium Declaration and build on the WFP Enhanced Commitments to Women. WFP school feeding programmes promote gender equality and the empowerment of women as effective ways to combat hunger and stimulate sustainable development. In food-insecure areas, where gender disparities in enrolment or attendance are 15 percent or more in primary schools and 25 percent or more in secondary schools at district or other sub-national level, WFP will provide THRs as an incentive for girls, orphan boys and other vulnerable children.
96. WFP adheres to and advocates for partners to meet educational standards in humanitarian situations, including the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction.
97. In some cases, for instance in former least-developed countries and low-income, food-deficit countries where the government has taken over school feeding, WFP will act as a service provider for the government-run school feeding programmes. For example, logistics, procurement and monitoring could be supported, provided these activities are performed on a full cost recovery basis with the government, including all WFP overhead costs.
98. During crises, schools can serve as distribution facilities. This is not considered school feeding because distribution of assistance is not conditional upon attendance. However it is still an option for supporting communities during crises. When schools are used as distribution centres, WFP will remain sensitive to possible negative impacts on education as a result of the short-term nature of food distribution.
99. WFP will ensure context analysis to minimize protection risks such as violence towards students, especially girls, that may affect its school feeding programmes.



MONITORING, EVALUATING AND MEASURING RESULTS

100. WFP will ensure that a rigorous monitoring and evaluation system is in place to measure progress and results.
101. Results information is fundamental to understanding how children, their families and communities benefit from school feeding and other related activities. Building a monitoring and evaluation strategy into programme design is critical.
102. Clearly defined objectives and targets are essential for measuring results. These will depend on the country context and performance indicators. This will allow the tracking of outcomes, outputs and process results related directly to food or other inputs. A logic model outlining outcomes and long-term impact of school feeding is presented in Annex II. On this basis, a more detailed monitoring strategy for school feeding will be developed.
103. Annual Standard Project Reports (SPRs) generate outcome-level data for all WFP-supported school feeding programmes, providing a basis for assessing the educational context in which activities are implemented. They also show important educational benefits at the outcome level associated with WFP school feeding programmes.
104. It is important that a monitoring strategy clarifies the methods for collecting qualitative and quantitative information and the frequency. Output data must be collected through regular monitoring; some outcome information will be collected through special surveys in sample schools.
105. WFP remains committed to collecting baseline and follow-up information for school feeding programmes through the Standardized School Feeding Survey (SSFS), an essential tool for measuring outcomes. WFP will report key outcome information on an annual basis through the SPR process, using data collected through regular project monitoring and evaluation and the SSFS.
106. WFP is committed to promoting transparency, good governance and accountability with governments, beneficiary communities and stakeholders. WFP will support strategies to minimize irregularities and misuse of resources and to ensure that monitoring systems encourage oversight and accountability.

