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de Alimentos

**Executive Board  
Second Regular Session**

**Rome, 6–10 November 2006**

## **POLICY ISSUES**

### **Agenda item 4**

*For information\**



Distribution: GENERAL  
**WFP/EB.2/2006/4-C**  
6 October 2006  
ORIGINAL: ENGLISH

## **ANNUAL UPDATE 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 to the Executive Board for information.**

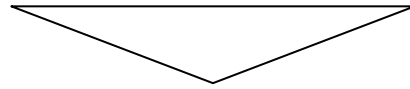
The Secretariat invites members of the Board who may have questions of a technical nature with regard to this document to contact the WFP staff focal points indicated below, preferably well in advance of the Board's meeting.

Director, PDP:	Mr S. Samkange	tel.: 066513-2767
Chief, PDPF:	Mr F. Espejo Elgueta	tel.: 066513-2064

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



## DRAFT DECISION\*



The Board takes note of “Annual Update on School Feeding” (WFP/EB.2/2006/4-C).

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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 (document WFP/EB.2/2006/16) issued at the end of the session.



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## INTRODUCTION

1. This paper provides an update on WFP school feeding – food-for-education (FFE)<sup>1</sup> – programmes, and the actions of the School Feeding Service (PDPF) to support them since October 2005.
2. In the last decade, access to primary education has improved greatly in many parts of the world. Globally, however, an estimated 115 million primary school-age children<sup>2</sup> are out of school, 53 percent of them girls. Three-quarters of this total live in South Asia, with 42 million, and West and Central Africa, with 24 million; 58 percent of WFP FFE beneficiaries are from these regions.
3. With more than 40 years of experience, WFP has become the largest international implementer of FFE programmes in the developing world. In 2000, WFP launched a Global School Feeding Campaign as a contribution to the Millennium Development Goal (MDG) of universal basic education by 2015 and Education for All (EFA). In 2000, WFP assisted 12.3 million schoolchildren in 54 countries. In 2005, WFP-assisted FFE programmes in 74 countries were reaching approximately 21.7 million beneficiaries, an increase of 31 percent since 2004, driven by a 72 percent increase in protracted relief and recovery operation (PRRO) beneficiaries and a 21 percent increase in emergency operation (EMOP) beneficiaries. In 2005, 48 percent of WFP FFE beneficiaries were girls.
4. WFP FFE programmes are designed to support equitable access to education among the most vulnerable and food-insecure population groups of assisted countries. By providing school meals or snacks and/or take-home rations, WFP supports efforts to achieve universal primary education and reduce gender disparities in education,<sup>3</sup> contributing to a future generation of skilled and responsible adults. WFP strives to increase the impact of its FFE programmes by promoting the Essential Package (see paragraphs 18 and 19) for effective school health and nutrition.
5. WFP develops the capacities and skills of governments and institutions so that they can design, implement and manage national school feeding programmes within the framework of national education policies, goals and development objectives. PDPF focuses mainly on supporting the needs of WFP country offices, cooperating partners and recipient governments. The ultimate objective is to provide services and guidance on policy issues, technical support for programme design, review and implementation, partnership building, and advocacy.

## Funding

6. Funding for WFP-assisted school feeding programmes is a priority for traditional and emerging donor governments and corporate partners. In 2005, directed funding for school feeding programmes was received as follows: Australia, US\$387,000; Canada, US\$19.8 million; France, US\$5.3 million; India, US\$24.2 million; and Luxembourg, US\$1.2 million. Multilateral undirected contributions continue to be a regular funding source for WFP school feeding programmes.

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<sup>1</sup> PDPF is reviewing the definitions of the terms “food for education” and “school feeding” and will include the results in the forthcoming policy paper on FFE.

<sup>2</sup> *Children out of school: Measuring the exclusion from primary education*. UNESCO 2005.

<sup>3</sup> MDGs 2 and 3.



7. The United States, through the George McGovern–Robert Dole International Food for Education and Child Nutrition Program, contributed US\$21.4 million, nearly 22 percent of overall McGovern–Dole funding for 2006. WFP submitted proposals from 21 eligible countries for 2007.
8. Private donors contributed US\$6.7 million to WFP school feeding activities in 2005. Companies including Cargill, Crédit Suisse, Danone, International Paper, National Postcode Loterij, TIM, TNT and Veolia Environnement made local contributions to school feeding activities. Many individual donors contributed through Friends of WFP in the United States, Japan and Italy, the Italian post office system, and the online funding campaigns of “Gift of Hope” and the Aid Matrix.

