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# **INFORMATION NOTES**



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## **INFORMATION NOTE ON SCHOOL FEEDING**

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## INTRODUCTION

1. In 2000, the World Food Programme launched a Global School Feeding Campaign. The objective of this campaign is to encourage governments throughout the world to put in place national school feeding programmes that will provide nutritious food to all children who need it.
2. School feeding can include in-school meals and take-home food rations targeted to reduce hunger and encourage school-age children (especially girls, orphans and other vulnerable children) in food-insecure areas to enrol in school, attend regularly, perform well and remain in school.
3. School feeding addresses the following commitments of the world community:
  - “Education for All” (Jomtien Declaration of 1990 and the Dakar Framework of April 2000);
  - the reduction of world hunger by one half by 2015 (World Food Summit, 1996);
  - the focus of at least 50 percent of all education resources on girls and women (Beijing +5, 1995);
  - the improvement of education, nutrition and health conditions for all children (World Children’s Summit, 1990);
  - Millennium Development Goals (Millennium Summit, New York, 2000), specifically to halve extreme poverty and hunger by 2015, to achieve universal primary education, and to empower women and promote equality between women and men.
4. In 1999, 11.9 million children were beneficiaries of WFP school feeding activities in 52 countries. In 2000, WFP school feeding reached 12.3 million schoolchildren in 54 countries; in 2001 there were just over 15 million beneficiaries in 57 countries. In 2002, schoolchildren in 60 countries are benefiting from WFP school feeding activities.

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## FUNDING

5. A number of governments have contributed to WFP’s school feeding activities since the campaign began in 2000: Andorra, the European Community, France, Germany, Honduras, Italy, Luxembourg, Switzerland, and the United States have all contributed. In addition, private donations to school feeding were received from individual donors, a Japanese non-governmental organization (NGO), and from the Cargill Corporation. The Government of Denmark hosted an Experts Meeting on school feeding, and the Canadian International Development Agency (CIDA) contributed to deworming initiatives for children beneficiaries of WFP school feeding activities in Africa.
6. Private donations to WFP school feeding activities increased tenfold between 2000, when the campaign began, and 2001. This year, private contributions are expected to exceed the 2001 level.
7. Thus far in 2002 the European Community and the governments of Andorra, France, Germany and Luxembourg have contributed to WFP school feeding activities, in addition to United States Government contributions to WFP school feeding activities in 15 countries.



8. In May 2002, the United States Congress passed legislation with a provision for the George McGovern–Robert Dole International Food for Education and Child Nutrition Program. This provision provides authorization for international school feeding efforts through 2007, sets an initial funding goal of US\$100 million for 2003, and is not tied to food surpluses.

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## **WFP SCHOOL FEEDING SUPPORT ACTIVITIES**

9. In September 2000, a School Feeding Support Unit, comprising two professional staff, was established within the Strategy and Policy Division. The unit's activities are updated below.

### **Global Survey of National School Feeding Programmes**

10. Between May 2001 and April 2002, WFP gathered data regarding national school feeding programmes and related information for 153 countries worldwide. WFP recruited 69 graduate student Survey and Advocacy Associates from 44 countries to conduct the survey.
11. The survey results have been compiled in a central database, which is available on WFP's website. To find the surveys, follow this sequence: [www.wfp.org](http://www.wfp.org)—"About WFP"—"School Feeding"—"Survey". WFP has developed and implemented a simple set of query tools to assist those using the database with basic data aggregation, reporting and comparisons.
12. Since completing their survey assignments, the Survey and Advocacy Associates have undertaken advocacy or other work related to school feeding and WFP. For example, three are now United Nations Volunteers assisting WFP Food for Education activities in Afghanistan. Three others have been working with WFP as locally recruited staff in Armenia, Nepal and Tajikistan, and four are employed as consultants at WFP Headquarters. One Associate won the international Horowitz Lecture Award for her paper "School Feeding in Conflict and Crisis", which was presented to the United Nations Standing Committee on Nutrition Conference in Berlin, March 2002. The same Associate subsequently worked with Tufts University and WFP in Bangladesh. Another Associate has joined the International Food Policy Research Institute (IFPRI), two are now working for NGOs, and three are working for their national governments' ministries of foreign affairs or agriculture, in roles that relate to WFP. In addition, several Associates have written papers or are undertaking research on issues related to school feeding.
13. The School Feeding Support Unit plans to continue to employ a small number of school feeding Associates each year. The aims are to establish linkages between WFP school feeding activities and related academic and research programmes in order to provide apprentice opportunities for graduate students from a variety of nations and academic disciplines, and to increase understanding and advocacy for school feeding and WFP.

### **Baseline Surveys**

14. WFP developed and implemented standardized baseline surveys in each of the 23 countries resourced with the 2001 United States contribution. Some 4,004 schools were surveyed and the data entered into a database managed by the School Feeding Support Unit. Data analysis began in early 2002, and the first School Feeding Baseline Survey Report, containing core information for all 23 countries, was completed in April. Additional analysis has since been done, and country-, regional- and global-level reports



on survey results are available from the School Feeding Support Unit, which will also publish and distribute highlights from the survey by 31 January 2003.

