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INFORMATION NOTE ON SCHOOL FEEDING



* In accordance with the Executive Board's decisions on governance, approved at the Annual and Third Regular Sessions, 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.

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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.

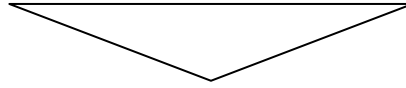
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DRAFT DECISION*



The Board takes note of the information contained in the “Information Note on School Feeding” (WFP/EB.3/2004/4-D).

* 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. In 2000, building on almost 40 years of experience, WFP launched a global school feeding campaign with the objective of encouraging governments throughout the world to put in place national school feeding programmes that would provide nutritious food to all children who need it. This information note provides an update on the campaign and WFP school feeding activities since May 2002.
2. In 1999, 11.9 million children in 52 countries were beneficiaries of WFP school feeding activities. 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, WFP reached 15.6 million schoolchildren in 64 countries. Beneficiary numbers increased in most of the 69 countries receiving WFP school feeding assistance in 2003, but the overall number of beneficiaries dropped to 15.2 million, mostly because of resource shortfalls for the Democratic People's Republic of Korea (DPRK) and changes in accounting for beneficiaries in India.
3. In June and July 2002, the G8 and the New Partnership for Africa's Development (NEPAD) recognized the importance of school feeding by listing it as a specific intervention in their action plans.

FUNDING

4. Since 2000, most donor governments and some recipient governments have contributed to WFP school feeding activities, including the governments of Andorra, Australia, Bangladesh, Belgium, Canada, France, Honduras, India, Italy, Japan, Kenya, Luxembourg, Switzerland, the United Kingdom and the United States; EuropeAid and the Humanitarian Aid Office of the European Commission (ECHO) also contributed. Multilateral undirected contributions also supported WFP school feeding activities.
5. An increasing number of private individuals and organizations have donated to WFP school feeding activities. Corporations include Archer Daniels Midland (ADM), Cargill, International Paper, NuSkin Enterprises, TetraPak, Telecom Italia Mobile (TIM) and TPG as well as several companies that have made local contributions to country programmes. Other groups include the Japanese organizations Kosei Kai, the National Congress of Workers, Farmers and Citizens for the Protection of Food, Forests and Water, Rengo, Rissho and Shinnyo-en. Many individual donors have contributed through Friends of WFP/US, Friends of WFP/Japan, the Italian Post Office system and other channels.
6. Many partners and donors have contributed to activities linked to school feeding. For example, the Schistosomiasis Control Initiative (SCI) has contributed to deworming treatments for WFP school feeding beneficiaries, as have the Government of Canada, the United Nations Children's Fund (UNICEF) and the World Health Organization (WHO). UNICEF has also contributed to numerous other complementary activities, including latrine building, water projects and HIV/AIDS-prevention education; the World Bank is jointly funding a three-year, three-country study on the impact of WFP school feeding activities at the primary school level.
7. Since 2001, when it launched its two-year pilot Global Food for Education Initiative, the United States has been the largest single donor to WFP school feeding activities. In May 2002, the United States Congress passed legislation with provision for the



George McGovern–Robert Dole International Food for Education and Child Nutrition Program. This provision secures ongoing support for international school feeding efforts through 2011.

WFP SCHOOL FEEDING HIGHLIGHTS

8. In September 2000, WFP established a support unit for school feeding. Recent highlights of the work of the School Feeding Service in coordination with external partners, WFP regional bureaux and country and other offices are detailed below.