ANNEX I

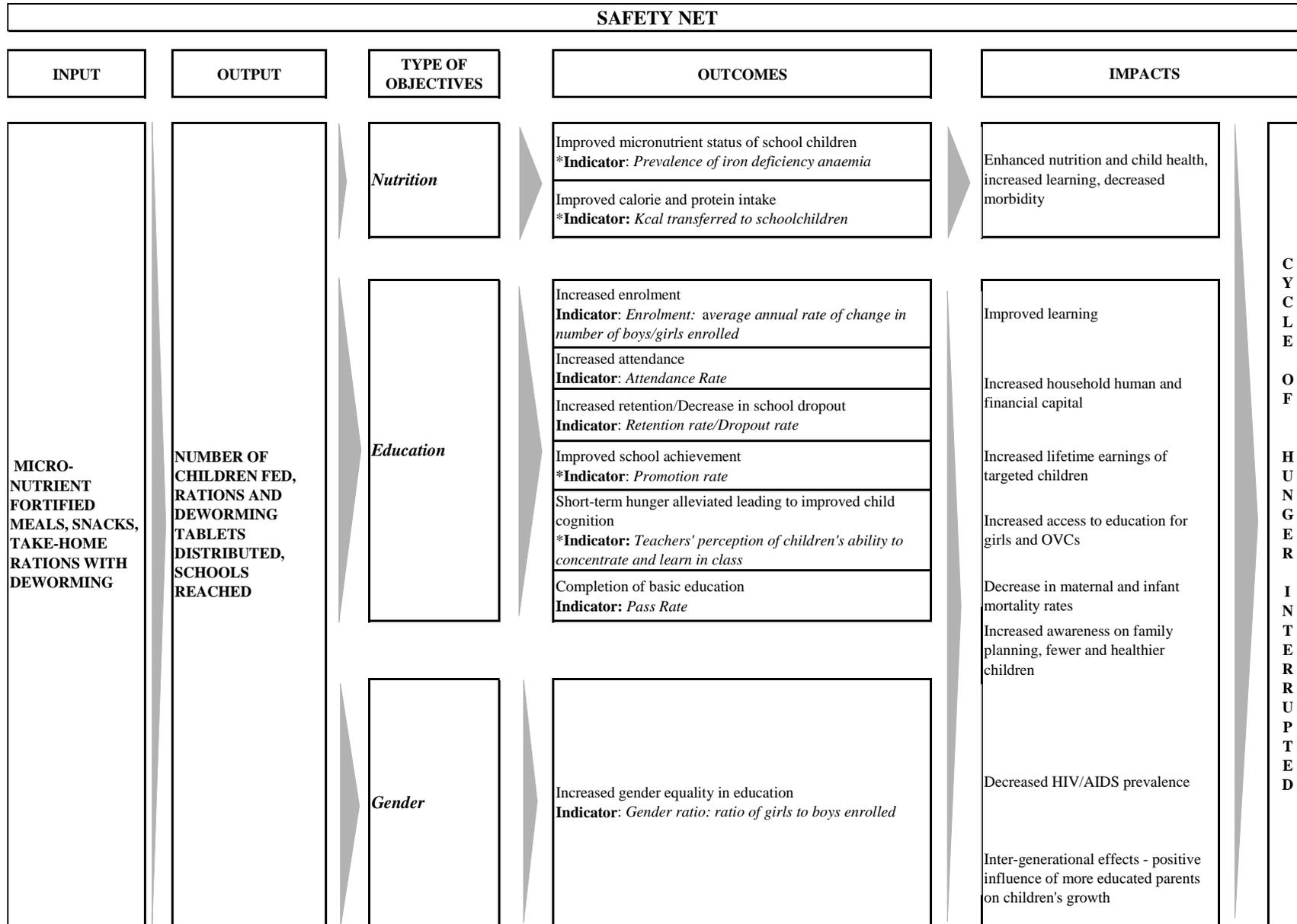
INDICATORS ASSOCIATED WITH EACH GUIDING STANDARD

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| Standard 1: Sustainability |
| Indicator 1: There is a transition strategy in place which includes milestones, timing targets, and benchmarks for achievement |
| Standard 2: Sound alignment with the national policy framework |
| Indicator 1: The national-level poverty reduction strategy identifies school feeding as an education/social protection intervention |
| Indicator 2: The sector policies and strategies identify school feeding as an education/nutrition social protection intervention (education sector plan, nutrition policy, social protection policy) |
| Indicator 3: There is a specific policy related to school feeding or part of school health and nutrition, which specifies the objectives, rationale, scope, design and funding of the programme |
| Standard 3: Stable funding and budgeting |
| Indicator 1: There is a budget line for school feeding and national funds from the Government in addition to those school feeding budgets and funds provided on an extra-budgetary basis by WFP or NGOs |
| Indicator 2: Donor funding, whether through the Government, WFP, NGO or others, is stable and multi-year, where possible, to ensure that the needs of school feeding programmes are covered without pipeline breaks |
| Indicator 3: The district-, regional- and national-level structures include school feeding in their annual budgets and plans |
| Standard 4: Needs-based, cost-effective quality programme design |
| Indicator 1: The programme has appropriate objectives and rationale corresponding to the context and the policy framework |
| Indicator 2: The programme is needs-based and identifies appropriate target groups and targeting criteria corresponding to the objectives of the programme and the context |
| Indicator 3: The programme has appropriate school feeding models, food modalities and food basket, including micronutrient fortification, de-worming, corresponding to the context, the objectives, local habits and tastes, availability of local food, costs and nutritional content |
| Standard 5: Strong institutional arrangements for implementation, monitoring and accountability |
| Indicator 1: There is a national institution mandated with implementing school feeding |
| Indicator 2: There is a specific unit in charge of the overall management of school feeding within the lead institution at the central level and that unit has sufficient staff, resources and knowledge |
| Indicator 3: There is adequate staff and resources for management and implementation at the regional level |
| Indicator 4: There is adequate staff and resources for management and implementation at the district level |
| Indicator 5: There is adequate staff, resources and infrastructure for implementation at school level |
| Indicator 6: There is a resourced monitoring and evaluation system in place that is functioning, forms part of the structures of the lead institution and is used for the implementation and feedback |
| Indicator 7: Procurement and logistics arrangements take into account the costs, capacities of implementing parties, local procurement production capacity in the country, quality of food, and stability of food supply. |
| Standard 6: Strategy for local production and sourcing |
| Indicator 1: A feasibility study on connecting small-scale farmers to markets is in place |
| Indicator 2: Procurement and logistics arrangements are based on an analysis of demand and supply and based on procuring as locally as possible as often as possible, with a strategy in place to link in small farmers on an incremental basis. |



