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**Executive Board  
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## **POLICY ISSUES**

### **Agenda item 4**

*For information\**

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## **ANNUAL UPDATE OF SCHOOL FEEDING**



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\* In accordance with the Executive Board's decisions on governance, approved at the Annual and Third Regular Sessions of 2000, items for information should not be discussed unless a Board member specifically requests it, well in advance of the meeting, and the Chair accepts the request on the grounds that it is a proper use of the Board's time.

## NOTE TO THE EXECUTIVE BOARD

**This document is submitted for information to the Executive Board.**

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.

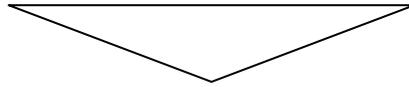
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Should you have any questions regarding matters of dispatch of documentation for the Executive Board, please contact Ms C. Panlilio, Administrative Assistant, Meeting Servicing and Distribution Unit. (tel.: 066513-2645).



## DRAFT DECISION\*



The Board takes note of the information contained in the document "Annual Update on School Feeding" (WFP/EB.2/2005/4-F).

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\* 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.



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## INTRODUCTION

1. This paper provides an update on recent events and actions taken by the School Feeding Service (PDPF) in supporting school feeding and food-for-education (FFE) programmes as a means to achieve the Millennium Development Goal (MDG) of universal basic education by 2015 and Education for All (EFA).
2. In 2004, WFP fed 16.6 million schoolchildren in 72 countries, 48 percent of whom were girls, a 9 percent increase on the previous year when 15.2 million children were fed. However, the WFP goal of reaching 50 million children by the end of 2007 remains a serious challenge. WFP is launching an appeal to its donors and the governments of WFP-assisted and non-WFP-assisted countries to scale-up school feeding programmes. The provision of hot, nutritious meals, snacks or take-home rations to children during the school year will contribute to a future generation of literate and responsible adults.
3. The report of the recent 2005 United Nations World Summit draws the world's attention to the need for governments and partners to set up quick-impact initiatives that "promise immediate and durable improvements in the lives of people and renewed hope in the achievement of the development goals" by taking up such actions as the "expansion of local school meal programmes, using home-grown foods where possible...". The report also emphasizes "...the critical role of both formal and informal education in the achievement of poverty eradication [...] as envisaged in the Millennium Declaration, in particular basic education and training for eradicating illiteracy..."<sup>1</sup>

## Funding

4. Funding for WFP-assisted school feeding programmes continues to be a priority for most traditional and emerging donor governments and corporate partners. In 2004 and 2005, significant and direct funding for school feeding programmes was received from Australia, Canada, France, Italy, Japan, Luxemburg, Switzerland and many other countries. Multilateral undirected contributions continue to be a regular source for funding of WFP school feeding programmes.
5. An increasing number of individuals and private companies have donated or pledged to support WFP school feeding activities. For example, the American Red Cross made donations to the tsunami-affected countries in Asia and along the coast of East Africa to help reconstruct health and sanitation facilities and to carry out related interventions in schools; Cargill, Crédit Suisse, Danone, International Paper, National Postcode Loterij, TIM, TNT, Veolia Environnement and several other companies have made local contributions to school feeding activities. Many individual donors have also contributed through Friends of WFP/United States, Friends of WFP/Japan, Friends of WFP/Italy, the Italian post office system and the School Feeding AIDMatrix (<http://wfp.aidmatrix.org>), a friendly online way to donate to school feeding activities.
6. Since 2001, when the two-year pilot Global Food for Education Initiative was launched, the United States remains the largest single donor to WFP school feeding activities through in-kind contributions. WFP continues to benefit from the George McGovern–Robert Dole International Food for Education and Child Nutrition Programme. WFP received close to

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<sup>1</sup> United Nations General Assembly. 2005 World Summit Outcome (A/60/L.1).



40 percent of the overall McGovern–Dole funding during fiscal year 2005, and submitted proposals from 15 eligible countries for fiscal year 2006.