### **WFP School Feeding Highlights**

9. A global workshop for all WFP school feeding focal points, in October 2005 in Dubai, provided a forum for awareness raising and information sharing on the Essential Package of interventions, and for obtaining feedback from the field. As an outcome, PDPF launched the *Food for Education Snack*, a twice-weekly information bulletin for sharing lessons learned and best practices with school feeding focal points worldwide.
10. Technical missions to review the FFE components of country programmes, PRROs and development programmes were undertaken in Angola, Burundi, Cape Verde, Democratic Republic of the Congo (DRC), Guinea-Bissau, Haiti, India, Mali, Madagascar, Lesotho, Mozambique, Republic of the Congo, Rwanda and the Gambia. Since 2005, for example, WFP has been supporting the Government of Madagascar in developing its National School Feeding Programme.
11. In DRC, a joint UNICEF/WFP assessment identified 1.5 million children as being in need of FFE assistance. Constraints, including a lack of implementing partners for education and volatile security in DRC, however, meant that WFP reached only 139,955 beneficiaries out of a planned 200,000 in 2005. Because of the overall security situation in the country, WFP FFE activities covered mostly urban areas, where large schools with higher numbers of beneficiaries – sometimes more than 1,000 per school – were more easily accessible. The technical support mission recommended a progressive shift from urban areas to cover more schools in food-insecure rural areas where peace and stability have recently returned. WFP plans to reach the remaining children by expanding the FFE programme as the situation in the country stabilizes.
12. Guidance to field offices has been improved through updating the FFE section of the *Programme Guidance Manual*. The *School Feeding Handbook* is also being updated to provide guidelines for the inclusion of early childhood development in FFE programmes.
13. WFP has supported South–South cooperation visits for government representatives, such as officials from Sri Lanka and Pakistan who travelled to Chile to learn from the school feeding experience there. Similar exchanges were undertaken from Cape Verde to Brazil and from Timor-Leste to Cape Verde.
14. To strengthen the evidence base of FFE programmes, WFP hosted the Food for Education Expert Seminar, in Rome on 8 and 9 May 2006. Experts in the areas of hunger, nutrition and education from academic institutions, the World Bank, the Food and Agriculture Organization of the United Nations (FAO) and national governments participated. The main purposes of the meeting were: (i) to present and discuss recent research on FFE benefits; (ii) to identify evidence-based, context-specific FFE benefits at different levels – education, nutrition, health, social equity, the right to food and local agricultural development; and (iii) to identify gaps and ways of addressing them, including

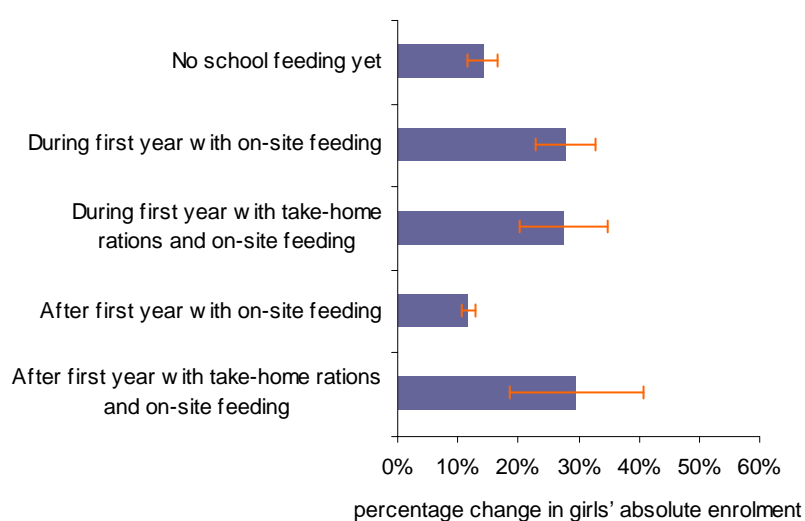


through cooperation between WFP and other actors. An outcome of the seminar was the creation of a global network of partners working on FFE, which is based on the Latin American School Feeding Network (LA-RAE) model.