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| Indicator 3: Arrangements are in place to ensure quality and safety of food |
| Indicator 4: Stability of food supply is taken into account and contingency arrangements are in place in case of pipeline shortfalls |
| Standard 7: Strong partnerships and inter-sector coordination |
| Indicator 1: School feeding is linked to other school health, nutrition and social protection activities or programmes |
| Indicator 2: There is an inter-sector coordination mechanism for school feeding in place, which is operational and involves all stakeholders of the institution |
| Indicator 3: The programme is designed and implemented in partnership with all relevant sectors, international agencies, NGOs, the private sector and local business representatives |
| Standard 8: Strong community participation and ownership (teachers, parents, children) |
| Indicator 1: The community has participated in the design of the programme |
| Indicator 2: The community participates in the implementation of the programme |
| Indicator 3: The community contributes resources (to the extent possible) to the programme |

ANNEX II: SCHOOL FEEDING LOGIC MODEL



*Project specific indicators not currently appearing in the Strategic Results Framework



| SAFETY NET | | | | |
|--|---|---|---|--|
| INPUT | OUTPUT | TYPE OF OBJECTIVES | OUTCOMES | IMPACTS |
| MICRO-NUTRIENT FORTIFIED MEALS, SNACKS, TAKE-HOME RATIONS WITH DEWORMING | NUMBER OF HOUSEHOLDS BENEFITING FROM SCHOOL FEEDING | Value Transfer | <p>Increased household income *Indicator: Monetary value of food transferred</p> <p>Improved household food consumption Indicator: Household food consumption score</p> | <p>Improved food security</p> <p>Increased investments in household productive assets</p> <p>Improved health/nutrition status of non-school going children and other household members</p> <p>Decrease in reliance on negative coping mechanisms</p> <p>Decrease in child labour participation</p> |
| POLICY, PLANNING AND TECHNICAL ADVICE TO GOVERNMENTS | PROVISION OF CAPACITY DEVELOPMENT ASSISTANCE TO COUNTRY ENTITIES INVOLVED IN SCHOOL FEEDING | Capacity Development | <p>Strengthen government capacity to plan for and implement School Feeding *Indicator: Action plan and milestones to reach the 8 school feeding quality standards i) sustainability; ii) sound alignment with national policy frameworks; iii) stable funding and budgeting; iv) needs-based, cost-effective programme design; v) strong institutional and implementation arrangements; vi) local production and sourcing; vii) strong partnerships and inter-sector coordination; viii) strong community participation and ownership</p> | <p>Improved effectiveness of school feeding policies and programmes to reduce hunger</p> |
| COMPLEMENTARY ACTIVITIES | <p>LOCAL PROCUREMENT</p> <p>ESSENTIAL PACKAGE</p> <p>SCHOOL INFRASTRUCTURE</p> | School Feeding as a Platform for Complementary Activities Providing Wider Socio-Economic Benefits | <p>Increased farmer income and marketing opportunities with local procurement and processing for school feeding *Indicator: Food for school feeding purchased locally, as % of food distributed for school feeding in-country</p> <p>Essential Package interventions at school (safe water, fuel-efficient stoves, woodlots) promoted *Indicator: Proportion of schools with assets in place</p> <p>School infrastructure (schools, school kitchens, access roads) promoted *Indicator: Proportion of schools with school assets in place</p> | <p>Food assistance transformed into a productive investment in local communities - Improved local economies</p> <p>Wider socio-economic benefits (reduced fuelwood consumption and carbon footprint, improved school infrastructure, improved education environment)</p> |

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* Project specific Indicators not currently appearing in the Strategic Results Framework

ACRONYMS USED IN THE DOCUMENT

| | |
|--------|--|
| CAADP | Comprehensive Africa Agriculture Development Programme |
| FAO | Food and Agriculture Organization of the United Nations |
| IFPRI | International Food Policy Research Institute |
| ILO | International Labour Organization |
| INEE | Interagency Network for Education in Emergencies |
| MCH | mother-and-child health |
| MDG | Millennium Development Goal |
| NEPAD | New Partnership for Africa's Development |
| NGO | non-governmental organization |
| OVC | orphans and other vulnerable children |
| SPR | Standard Project Report |
| SSFS | Standardized School Feeding Survey |
| THR | take-home ration |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNHCR | Office of the United Nations High Commissioner for Refugees |
| UNICEF | United Nations Children's Fund |
| WHO | World Health Organization |