### **WFP School Feeding Highlights**

7. Support to WFP country offices, cooperating partners and recipient governments continues to be the main focus and challenge of the School Feeding Service. The ultimate objective is to provide services and guidance on policy issues, technical guidance, partnership building, and advocacy in school feeding matters. The aim is to develop the capacities and skills of governments and institutions so that they can design, implement and manage national school feeding programmes that are in line with national education policies, goals and development objectives. As WFP approves more and more food aid to support basic education programmes, thereby addressing issues beyond primary school feeding such as pre-school and early childhood education, adult literacy programmes — particularly for adolescent girls and women — and non-food assistance to enhance nutrition, hygiene and health interventions in schools, reference will be made in this paper to food for education (FFE).
8. In order to meet the challenges, some important decisions and actions were undertaken by the School Feeding Service in 2004, including decentralizing the standardized school feeding survey (SSFS) from Headquarters to the country offices.

### **Baseline and Follow-Up Surveys**

9. Over the last four years, SSFS has provided monitoring and evaluation data on WFP-assisted school feeding programmes in 67 countries. Results published during 2005 show that WFP school feeding programmes have contributed significantly to improving access to primary and basic education. In particular, results from surveys conducted in WFP-assisted schools in 25 countries during 2003 to 2004 showed an increase in girls' enrolment, sustained attendance and an improved gender ratio favouring girls, thus highlighting WFP school feeding's contribution to the MDGs, gender equality and the empowerment of women and girls.
10. The first-level school feeding data were collected through printed questionnaires at the country level and sent to the School Feeding Service for processing and analysis. The survey data were stored in a central database which also provided a platform for data entry, cleaning and analysis by staff in the School Feeding Service. Beginning in the autumn of 2005, the processing of school feeding survey data will be decentralized from WFP headquarters to the field offices. The purpose of this shift is to build capacity to carry out the surveys in the country offices and regional bureaux.
11. By providing tools and knowledge, as well as absorbing some of the costs, the School Feeding Service will ensure that country offices are closely supported at each step of the decentralizing process. The decentralization of survey processing provides an opportunity to implement WFP's strategic objective of building capacity in WFP and counterparts' field offices. The benefits of this will include the transfer of knowledge and skills, improved flow of information at the field level and, most important, quicker access to results for decision-making.
12. The School Feeding Service has developed new software to enable country offices and regional bureaux to enter, process and analyse the survey data via a database that is accessible through WFP's corporate network. Survey results will be generated automatically, allowing users to focus on interpreting the survey findings for inputs into programme design. To facilitate data collection, the survey questionnaire has been



streamlined and incorporated into WFP's common monitoring and evaluation approach (CMEA). Efforts are under way to translate the survey questionnaire into Arabic, French, Portuguese and Spanish. The decentralization process will be piloted with hands-on training-of-trainers' workshops for WFP and their counterparts. The first countries to benefit from the training are Sierra Leone and Timor Leste in October and November 2005. It is expected that by the end of 2007, when the CMEA is rolled-out, at least 80 percent of all countries programmed to carry out baseline or follow-up school feeding surveys will be able to conduct the surveys with support from the School Feeding Service.

## The Essential Package

13. Recognizing the importance of a healthy school environment, in 2002 WFP entered into a partnership with the United Nations Children's Fund (UNICEF) to collaborate on an integrated package of cost-effective interventions – the "Essential Package" (EP)<sup>2</sup> – to improve the nutritional status and health of schoolchildren. The purpose of pursuing enhanced collaboration between WFP and UNICEF in implementing the EP is to seek convergence and synergies of programme outcomes through joint programming towards the achievement of common goals and targets, including those established in EFA and the MDGs.
14. Enhanced partnership between UNICEF and WFP in improving the health and nutrition of schoolchildren provides an opportunity to contribute to implementation of the focusing resources on effective school health (FRESH) framework and to fulfil children's right to education.
15. A memorandum of understanding (MOU) that reflects more accurately the framework of cooperation was signed between UNICEF and WFP in 40 countries. Some countries have signed the letter of understanding (LOU) for joint programming; others have prepared joint project proposals to obtain additional funds that support the implementation of EP interventions, particularly HIV/AIDS education, promotion of girls' education, systematic deworming, potable water and sanitary latrines, micronutrient supplementation, school gardens and malaria prevention. The goal is to have the EP implemented in all countries with WFP-assisted FFE programmes. The following are some highlights of the achievements reported from the WFP field offices in 2005:
  - Systematic deworming interventions have been carried out with the World Health Organization (WHO), UNICEF and WFP support in 26 countries. The success of the pilot interventions has encouraged some governments to integrate the deworming of schoolchildren into national parasite control programmes. UNICEF, WHO and WFP recently launched a massive deworming campaign in Afghanistan, which targets 6.1 million children to receive treatment for intestinal worms during the 2005-2006 school year.
  - Young people between 6 and 14 years of age offer a "window of hope" in preventing the spread of HIV thanks to life-skills programmes. School feeding programmes have provided a frontline defence against HIV through education and life skills activities, particularly for orphans and children made vulnerable by AIDS. WFP is fully committed to helping governments and their partners to integrate HIV/AIDS awareness and prevention education into all their school feeding programmes. So far,