15. The survey tools are being further refined to capture also data from the follow-up surveys planned for the 23 countries in which baseline surveys were done last year. The follow-up surveys will measure the changes that have occurred since the baseline was completed. Baseline surveys are proposed for the additional 35 countries that receive WFP school feeding support. The cost of both the follow-up and the baseline surveys will be borne by 2002 and 2003 contributions to WFP school feeding.

## Sustainability

16. In 2001 the School Feeding Support Unit undertook studies of operations where WFP provided school feeding assistance and then phased out. A desk study was supplemented by country case studies, wherein consultants visited Brazil, Cape Verde, Jamaica, Paraguay and Swaziland to determine the current status of school feeding activities and to look at the factors that had helped or hindered those activities as external assistance was phased out.
17. In early 2002, a WFP school feeding team visited Japan to review the historical evolution of Japan's school feeding efforts, focusing particularly on the question of how Japan had made the transition from being the recipient of external assistance for a post-war emergency school feeding operation, to having one of the most comprehensive and well-supported school feeding operations in the world.
18. Building on these efforts and additional case studies currently under way in Botswana, El Salvador and Namibia, the Strategy and Policy Division is preparing "exit strategy" guidance for country offices. It is planned that a paper on this topic will be presented to the Executive Board in 2003.

## Special Studies

19. Some issues related to school feeding require longer-term study and analysis beyond the capacity of WFP. The United Nations University (UNU) was invited to work with WFP on the identification of areas for research related to school feeding, and the design and implementation of related studies. In 2001, the UNU and WFP convened a Stakeholder Meeting in London to discuss priorities for research. Representatives from donor and recipient countries, international NGOs, and the World Bank participated in this event.
20. Three topics were subsequently selected by WFP for further consideration: (i) What is hunger for school-age children and how can it be measured effectively? (ii) What nutrition problems can be addressed by school feeding and how can school feeding programmes best be targeted to address those problems? (iii) Have community and parental attitudes changed as a result of more girls attending school, and if so, how?
21. A follow-up "experts meeting" was held in Copenhagen in May 2002. Hosted by the Danish Government and WFP, and presented with the assistance of the UNU, the meeting brought experienced donor and recipient-government representatives together with United Nations and NGO representatives and experts in the selected topics. In addition to those from WFP and the UNU, representatives of the following institutions participated: Catholic Relief Services (CRS), the Centre for International Child Health, the Education Development Centre, the Food and Nutrition Technical Assistance Project (FANTA), German Agro-Action, the German Agency for Technical Cooperation (GTZ), Harvard University Medical Center, the Institute of Nutrition and Food Safety (China), IFPRI, the Ministry of Education (Honduras), the Ministry of Education (India), the Ministry of Education and Culture (United Republic of Tanzania), the Ministry of Foreign



Affairs/Department of United Nations Development Assistance (Denmark), the Pedagogic University Copenhagen (Denmark), the *Secrétariat D'Etat à la Coopération Internationale* (Belgium), UNESCO, the United States Department of Agriculture, the World Bank and World Vision.

22. In summary, the group advised as follows:

- a) Further research is not recommended regarding school-age children's hunger, given that simple questions regarding how many nights in a given week children go to sleep without dinner and whether they have breakfast in the morning suffice to ascertain if they are hungry.
- b) Past studies regarding the nutritional impact of school feeding in developing countries have been inadequate to gather scientifically sound evidence. It was thus recommended that research be undertaken on this topic in WFP-assisted countries and that particular attention be given to the research design.
- c) Research was recommended on changes in community and parental attitudes as a result of more girls attending school. It was advised that a comparative study be undertaken in several countries across regions where WFP had assisted girls' education for five years or more.
- d) In addition to the above, the meeting suggested that research be done on the impact of school feeding on HIV/AIDS orphans.

23. Since the meeting, there has been considerable progress:

- Together with the Centre for International Child Health and the Institute of Child Health in London, WFP is discussing the possibility of adding a WFP component to those organizations' research on HIV/AIDS orphans. In addition, the Centre has proposed a joint study on the nutritional impact of different ration sizes for schoolchildren (i.e. rations of 300 kcal vs. 700 kcal).
- Together with the World Bank, WFP is discussing the possibility of doing research on the WFP-assisted school feeding programme in Kenya, to evaluate the programme's effects on pupils' educational outcomes, health, eating patterns at home and nutritional status. WFP is also reviewing with those organizations the possibility of expanding the collaboration to one country each in Asia and Latin America, and of evaluating the effects of take-home ration programmes on the perceptions and behaviours of parents and communities.
- With WFP funding, IFPRI is further analysing data from the evaluation of the Food-for-Schooling programme in Bangladesh, focusing in particular on the effects on children's performance of the increased number of students in classes.
- Tufts University has assisted WFP in the analysis of the results of the School Feeding Baseline Survey undertaken in 23 countries last year. As WFP prepares for the follow-up surveys in those countries, and for baseline surveys in countries where a baseline has not yet been done, the possibility of expanded collaboration with other universities from both developing and developed countries is being explored.
- Harvard University graduate students have proposed working with WFP to conduct a cost-effectiveness study of school feeding programmes. This proposal stems from a school requirement that graduate students conduct such projects as part of their degree programme.

