

School Feeding Policy

Executive Board
informal session

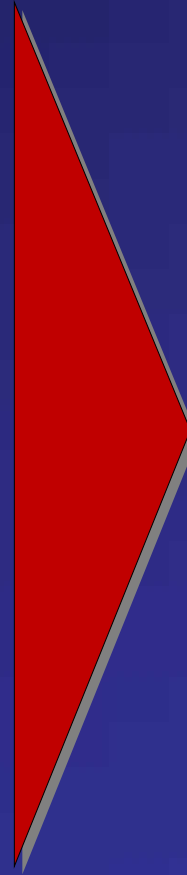
20-07-2009

OEDP



Current Situation

- **66 million** school-age children go to school hungry
- **US\$3.2 billion is needed** per year to reach all of them



WFP is the ***largest international organizer*** of school feeding programmes in the world but reaches only **22 million** today

Five Main Outcomes

Nutrition

- ❑ improved micronutrient and macronutrient intake lead to enhanced nutrition and child health, increased learning and decreased morbidity for students

Education

- ❑ SF can help to get children into school and help to keep them there, through enhancing enrolment and reducing absenteeism.

Gender

- ❑ Proven positive contribution of school feeding to gender equality. Access to school for OVCs, IDP, HIV affected

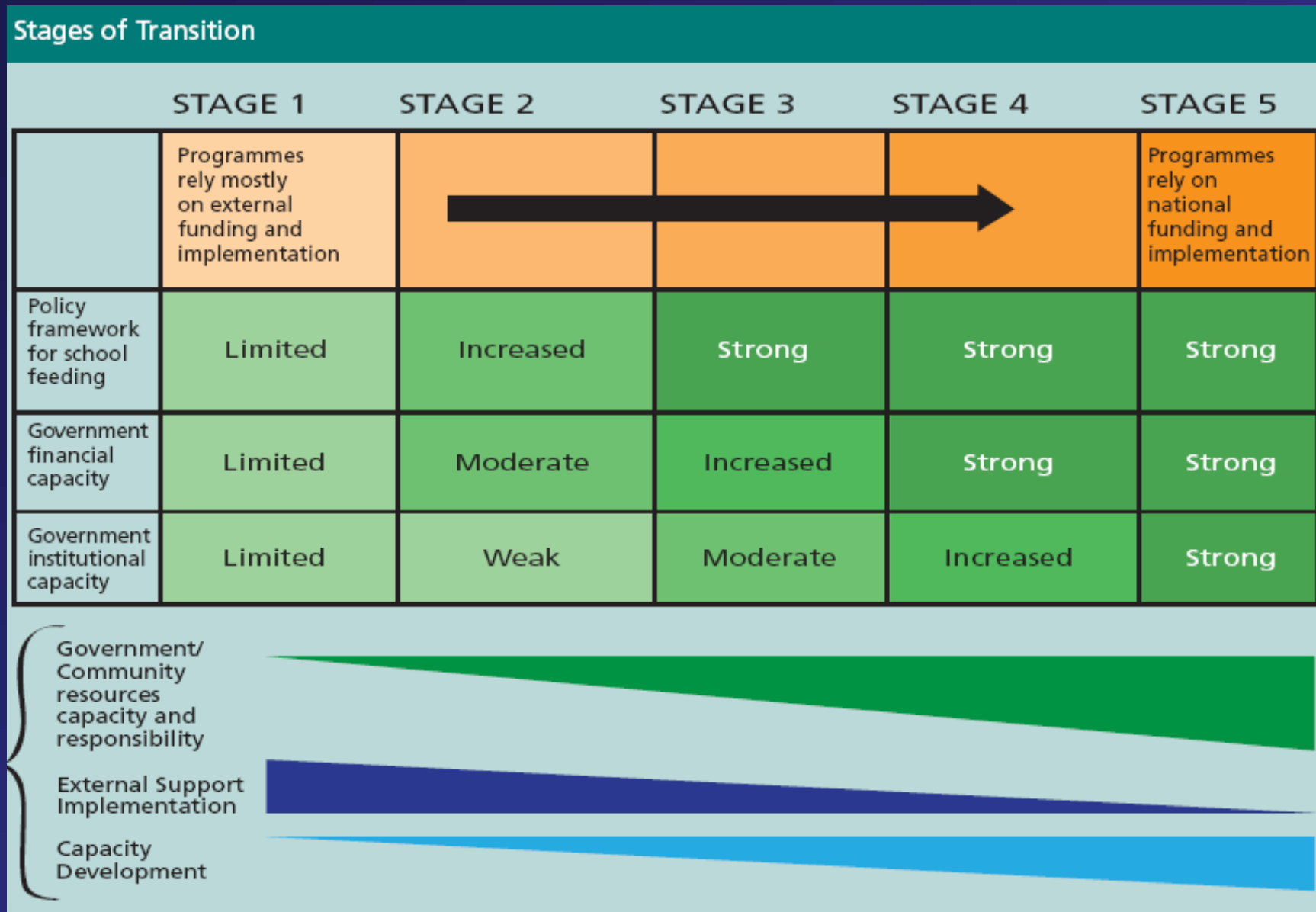
Value Transfer

- ❑ SF transfers resources to households, averting negative coping strategies and allowing investments in productive assets

Platform for Wider Socioeconomic Benefits

- ❑ Linkages to health and nutrition/ essential package interventions. Spin offs to community development, local production, in particular when food is being sourced from poor, smallholder farmers.

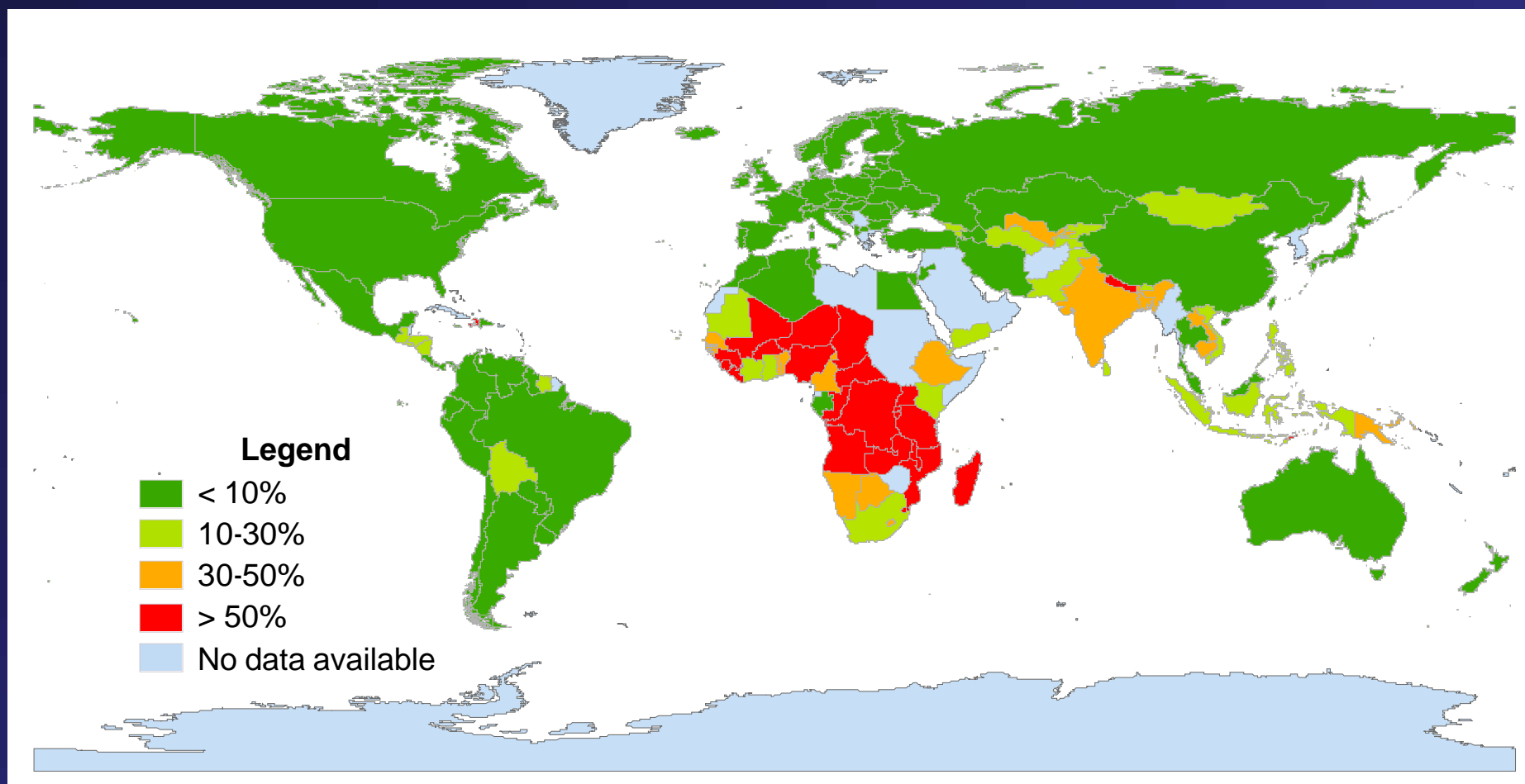
THE TRANSITION OF SCHOOL FEEDING (I)