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<sup>2</sup> Copies of the handbook, *The Essential Package: twelve interventions to improve health and nutrition of school-age children* are available from the School Feeding Service, WFP Rome.



HIV prevention education has been mainstreamed in only 16 countries; WFP FFE activities have achieved 22 percent of their target of reaching at least two-thirds of countries with WFP HIV/AIDS and school feeding programmes.

- Many schools in developing countries do not have adequate water and sanitary facilities, which increases the incidence of disease in students. The lack of adequate, separate latrines in schools is also one of the factors preventing older girls from attending school. The goal of WFP and UNICEF is therefore that all assisted schools should be equipped with separate latrine blocks for boys and girls, to ensure privacy. UNICEF provides equipment for potable water and latrines as well as their installation cost. Through its corporate partners such as the TNT Group, WFP is funding the construction of latrines, kitchens and hand-pumps in schools. The focus is now on coordinating the implementation of EP interventions in these schools in order to ensure better use of resources. To date, 21 countries have been supported in setting up school gardening and woodlot projects.
- WFP regards environmental interventions in schools as an important long-term investment in local food security. Using funds received for the implementation of EP interventions, WFP and its partners will ensure that fuel-efficient stoves are installed and management training is provided at all WFP- assisted schools. WFP and the Food and Agriculture Organization of the United Nations (FAO) are collaborating in the field to assist the establishment of woodlots and gardens in schools.

## Partnerships and Inter-Agency Collaboration

16. **FAO.** WFP increased its collaboration with FAO during the past year, and consultative meetings were held between staff of the two agencies to discuss and share information on issues of common concern. In particular, opportunities were sought for the joint provision of field-level support to implementation of the Home Grown School Feeding Programme, school gardens and woodlots and the Junior Farmers' Life Skills Schools.
17. **Inter-Agency Network for Education in Emergencies (INEE).** WFP participated in the consultations that culminated in the preparation of the Minimum Standards for Education in Emergencies (MSEE) Handbook, published by INEE and launched at the end of 2004. WFP will also participate in a series of regional training courses on the application of MSEE, which are now under preparation. WFP has recently released a handbook Guidelines on School Feeding in an Emergency Situation, which provides further guidance to the design and implementation of WFP's support to education in emergency and recovery operations. In February 2005, WFP hosted a meeting of the INEE Steering Committee where possibilities for closer cooperation were discussed.
18. **New Partnership for Africa's Development (NEPAD).** WFP's collaboration with NEPAD is being strengthened at the country level to support pilot countries in formulating proposals and mobilizing resources for the Home Grown School Feeding and Health Programme. Discussions with NEPAD officials have included revision of the government contribution, which currently stands at 50 percent of the overall funding of a programme. This level has discouraged governments from coming forward with proposals, and to date of ten pilot countries only Uganda, Ghana and Nigeria have submitted proposals to NEPAD or are in the process of finalizing them.
19. The Home Grown School Feeding and Health Programme is high on the agendas of leaders in these three countries; it has attracted strong donor interest and created opportunities for private sector involvement. WFP, UNICEF and FAO will continue jointly to provide technical assistance to the governments of interested countries, notably Mozambique and Madagascar, which have recently indicated interest in the initiative.