Baseline Surveys

9. WFP developed and implemented a standardized baseline survey in each of the 23 countries resourced with the 2001 contribution from the United States; the survey involved more than 7,000 schools. The School Feeding Service carried out data cleaning, entered the information into a central database and conducted the preliminary analyses. The results were shared with the relevant country offices. By February 2004, 21 of the 23 offices had conducted follow-up surveys. Follow-up was not possible in Côte d'Ivoire and Nepal because of security issues.
10. The original baseline survey was modified on the basis of the experience with the first 23 countries; by the end of 2003, 44 countries had undertaken a baseline survey. To date WFP has surveyed over 11,000 schools. An additional 19 countries are conducting the survey this year and further survey improvements are contemplated.
11. WFP issued the survey report for the first 21 countries in mid-2004. Highlights include evidence that school feeding programmes in Africa helped to keep children in school for three additional school days in high-attendance months and two additional school days in low-attendance months. In Asia, the survey showed that girls gained one day of school attendance per month; two days of school attendance were gained by boys. In WFP-assisted schools in Latin America, girls and boys gained one additional school day per month between 2001 and 2002. Extrapolated to the 15.2 million WFP school feeding beneficiaries reported in 2003, these numbers are impressive. For Africa, 2.5 additional days for the 5.3 million WFP student beneficiaries in 2003 is equal to about 119.3 million additional school days per year, which is equivalent to 662,000 additional school years for students in Africa alone. This is particularly impressive, because large increases in attendance are expected in start-up years, but school feeding was not a new activity in any of these 21 countries.

New Approach to Monitoring

12. WFP tested a new, satellite-based approach to monitoring in 2001. Nine countries are operating the system, five more are in early stages of implementation and installation in an additional five countries is scheduled within the next year. The system involves special devices installed in schools that are difficult to reach. Designated school officials insert school feeding data monthly, which is transmitted via the Argos satellite system. A centre in France receives and collates the data, and posts it on a website. Ministry and WFP officials — users with an access code approved by the national government — can review country-specific data.
13. The data collected is very basic; it updates and complements data gathered via WFP baseline-survey and in-person monitoring. The WFP goal is to install enough devices in the participating countries to ensure a valid sample size for accurate reporting. The



first countries to implement the system are beginning to use the information for management and reporting purposes.

Deworming

14. In 2001, WHO and WFP, with support from the Canadian International Development Agency (CIDA) and the World Bank, collaborated to activate and expand deworming treatment for millions of schoolchildren in association with WFP-supported school feeding. Between April 2001 and December 2003, the collaborators trained 30 African country teams from ministries of health and education and WFP representatives to run school-based treatment campaigns.
15. Data from WFP country offices in September of 2004 indicate that deworming is now a part of WFP school feeding programmes in 30 countries, 20 of them in Africa. The annual statistics for Africa since deworming training began in 2001 are as follows: (i) in 2002, 11 countries undertook deworming treatments in WFP-assisted schools; 710,542 children were treated; (ii) in 2003, 1.1 million WFP school feeding beneficiaries received treatment in 15 African countries and (iii) by the end of July 2004, another 1.1 million children in 20 countries in Africa received deworming treatments through the programme. More treatments are scheduled for later this year.
16. In 2003, WFP received funding from SCI to expand its deworming efforts in three countries. SCI also works with some governments to expand the programmes to reach all children nationwide. In 2004, a donation from Cargill is supporting deworming treatments in WFP-assisted schools in four countries.
17. In 2004, WFP was a major partner in the largest school-based deworming treatment campaign in history. Working with ministries of education and health, WHO, UNICEF and CIDA, WFP was instrumental in treating 4.5 million children in Afghanistan for intestinal parasites.
18. WFP is a member of the WHO-led Partnership in Parasite Control.

HIV/AIDS

19. School feeding programmes provide a front-line defence for HIV and AIDS prevention. Universal education and forthright HIV-prevention education are the best tools available to children and adolescents in the fight against AIDS. Even in the most difficult of places, school feeding programmes make education possible, and with it effective HIV prevention. School feeding can also help to mitigate the impact of HIV and AIDS on children, families and communities affected by the pandemic.
20. WFP is fully committed to integrating HIV/AIDS awareness and prevention education into all its school feeding programmes. The goal is to reach two thirds of all countries with WFP school feeding activities by the end of 2005.
21. School feeding helps to ensure that children affected by the pandemic can attend school and receive a nutritious meal, especially orphans and girls. To help to close the gender gap in many schools and ensure that children living in HIV/AIDS-affected households can get an education, WFP also provides take-home food rations for students' families. The food helps to feed the affected households, offsets the cost of education and the loss of the children's labour and income, and increases the potential for these children, especially girls, to stay in school.