8 STANDARDS FOR SUSTAINABILITY

1. Strategies for sustainability
2. Sound alignment with national policy frameworks;
3. Stable funding and budgeting;
4. Needs based, cost-effective quality programme design;
5. Strong institutional and implementation arrangements;
6. Strategies for local production and sourcing;
7. Strong partnerships and inter-sector coordination;
8. Strong community participation ownership

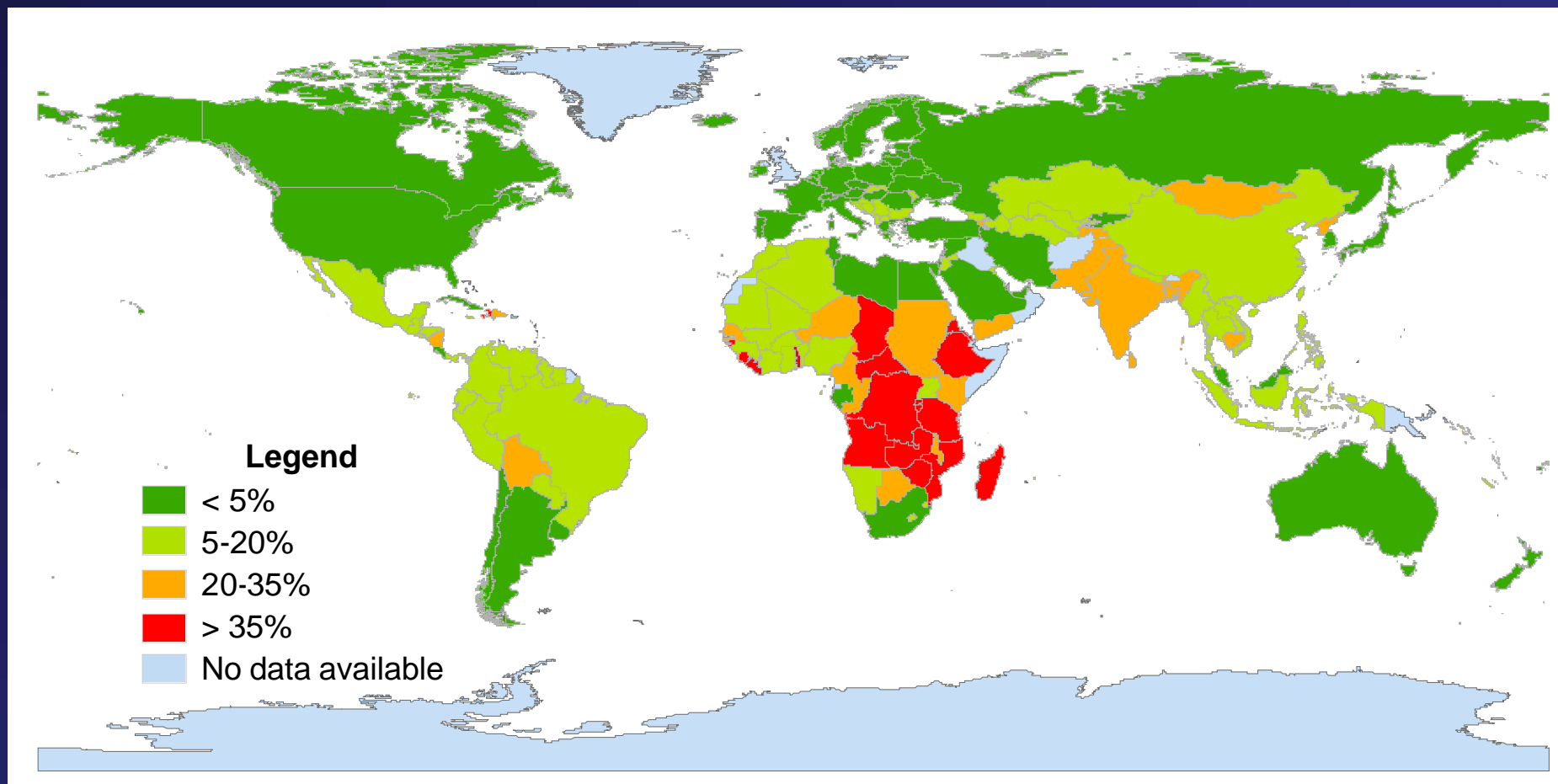
POVERTY



Poverty: Percentage of population living in households with consumption or income per person below the poverty line

The poverty line estimates use Purchasing Power Parity exchange rates. Figures are from latest available year. **Source:** World Bank (2008). PovcalNet. <http://iresearch.worldbank.org/PovcalNet/jsp/index.jsp>