20. **Non-governmental organizations (NGOs).** WFP's collaboration with strategic partners such as World Vision International (WVI), WFP's second-largest cooperating partner, increased when five pilot countries consolidated their efforts to carry out joint activities focusing on school feeding and HIV/AIDS. WFP and WVI will implement or participate in combined advocacy and fundraising events, food distribution, programme monitoring, training and information sharing. In 2005, WFP and WVI agreed to submit joint proposals from two countries to the George McGovern–Robert Dole Food for Education fund.
21. WFP has also agreed to cooperate with Plan International. Discussions are under way to determine how the two organizations can work together to assist communities in setting up school gardens and installing fuel-efficient stoves in WFP-assisted schools.
22. **TNT.** The increased commitment of TNT employees is the most valuable outcome of the volunteer programme. After working for three months in school feeding programmes in the field, TNT employees return to their countries, relay their experiences and engage other employees in fundraising efforts. In 2004, €1.8 million were raised for WFP's school feeding activities. An additional corporate donation of €1.5 million was also dedicated to school feeding activities. Through implementation of microprojects that provide an opportunity for volunteers to be involved in "hands-on" community work in schools with strong community participation, 105 projects have been completed: 13 kitchens, 80 fuel-efficient stoves, nine latrines, two water tanks, one well and one hand pump. By the end of July 2005, 115 microprojects had already been completed. More than 40,000 TNT and WFP employees, families and friends took part in the TNT-sponsored "Walk the World" event on 12 June 2004, raising more than €700,000 to help feed schoolchildren. On 21 June 2005, at the second edition of the global "Fight Hunger/Walk the World" event, more than 200,000 participants raised €1.2 million, enough to feed 70,000 schoolchildren.
23. After two years of successful partnership, TNT and WFP have introduced a new activity called the "twinning model", which matches each TNT business unit to one of the five WFP countries currently hosting the volunteer programme – Cambodia, the Gambia, Malawi, Nicaragua and the United Republic of Tanzania. The participating TNT units will send volunteers and funds raised by their employees to the twinned countries. Through the twinning model, TNT is committed to donating at least €100,000 per year to each country to feed children and help communities build essential health and sanitation infrastructure in schools. This new model ensures more sustainable financial support to the programme, and aims to form long-term, stronger relationships between the countries and the corresponding TNT business units.
24. **The United Nations Educational, Scientific and Cultural Organization (UNESCO).** Since the World Education Forum in Dakar in April 2000, WFP has participated in the EFA movement under the leadership of UNESCO. Most recently, in July 2005 WFP attended the sixth meeting of the Inter-Agency EFA Working Group in Paris, where FFE was recognized as an important strategy for the education of disadvantaged groups, particularly rural populations. WFP is also a member of the UNESCO-led Inter-Agency Task Team on HIV/AIDS and Education, which focuses on mobilizing commitment to prevention education and acts as a catalyst for the exchange of information in this area.
25. **UNICEF.** UNICEF is perhaps the single most important multilateral partner for WFP school feeding activities because of its focus on children and their education. UNICEF and WFP are the most closely linked agencies in the United Nations Development Group (UNDG) as both have a strong presence in the field. This accentuates the need to strengthen collaboration so that there can be greater coherence and cooperation in the implementation of the priorities of both organizations. The new WFP/UNICEF global



MOU, which was signed by the two heads of agencies on 1 July 2005, is accompanied by three technical matrices that define roles and responsibilities, and includes the acceleration of basic education as one of the core areas for collaboration. UNICEF has pledged cooperation in activities related to school feeding in several country-specific, regional and global forums.

26. From April 2002 to September 2005, UNICEF loaned a senior staff member to WFP to identify strategies to enhance collaboration between WFP-supported school feeding programmes and UNICEF-supported education programmes. In line with the organizational objectives, efforts have been made to strengthen the collaboration of the two agencies in developing the EP to improve the health and nutritional status of schoolchildren. A booklet illustrating the 12 interventions of the EP is now available to the public. The EP approach will ensure that assisted schools meet basic education, nutrition, hygiene and sanitation, and environmental conditions. The EP has become a standard component of regional school feeding strategies and alliances and of country-level negotiations between the two agencies.
27. **WHO.** WHO remains WFP's main partner in deworming activities. The two agencies collaborate in identifying potential donors to support deworming programmes carried out by WFP and its partners in the field. Recent negotiations with the United States-based firm Johnson & Johnson resulted in the company pledging to provide deworming tablets for school-age children assisted by WFP. WHO continues to provide technical assistance to WFP-supported deworming programmes by reviewing country proposals and compiling the results for publication in scientific journals. WFP participates in the WHO-led Task Force on Mental Health and Psychosocial Support, which was commissioned by the Inter-Agency Standing Committee (IASC), and is a member of the Schistosomiasis Control Initiative (SCI).
28. **The World Bank.** Relations with the World Bank were strengthened during the past year, particularly through a review of modalities for the take-off of the jointly funded three-country, three-year comprehensive study on the impact of school feeding. The study will involve research institutions in the host countries, thereby strengthening the capacity of local research groups. As currently planned, the study will focus on two countries in Africa and one in Asia.