22. WFP, UNAIDS, UNICEF and other partners in the fight against HIV and AIDS agree that expanding school feeding programmes can result in a number of benefits. These include: (i) significantly higher enrolment levels for girls, which in turn reduces their rate of HIV infection; (ii) improved learning, socialization and protective networking among children and adolescents; (iii) opportunities for highly-targeted support to HIV/AIDS-affected families through take-home ration programmes; and (iv) critical entry points for HIV and AIDS prevention education, life-skills programmes and community awareness.

Back-to-Peace, Back-to-School

23. WFP focuses attention on helping children to return to school after conflict. Since 2001, WFP has joined forces with other partners, particularly UNICEF, to wage large-scale “Back-to-Peace, Back-to-School” campaigns in Afghanistan, Angola, Iraq, Liberia, Sierra Leone and the Sudan. Once peace is attained, the food assistance provided by WFP and textbooks, teacher training and other educational materials from UNICEF or other partners enables millions of children to return to school or attend school for the first time. With this visible sign of the return of “normal conditions”, and with their children cared for and learning useful skills for several hours daily, parents and communities can begin to rebuild their lives with hope for the future.

Partnerships and Inter-agency Collaboration

24. **Cargill.** The Cargill company is embarking on a new relationship in assisting WFP to implement a pilot “minimum-package” programme with UNICEF in Nicaragua. The two agencies are working together to ensure that 60 schools achieve a minimum package of interventions, including school feeding, micronutrient supplements, deworming treatments, teacher training in health education, clean water, HIV/AIDS prevention education, school gardens and malaria-prevention measures. This experience will be monitored for lessons that can be applied to other schools in the future. Cargill is also supporting WFP-facilitated deworming campaigns in Côte d’Ivoire, Guatemala, Kenya and Nicaragua.
25. **The Food and Agriculture Organization of the United Nations (FAO).** WFP works with FAO to improve and expand school garden and woodlot activities in relation to school feeding. The two agencies have formed a task force and jointly communicated with field offices. To date, 15 countries have been helped to implement pilot school-gardening projects; 5 countries are developing plans for school gardens. Most of the funding for these projects has come from ongoing FAO activities, including the Special Project on Food Security and Telefood. Other technical and financial resources come from WFP and other partners, including the Cooperative for Assistance and Relief Everywhere (CARE) Homestead Gardening Project, UNICEF, Helen Keller International, World Vision, the United States Peace Corps and Lutheran World Relief.
26. **NEPAD.** In July 2003, the Hunger Task Force proposed that “in cooperation with NEPAD, WFP, UNICEF and FAO, school feeding programmes are started that will link school feeding directly with agricultural development through the purchase of locally/domestically produced food, school gardens and the incorporation of agriculture into school curricula. Demand for domestically produced food will be stimulated and trigger market mechanisms, in particular when concentrated on marginal rural areas where such mechanisms do not exist yet.” WFP agreed, and cooperation to undertake pilot Home-Grown School Feeding programmes was written into the WFP-NEPAD memorandum of understanding that was signed in late 2003.