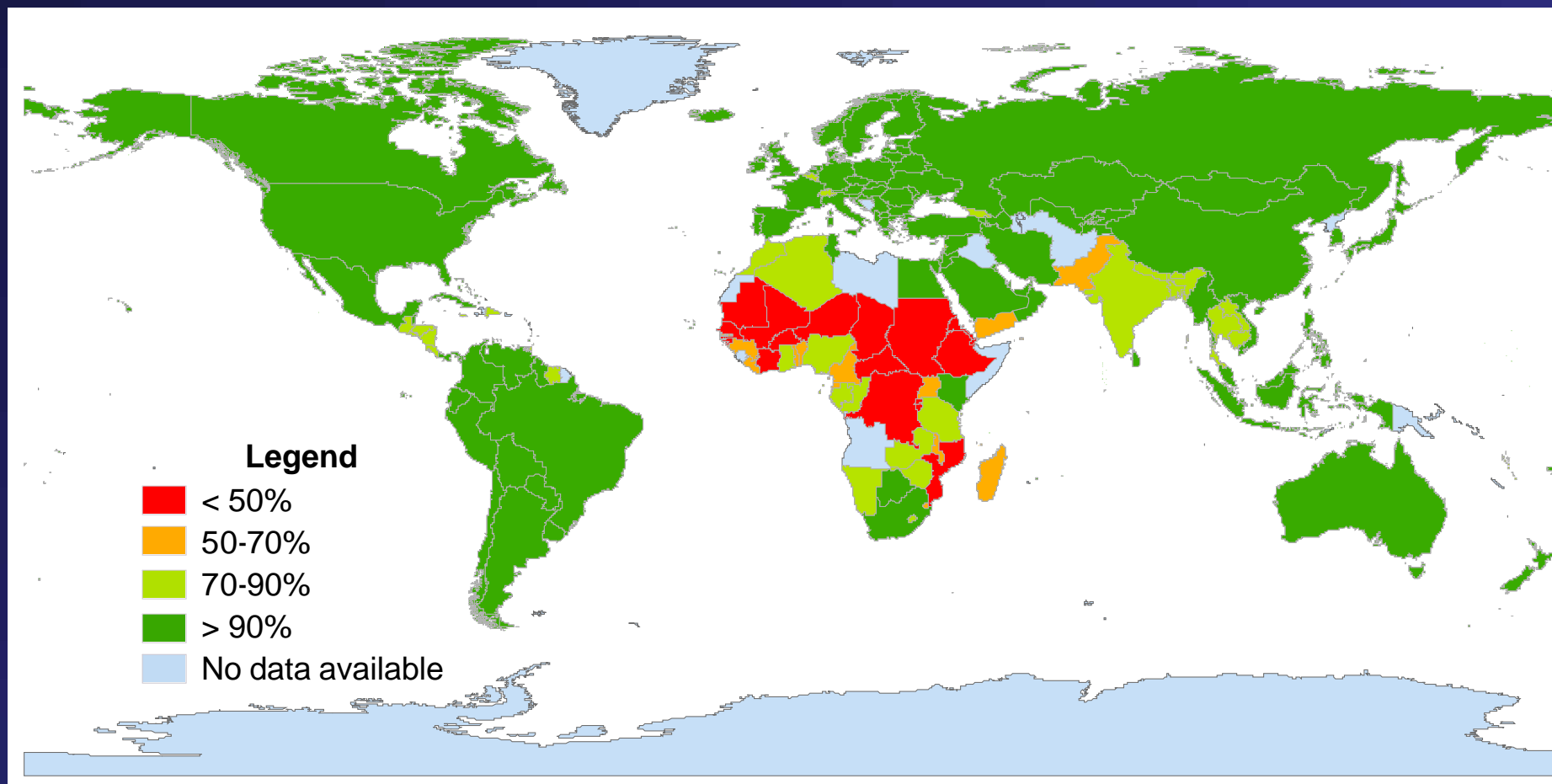
HUNGER



Hunger: Percentage of population below the minimum level of dietary energy consumption (2002-05)

The proportion of the population below the minimum level of dietary energy consumption, referred to as the prevalence of undernourishment, is the percentage of the population that is undernourished or food deprived. Figures are from latest available year. Standards derived from an FAO/WHO/UNU Expert Consultation (FAO *et al.* 2004). **Sources:** FAO (2007). State of Food and Agriculture; FAO (2008). State of Food Insecurity.