## Regional Strategies

29. **Latin America and the Caribbean region.** A small office in Santiago, Chile continues to manage the Latin American School Feeding Network's (LA-RAE) daily business. Guided by the Board, LA-RAE recently obtained legal status from the Chilean Government. Argentina, Brazil, Bolivia and the Dominican Republic are in the process of setting up national LA-RAE networks, or are carrying out feasibility studies for doing so. LA-RAE recently carried out an assessment of the school feeding programmes in Latin American countries. The results will be shared during the next LA-RAE international conference, to be held in Cancun, Mexico from 28 November to 3 December 2005.
30. The network Web site at [www.la-rae.net](http://www.la-rae.net) has facilitated the establishment of national chapters in the region, thereby creating opportunities for fundraising events, exchange of information and training.
31. **Middle East region.** Preparations for a possible network for the Middle East, Central Asia and Eastern Europe region continued, although at a reduced pace. Inter-country study visits were carried out from Afghanistan to Yemen, from Yemen to Pakistan and from Tajikistan to Egypt. A technical workshop was organized in Cairo in September 2005 where various aspects of FFE in the region were discussed with representatives from countries



with WFP-supported school feeding programmes and from partner agencies UNICEF, WHO and UNESCO.

32. **Sahel region.** Since the launch of the Sahel Alliance in September 2003, when a common declaration was signed by the nine Ministers of Education of the Sahel region, progress has been slow, in spite of WFP's efforts to move issues from the level of political commitment to concrete actions involving governments, partners and the communities. The governments of Italy and France have shown particular interest in the Sahel Alliance. The alliance objectives and country action plans are being revised and will be integrated into action plans, including the World Bank EFA Fast Track Initiative because four countries in the region are target countries for this initiative. It is envisaged that institutions such as the African Union, NEPAD and the Economic Commission of West African States (ECOWAS) will be contacted to play a prominent role in advocating and addressing the needs of the Sahel Alliance during their meetings with donors and funding partners. Through regular consultations at the regional level, UNESCO, UNICEF and WFP have agreed to increase support to the alliance and will seek to involve the World Bank and other partners.
33. **Southern Africa region.** The proposal to set up a Southern Africa Strategy (SAS) was agreed to at a regional workshop in February 2004, which brought together Ministry of Education officials, UNICEF and WFP officers from the ten southern African countries. The SAS would replicate the Sahel Alliance model, which promotes health and nutrition education in the context of school feeding activities. Given the increasing number of school-age orphans and vulnerable children in the region, and in order to contribute to EFA goals, the governments of the southern African countries, UNICEF and WFP will forge stronger partnerships so that governments can expand and carry out FFE programmes and deliver an EP of school-based interventions to every child attending formal schools and non-formal institutions. Particular attention will be paid to prevention education on HIV, life-skills training, psychosocial support, and malaria prevention and care. The strategy was launched in September 2005, with the agreement that leadership of this partnership rests with the national governments who have pledged their commitment to its success.



## ACRONYMS USED IN THE DOCUMENT

CMEA	common monitoring and evaluation approach
ECOWAS	Economic Commission of West African States
EFA	Education for all
EP	Essential package
FAO	Food and Agriculture Organization of the United Nations
FFE	food for education
FRESH	focusing resources on effective school health
IASC	Inter-Agency Standing Committee
INEE	Inter-Agency Network for Education in Emergencies
LA-RAE	<i>la Red de Alimentación Escolar para América Latina</i> (Latin American School Feeding Network)
LOU	letter of understanding
MDG	Millennium Development Goal
MOU	memorandum of understanding
MSEE	minimum standards for education in emergencies
NEPAD	New Partnership for Africa's Development
NGO	non-governmental organization
PDP	Policy, Strategy and Programme Support Division
PDPF	School Feeding Service
SAS	Southern Africa Strategy
SCI	Schistosomiasis Control Initiative
SSFS	standardized school feeding survey
UNDG	United Nations Development Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WHO	World Health Organization
WVI	World Vision International