27. Ethiopia, Ghana, Kenya, Malawi, Mali, Mozambique, Nigeria, Senegal and Zambia were targeted as candidates for the pilot stage. Uganda subsequently expressed interest in developing such a programme, and was added to the list. The School Feeding Service provided technical assistance to Ghana and Uganda earlier this year; so far WFP has received written plans from Ghana, Mali and Uganda. A food security team from Nigeria also asked WFP for technical assistance to develop plans for Home-Grown School Feeding there.
28. **Non-governmental organizations (NGOs).** WFP is building strategic partnerships with NGOs such as World Vision, which is WFP's second largest implementing partner. That partnership focuses on HIV/AIDS and school feeding. Activities include HIV prevention and awareness in schools and at food distribution sites, and joint delivery of components of the minimum package at schools.
29. **TNT Post Group (TPG).** School feeding is a basic component of TPG's corporate partnership with WFP. In addition to directing the company's cash donations to school feeding activities, TPG staff may volunteer to serve in projects related to school feeding and tell the story of their experiences. Five countries are participating in the school feeding volunteer programme. Teams of two or three volunteers per country serve for three months at a time, helping communities to build such things as fuel-efficient stoves, rainwater collection systems or school kitchens for WFP-assisted schools. Throughout the experience, they send photographs and written accounts back to their TPG colleagues. The volunteers receive orientation prior to beginning their in-country work and a debriefing prior to returning to TPG, where they share their experiences in person and are active in corporate fundraising activities to benefit WFP school feeding programmes.
30. TPG staff in the Netherlands may also volunteer to be game leaders for an educational game in the TPG-sponsored Kids Move the World project in schools throughout the Netherlands. Primary school students study lessons about Cambodia, Nicaragua and Tanzania as part of their school curriculum. One component of the lessons is the new game designed to help children understand the complexities of investments in health, clean water, agriculture, school feeding and education. TPG supports its staff to volunteer to lead the game and discuss the lessons with the students.
31. **The United Nations Educational, Scientific and Cultural Organization (UNESCO).** WFP benefits from a long-term cooperative programme with UNESCO. In July 2004, UNESCO hosted a WFP delegation led by the Executive Director for a one-day workshop exploring how to strengthen the cooperation.
32. **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 has pledged cooperation for activities related to school feeding in several country-specific, regional and global forums over the past four years. Two UNICEF professionals currently work in the WFP School Feeding Service, one of whom has worked since April 2002 to strengthen cooperation at the country level. In March 2004, UNICEF Executive Director Carol Bellamy joined WFP Executive Director James Morris and officials of both agencies in a review of collaborative efforts. The teams also explored opportunities to further strengthen and expand the partnership. UNICEF thereafter agreed to extend the jointly funded position focused on cooperation for one more year on the basis of the successes reported in relation to school feeding activities.
33. With UNICEF, WFP has developed and advocated a minimum-package approach, to ensure that assisted schools meet basic education, nutrition, health and sanitation, and environmental conditions. The minimum-package approach has become a standard



component of regional school feeding strategies and alliances and country-level negotiations between the two agencies.

34. **WHO.** WHO is WFP's main partner in deworming activities. As described in the section on deworming, the partnership has resulted in treatment for intestinal parasites for over 6 million schoolchildren over the past four years. The activities have so far focused primarily on Africa and Afghanistan.
35. **The World Bank.** In addition to assisting with WFP and WHO deworming activities, the World Bank has agreed to administer and jointly fund a three-country, three-year comprehensive study of the impact of school feeding. As currently planned, the study will focus on two countries in Africa and one in Asia.
36. **Other partnerships.** WFP is installing improved woodstoves and implementing other environmental programmes in conjunction with school feeding activities in partnership with the GTZ Programme for Biomass Energy Conservation, the United States Peace Corps, the Aprovecho Research Center, the United States Environmental Protection Agency, the Intermediate Technology Development Group and the United States Department of Agriculture (USDA). For example, USDA funded activities related to installation of efficient wood stoves, water and sanitation, school gardens and education activities in school feeding programmes in Bolivia, Mozambique and Tanzania. WFP school feeding programmes in 13 countries have ongoing projects to improve the efficiency of school stoves. These activities have led to WFP becoming a member of the Partnership for Clean Indoor Air.

Regional Strategies and Sustainability

37. **Latin America and the Caribbean region.** In March 2004, the Latin America School Feeding Network (LA-RAE) was officially launched in Santiago at an International School Feeding Congress. The five-day Networks Beyond Borders congress attracted 700 participants from 19 countries and included an industry fair with 40 companies from the Americas and workshops on nutrition, food safety, technology, programming and research issues.
38. A small office in Santiago is handling the network's daily business, guided by the LA-RAE executive board. The board is comprised of one representative each from the School Nutrition Association (formerly the American School Food Service Association), the Chilean government agency responsible for school feeding (*Junta Nacional de Auxilio Escolar y Becas — JUNAEB*), the Colombian national school feeding association, WFP and the Unilever Health Institute representing the private sector.
39. Network activities this year, in addition to the congress, have been the establishment of a network website at www.la-rae.net, support for the establishment of national chapters in the region, a media-skills training held in Panama and attended by school feeding advocates from four countries in the region, fundraising and planning for more training opportunities and the next Congress, to be held in late 2005.
40. **The Middle East/Cairo bureau countries.** In 2003, the Government of Egypt invited WFP to participate in a joint school feeding activity in the region. The WFP regional bureau and the School Feeding Service are now working with the Government to implement activities related to school feeding, leading to a school feeding event in Egypt in 2005. The activities will involve most or all countries in the WFP/Cairo administrative region that wish to participate, including those that do not receive WFP assistance.