## Monitoring and Evaluation

15. In 2005, WFP continued to decentralize the implementation and data processing of the Standardized School Feeding Survey (SSFS). Over the last five years, SSFS has provided outcome data on WFP-assisted FFE programmes in 67 countries. A recent analysis of SSFS in 32 sub-Saharan African countries between 2002 and 2005 suggested that FFE has a strong impact on enrolment in WFP-assisted schools. During the first year of FFE programmes, average enrolments increased by 28 percent for girls and 22 percent for boys. Enrolment patterns after the first year varied according to the FFE programme modality (see Figure 1). Where both take-home rations for girls and on-site feeding for all pupils were provided, the increase in girls' enrolment was sustained at 30 percent, year on year. In schools with on-site feeding alone, however, the increased rates in enrolments after the first year reverted to those of the year prior to FFE implementation. Take-home rations appeared to reduce drop-out of girl students, particularly in the higher grades.

**Figure 1: Yearly percentage changes in girls' enrolment in sub-Saharan Africa, by type of FFE programme**



16. Since autumn 2005, the processing of school feeding survey data has been decentralized from WFP Headquarters to field offices. Decentralization facilitates the implementation of WFP's strategic objective of building capacity in WFP and counterparts' field offices. Its benefits include transfer of knowledge and skills, improved flow of information at the field level and, most important, quicker access to results for decision-making. By providing tools and knowledge, and absorbing some of the costs, WFP ensures that country offices are supported at each step of the decentralization process.
17. PDPF has developed new software tools to enable country offices and regional bureaux to enter, process and analyse survey data via a database that is accessible throughout WFP's corporate network. Survey results are generated automatically, allowing users to focus on interpreting 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).

### The Essential Package

18. Food alone is not enough to give children the best possible start in life; FFE programmes have greater impact when linked to comprehensive school nutrition and health interventions. Recognizing the importance of a healthy school environment, in 2002, WFP entered into partnership with the United Nations Children's Fund (UNICEF) on an integrated package of interventions – the Essential Package<sup>4</sup> – to improve the nutritional status and health of schoolchildren.
19. The Essential Package is a multi-agency initiative, based on the Focusing Resources on Effective School Health (FRESH) framework and designed to strengthen school health, hygiene and nutrition programmes. In 2006, WFP participated in the United Nations Educational, Scientific and Cultural Organization (UNESCO) Essential Learning Package costing exercise, in Banjul, the Gambia, to assess the feasibility of scaling up Essential Package interventions in different countries.
20. **Deworming.** School-age children typically have the highest intensity of worm infection of any age group; deworming is an exceptionally low-cost intervention that can reduce anaemia and improve the overall health of individuals. WFP is expanding deworming activities to cover all its school feeding beneficiaries in areas recording high prevalence of intestinal parasites.
21. In 2006, WFP-supported deworming initiatives covered more than 11 million children. In Afghanistan, UNICEF, the World Health Organization (WHO), WFP and the Government launched a massive deworming campaign covering 6 million children during the 2005–2006 school year. WFP has also worked with Johnson & Johnson (J&J) supporting the J&J Mebendazole Donation Initiative and incorporating large-scale and long-lasting deworming treatment into school feeding programmes.
22. **Micronutrient supplementation.** School-age children, and most vulnerable populations in the developing world, suffer from multiple micronutrient deficiencies, or “hidden hunger”. Deficiencies of iron, vitamin A and iodine are particularly common in children in developing countries, and are among the most harmful types of malnutrition for cognitive functions and school achievement. Micronutrients may be obtained through WFP fortified foods, micronutrient supplements or natural foods in local markets. Supplementation or fortified foods can be a cost-effective strategy to address nutrient deficiencies in school-age children.
23. In mid-2005, WFP held fruitful discussions with a private sector partner, DSM Sight&Life, which agreed to support a pilot project for preschool and school-age children in the United Republic of Tanzania and Cambodia. The objective is to test the acceptability and use of single-dose sachets of micronutrients in powdered form – “sprinkles” – which can easily be sprinkled on to any cooked food.

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<sup>4</sup> Copies of the handbook *The Essential Package: Twelve Interventions to Improve Health and Nutrition of School-Age Children* are available from PDPF, WFP Rome.