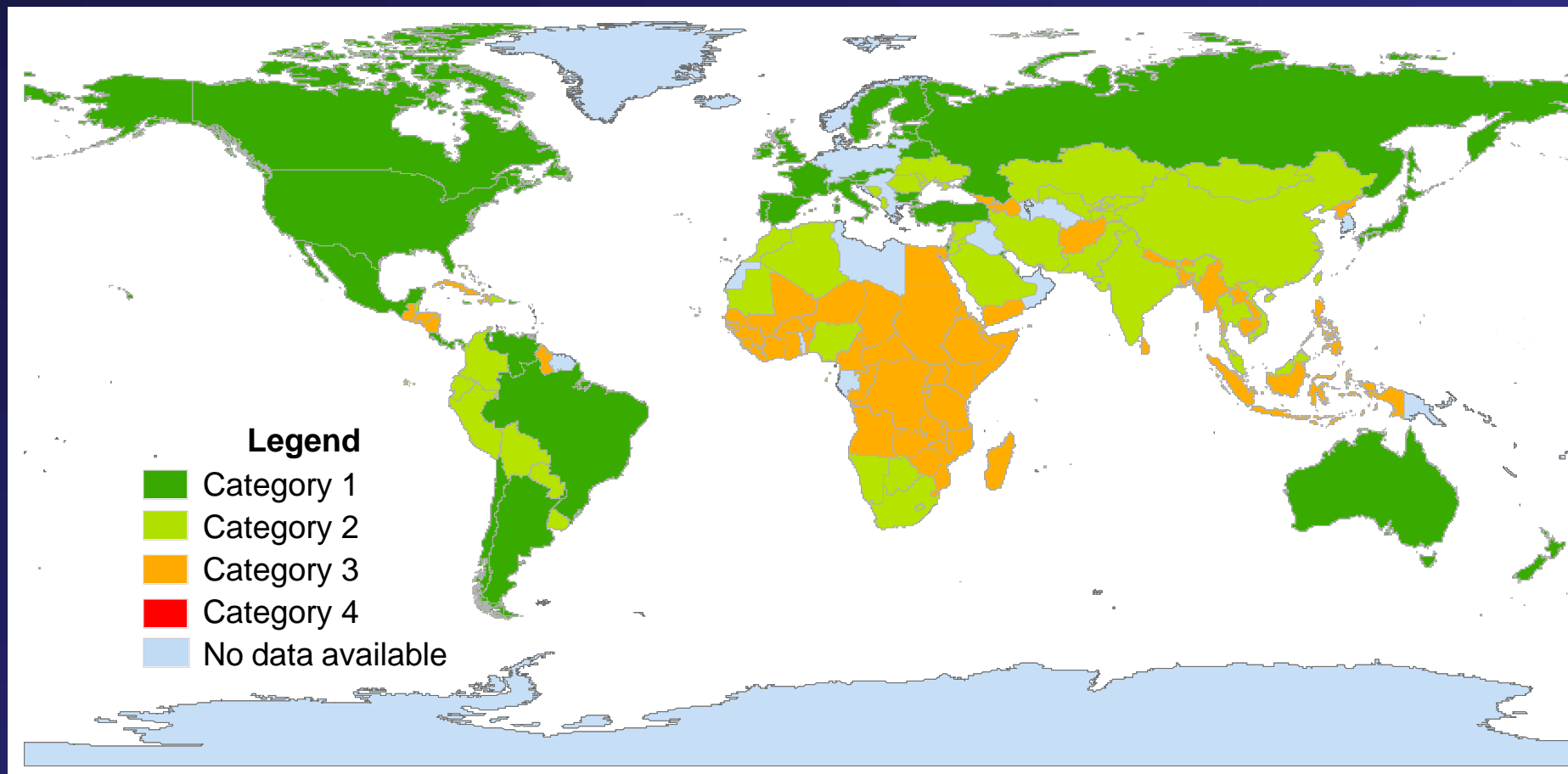
PRIMARY SCHOOL COMPLETION



Primary school completion rate (2000-06)

Primary completion rate is the total number of students in grade 6 (excluding repeaters) divided by the total number of children of grade age. Figures are from latest available year. All data are from the UNESCO Institute for Statistics except for Australia, Canada, China, Japan, New Zealand, Sweden, Thailand, and the United Kingdom, which are from national data. **Source:** UNESCO Institute for Statistics (2008). <http://stats.uis.unesco.org>

SCHOOL FEEDING



School feeding: Country programs (2006-08)

Category 1: Countries where school feeding is available in most schools, sometimes or always; **Category 2:** Countries where school feeding is available in some way and at some scale; **Category 3:** Countries where school feeding is available primarily in the most food insecure regions; **Category 4:** Countries where there is no school feeding. The sources, as detailed in the database link, are WFP data for low income and lower middle income countries and national data for the remaining countries. As this is a work in progress, comments and any further information on school feeding programs are welcomed.

Sources: <http://www.schoolsandhealth.org/Pages/SchoolNutritionFoodforEducation.aspx>

CHARACTERISTICS OF A SAFETY NET

Appropriateness	Relatively easy to scale in crisis
Adequacy	Good (>10% of HH income)
Equity	Moderate to Good (lowest where ED low)
Cost-effectiveness	Poor to Moderate (20-40% non-transfer costs)
Incentive compatibility	Good, could be Very Good
Sustainability	Good
Dynamism	Usually not

THE EDUCATION BENEFITS

School feeding activity	Enrolment	Attendance	Educational achievement	Cognition
In-school meals	+ (+ effect)	+++	+++	+++
Take-home rations	+ (+ effect)	+	++	++
Fortified biscuits	+	+	+	NA
Supplementation	+	+++	+++	+++
Deworming	NA	+++	++	++