41. **The Sahel.** The WFP/Dakar Regional Bureau and the School Feeding Service jointly fund and implement activities to strengthen school feeding and related partnerships and complementary activities in the nine countries of the Sahel. There is an administrative structure to support dialogue amongst these countries, which have much in common in the areas of basic education, nutrition and health for children of primary-school age. WFP has worked with the ministries of education and health and other partners in these countries since 2002 in carrying out country-level school feeding reviews and technical consultations to bring increased attention and resources to address these issues. In September 2003, a ministerial meeting launched the Alliance for Action on School Feeding, Health and Basic Education for the Sahel. The Alliance covers improvements and expansions envisioned for 2003–2015. WFP has followed up on the conference with technical assistance for the development of country-specific action plans for school feeding and complementary activities.
42. **Southern Africa.** WFP and UNICEF have developed a joint strategy for addressing school feeding and health issues in the region, particularly because of the HIV/AIDS pandemic and the recent drought. Country-level consultations in 2003 led to a regional planning meeting in February 2004 for the UNICEF and WFP officials concerned.

Sustainability

43. In 2001, WFP undertook a desk study of available documentation on operations where WFP provided and then phased out of school feeding assistance. The study was followed in 2001 and 2002 by reviews of the situations in Botswana, Brazil, Cape Verde, El Salvador, Jamaica, Namibia, Paraguay and Swaziland. At the time of these country reviews, WFP had phased out of all the countries except Cape Verde and El Salvador, where phase-out had been planned but did not materialize. Summaries of these reviews were included in the WFP 2002 and 2003 Global School Feeding Reports.
44. In all six countries where WFP had phased out, the reviewers found that the school feeding programmes had continued, albeit with great difficulty in some cases. In all cases, WFP was informed about the actions it had taken prior to phasing out that had helped others to sustain the activities, and about areas where WFP might have helped more prior to phase-out. The lessons from the WFP reviews and case studies from other organizations served as background to “Exit Strategies for School Feeding: WFP’s Experience”, a paper presented to the First Regular Session of the Board in 2003.
45. WFP is undertaking other reviews in relation to programme sustainability. In particular, it has been looking into the role of job and profit creation in sustaining school feeding programmes. This was one of the topics covered in visits to Chile, Japan and the United States, and in correspondence with officials and private-sector groups in Finland and the Republic of Korea. WFP is also updating the analysis of its costs for implementing school feeding activities, using 2003 data. Based on 2000 data, WFP found its total cost to average US\$0.19 per child per school day, or US\$34 per school year. The current study, supported in part by UNICEF, will update those figures and go beyond looking at WFP costs alone. The cost of school feeding programmes to governments and local communities in a limited number of countries will be examined as well.
46. Several items discussed earlier in this report also relate to sustainability, especially activities involving partnerships, regional strategies, capacity building and Home-Grown School Feeding.



ACRONYMS USED IN THE DOCUMENT

ADM	Archer Daniels Midland
CARE	Cooperative for Assistance and Relief Everywhere
CIDA	Canadian International Development Agency
DPRK	Democratic People's Republic of Korea
ECHO	Humanitarian Aid Office of the European Commission
FAO	Food and Agriculture Organization of the United Nations
JUNAEB	<i>Junta Nacional de Auxilio Escolar y Becas</i> (Chilean Government agency responsible for school feeding)
LA-RAE	<i>la Red de Alimentación Escolar para América Latina</i> (Latin America School Feeding Network)
NEPAD	New Partnership for Africa's Development
NGO	non-governmental organization
SCI	Schistosomiasis Control Initiative
TIM	Telecom Italia Mobile
TPG	TNT Post Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USDA	United States Department of Agriculture
WHO	World Health Organization