## Partnerships and Inter-Agency Collaboration

24. Partnerships are a priority to WFP, as evidenced by the Executive Director's vision of WFP becoming the "best possible partner" and by WFP's management objective in the Strategic Plan 2006–2009: "Build Strong Partnerships to End Hunger". Partnerships with governments, United Nations organizations, international and national non-governmental organizations (NGOs), the private sector and communities are crucial to WFP's work.
25. **FAO.** WFP collaborated with the International Alliance Against Hunger to promote national school feeding as a contribution to the eradication of hunger, with a focus on Haiti, Mozambique and Angola. It also collaborated with FAO in developing a Web site on school gardens to provide useful tools and information for field offices. WFP and FAO also collaborate on the Education for Rural People partnership.
26. **New Partnership for Africa's Development (NEPAD).** Following the signing of a Memorandum of Understanding (MOU) between NEPAD and WFP for the promotion of home-grown school feeding, PDPF and the Central Africa Regional Office organized technical support missions to support the Government of Nigeria's development of a National School Feeding Programme. In Ghana, efforts from the governments of Ghana and the Netherlands, the business community linked to the University of California at Berkeley and WFP have generated attention and financial support for the National School Feeding Programme with locally produced foods. WFP is working to establish an MOU with the Ghana National School Feeding Programme to allow joint targeting and harmonization of strategies, inputs and monitoring, and development of a sustainability strategy embedded in an institutional, governance and financial framework. WFP has also developed a proposal for a National School Feeding Programme in Kenya, for which it is seeking donors.
27. **UNICEF.** UNICEF is perhaps the most important multilateral partner for WFP school feeding activities because of its focus on children and education. UNICEF and WFP are the most closely linked agencies in the United Nations Development Group because they both have a strong presence in the field. Following signing of the WFP/UNICEF global MOU in July 2005, both agencies cooperate in activities related to school feeding in national, regional and global fora. In 2006, WFP provided a contribution on monitoring and evaluation (M&E) to UNICEF's manual on child-friendly schools.
28. **UNESCO.** Since the World Education Forum in Dakar in April 2000, WFP has participated in the Education for All (EFA) movement under UNESCO's leadership. 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. WFP and UNESCO's International Institute of Educational Planning continue to collaborate on strengthening the M&E of school feeding programmes.
29. **WHO.** WHO is WFP's main partner in deworming activities. The two agencies collaborate on identifying potential donors to support deworming programmes implemented by WFP and its partners in the field. WHO also provides technical assistance in the design of WFP-supported deworming programmes.
30. **World Bank.** WFP and the World Bank have collaborated on a series of projects to assess the relative impacts of school feeding and take-home rations on school enrolment, attendance, nutrition and learning in three countries. World Bank collaboration also includes a cost-benefit analysis of different school feeding programmes.





31. **Inter-agency task forces.** Among the inter-agency task forces related to education that WFP participates in are the Decade for Education for Sustainable Development, the Nutrition of School-Age Children Working Group of the Standing Committee on Nutrition (SCN), and the International Working Group on Education (IWGE).
32. **Inter-Agency Network for Education in Emergencies (INEE).** PDPF cooperates with INEE, developing and co-hosting regional training-of-trainers workshops on minimum standards for education in emergencies. The objective is to prepare trainers to strengthen capacity at the regional, national and local levels for humanitarian responses involving education in emergency situations. During the first eight months of 2006, WFP staff from regional bureaux and country offices participated in workshops in Nairobi, Bangkok and Dakar; more staff will participate in the upcoming Middle East and Latin America workshops.

### Government and Local Community Partnerships

33. WFP's strategy of building national capacity led to collaboration between PDPF and the Government of Brazil's National Fund for the Development for Education to assist governments in establishing or improving national school feeding programmes. The Government has pledged technical support to WFP-assisted school feeding programmes in Portuguese-speaking countries. Joint WFP–Government missions were undertaken in May and August 2006 in collaboration with the governments of Cape Verde, Angola and Mozambique.
34. WFP's Ethiopia country office has developed a successful network and planning framework for local partners, Children in Local Development (CHILD), originally created by the Ethiopian Ministry of Education and WFP to increase the impact and sustainability of the school feeding programme. CHILD is implemented by partners including UNICEF, the United Nations Development Programme (UNDP), the Ethiopian Environmental Protection Authority, Project Concern International and the Nile Basin Initiative.