+ = evidence from quasi-experimental evaluation

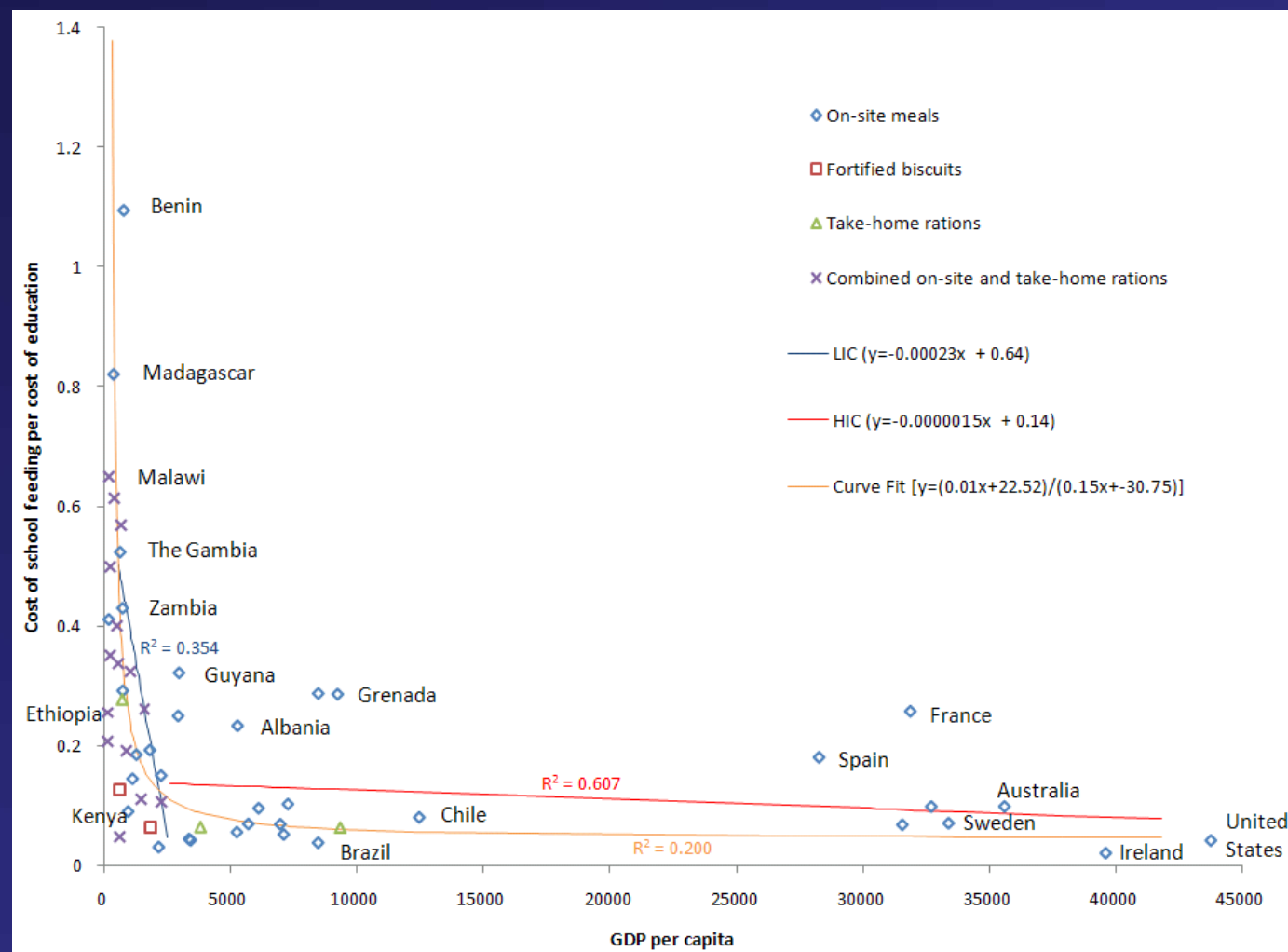
++ = evidence from at least one RCT

+++ = evidence from more than one RCT

NA = not assessed

PLANNING FOR SUSTAINABILITY

- Very sharp decrease in the relative costs of school feeding as GDP increases
- Supporting countries through this transition is a key role for development agencies



Ratio of per child cost of school feeding in relation to per child cost of basic education, versus GDP per capita.


Source: The GDP per capita (purchasing power parity, constant 2005 international \$) and the education costs per child are from the UNESCO Institute for Statistics, and the school feeding costs per child were calculated from country program documents and WFP reports.

THE TRANSITION OF SCHOOL FEEDING

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	
	Programs rely mostly on external funding and implementation				Programs rely on government funding and implementation	
Policy framework for school feeding	limited	increased	strong	strong	strong	
Government financial capacity	limited	moderate	increased	strong	strong	
Government institutional capacity	limited	limited	moderate	increased	strong	
Countries	Afghanistan CAR DRC Sudan Zimbabwe	Malawi Ethiopia Haiti Tanzania Pakistan	Mali Côte d'Ivoire Rwanda Niger Senegal Pakistan	Kenya Lesotho Ghana Madagascar Senegal Mauritania	El Salvador Ecuador Honduras Botswana Namibia	Nigeria India Chile Jamaica Brazil

THE TRANSITION OF SCHOOL FEEDING

Percentage of countries in different transition stages with School Feeding in Policy Documents

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	Programs rely mostly on external funding and implementation				Programs rely on government funding and implementation
Poverty Reduction Strategy Paper	32%	33%	38%	50%	NA
Education Sector Plan	25%	56%	75%	100%	100%

Source: This is an original table based on new analysis conducted for this paper using data from a WFP database of 57 countries (Svensson 2009) for which information could be confirmed and which could be assigned to a transitional stage. This table is a work-in-progress.

MAIN MILESTONES OF THE TRANSITION PROCESS IN EL SALVADOR