24. WFP and its partners are jointly seeking funding to implement the above studies.



25. WFP undertook two case studies to investigate how food aid could be used to support education for HIV/AIDS orphans and other vulnerable children. The countries visited for these studies were Côte d'Ivoire and Zambia. The report is available upon request.

### **New Approach to Monitoring**

26. Following the successful testing of a new, satellite-based approach to monitoring in 2001, an expanded pilot is being implemented in 2002/2003. The approach uses devices that are installed at schools to transmit on a monthly basis, via the Argos satellite system, key school feeding data to the *Collecte Localisation Satellite* (CLS). Located in France, CLS is the main Argos "data collection centre". The collected data is made available to the participating national governments through a website, electronic mail or hard copy, as appropriate. Only users pre-approved by the given national government and provided with an access code have access to country-specific data.
27. Seven hundred fifty devices are being manufactured to CLS and WFP specifications in Japan. The first 100 devices have been manufactured and are en route to the countries where they will be installed. The experience of the installation and training for these devices will be reviewed before the remaining 650 devices are called for.
28. Demand for the devices exceeds what WFP is currently able to deliver: Fifteen countries have requested them; eight have obtained all the necessary government approvals for them. The decision has been taken to send 12 devices to each of the following countries, all of which have obtained national government approval: Afghanistan, Cape Verde, Chad, El Salvador, Guinea-Bissau, Malawi, Mozambique and Sudan. Based on the experience and need in each of those countries, WFP will then determine how the remaining 650 devices will be allocated. A key goal is to install devices in a scientifically valid sample size of schools in at least two countries before the end of the 2002/2003 school year. This will allow WFP to report country-wide data for these two countries, using the new monitoring system.
29. The Government of France donated funds to support the pilot testing of this new system.

### **Deworming**

30. The World Health Organization (WHO) and WFP, with support from CIDA and the World Bank, collaborated quickly to initiate deworming treatment for millions of schoolchildren in association with WFP-supported school feeding. Twenty-one African countries participated in three workshops held in Uganda and Côte d'Ivoire in April and December 2001, respectively. At these workshops, representatives from the ministries of health and ministries of education were trained in implementing deworming programmes and were assisted in preparing country-specific implementation strategies.
31. Upon WHO and WFP approval of each country's plan, up to US\$50,000 from a CIDA grant to WFP was allocated for the pilot phase of the treatment programme. Fifteen of the 21 countries that participated in the first workshop now have deworming programmes under way. All but one of the remaining countries has submitted proposals, which are awaiting final approval and/or funding before the countries begin their deworming campaigns.
32. It is expected that most of the participating governments will be able to pay for the treatment through funds from other sources, especially those funds designated for school health activities within World Bank education loans and grants.
33. Work by Partners in Parasite Control (PPC), a WHO-led alliance of interested parties working to improve collaboration and resources to expand deworming and other parasite





control efforts worldwide, has led to coordination with partners who may be able to assist with expanding WFP's pilot efforts into full-fledged national deworming programmes.

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## INTER-AGENCY COLLABORATION AND PARTNERSHIP ACTIONS

34. In 2000 and 2001, within the context of the Global School Feeding Campaign, WFP worked with UNESCO, the World Bank, UNICEF, the United Nations University, WHO, the Food and Agriculture Organization (FAO), IFPRI, key branches of several donor governments (for example, the *Centre National d'Etudes Spatiales* of France, the Food and Nutrition Service of the United States Department of Agriculture, and the Japanese Ministry of Education, Culture, Sports, Science and Technology), several universities, interested NGOs, private-sector entities and foundations.
35. Some of the 2002 partnership activities are mentioned in previous sections of this paper. In addition, significant progress has been made in the WFP partnership with UNICEF. A UNICEF staff member is on assignment with the School Feeding Support Unit for one year, with the goal of strengthening UNICEF collaboration in schools assisted by WFP. The unit has provided school feeding information kits to all relevant UNICEF offices, surveyed WFP and UNICEF offices in all 60 countries where WFP school feeding programmes exist, and identified country teams that have volunteered to take the current partnership to new levels, using school feeding programmes as their base.
36. WFP has expanded its collaboration with international and local NGOs. In addition to normal consultations and working agreements, the Afghanistan and southern Africa emergencies triggered a series of consultations and partnerships for school feeding that are serving as models for future work elsewhere. Similar partnering is proposed for West Africa, and a series of activities will get under way there before the end of this year.