### Private Sector and Civil Society

35. **Online fundraising campaign.** In collaboration with the Private Sector Fundraising Division, PDPF developed WFP's first online holiday season campaign – the “Gift of Hope”<sup>5</sup> – supporting school feeding programmes. The pilot campaign aimed to increase private sector revenue and build an online network for PDPF's future fundraising initiatives. The campaign attracted many new online donors and raised more than US\$110,000, exceeding its original financial goal.
36. **TNT.** The School Feeding Volunteer Programme continues as a component of the TNT-WFP partnership. The scheme gives TNT employees the opportunity of participating in WFP's school feeding programmes in Cambodia, the United Republic of Tanzania, Nicaragua, the Gambia and Malawi. Projects on which TNT volunteers work include building school gardens, latrines, stoves, water collection systems, kitchens and storage rooms. In 2005, more than 600 WFP-assisted schools benefited from the TNT volunteer programme, compared with 250 schools in 2004. In 2005, to increase ownership of the programme, TNT and WFP devised a “twinning model” linking TNT staff and funds to specific WFP-assisted countries, resulting in increased fundraising for these activities.

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<sup>5</sup> [www.wfpgiftofhope.org](http://www.wfpgiftofhope.org).



37. PDPF and TNT are conducting a joint self-evaluation of the School Feeding Volunteer Programme to assess its success and identify possible adjustments to implementation and the current MOU. The evaluation will also provide guidance to WFP for other potential partnerships with private donors. The main findings of the evaluation will be released by the end of October 2006.

## Regional Initiatives

38. **Latin America and the Caribbean region.** At its last steering committee in March 2006, LA-RAE, based in Santiago, Chile, approved a partnership with WFP's regional bureau in Panama. The partnership will focus on implementing the knowledge management–school feeding component of the Capacity Building in Support of Food-Based Social Protection Programme. In September 2006, in Cancun, Mexico, the President of Mexico inaugurated LA-RAE's second international congress, whose more than 400 participants included government officials from Brazil, Mexico and Chile, and representatives of international organizations, such as WFP, universities, NGOs and research institutes.
39. **Sahel region.** A plan of action for the Sahel Alliance, including sectorial reviews, was developed in early 2006 by national governments, WFP, UNESCO, UNICEF, FAO and NGO partners including World Vision International. A harmonized M&E system for countries in the Sahel Alliance is also being developed in partnership with WFP, UNESCO and UNICEF. Indicators used in this system were drawn from WFP's CMEA.

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## THE WAY FORWARD

40. In 2005, WFP supported efforts to achieve universal primary education by providing FFE for 21.7 million vulnerable children. It will strive to increase the number of FFE beneficiaries with assessed needs throughout the rest of 2006 and 2007.
41. The broad range of contexts in which FFE interventions have been implemented has increased awareness of FFE's potential benefits in different socio-economic dimensions, including education, nutritional status, social equity and agricultural development. WFP will continue to consolidate and disseminate the knowledge base on FFE impacts, processes and best practices.
42. WFP will strive to strengthen the capacity of national governments and partners in the design and implementation of high-quality, sustainable and cost-effective FFE programmes. One of the main challenges is implementation of FFE using "home-grown food where possible",<sup>6</sup> recommended by the 2005 United Nations Summit as a "quick-impact initiative" to achieve the MDGs. To sustain effective and lasting solutions, WFP will continue to build national M&E capacity within WFP-assisted countries.

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<sup>6</sup> 2005 United Nations Summit Outcome, Final Report, page 10: bullet 34.



## ACRONYMS USED IN THE DOCUMENT

CHILD	Children in Local Development
CMEA	Common Monitoring and Evaluation Approach
DRC	Democratic Republic of the Congo
EFA	Education for All
EMOP	emergency operation
FAO	Food and Agriculture Organization of the United Nations
FFE	food for education
FRESH	Focusing Resources on Effective School Health
INEE	Inter-Agency Network for Education in Emergencies
IWGE	International Working Group on Education
LA-RAE	<i>la Red de Alimentación Escolar para América Latina</i> (Latin American School Feeding Network)
M&E	monitoring and evaluation
MDG	Millennium Development Goal
MOU	Memorandum of Understanding
NEPAD	New Partnership for Africa's Development
NGO	non-governmental organization
PDP	Strategy, Policy and Programme Support Division
PDPF	School Feeding Service
PRRO	protracted relief and recovery operation
SCN	Standing Committee on Nutrition
SSFS	Standardized School Feeding Survey
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WHO	World Health Organization