

SCHOOL FEEDING POLICY



INFORMAL CONSULTATION

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EXECUTIVE SUMMARY

“What is so clear is that we are beyond the debate about whether school feeding makes sense as a way to reach the most vulnerable. It does. In the face of global crises, we must now focus on how school feeding programmes can be designed and implemented in a cost-effective and sustainable way to benefit and to protect those most in need of help today and in the future.”¹

The World Food Programme’s vision is to reduce hunger among schoolchildren so that hunger is not an obstacle to their development.

WFP has 45 years of experience in school feeding, throughout which it has helped millions of children become educated, productive adults. These adults have created greater food security for their families with healthier, better educated children. The benefits of school feeding and education do translate to the next generation.

School feeding is an effective safety net. It helps prevent vulnerable children from falling through the cracks during times of crises. It safeguards nutrition, education, gender equality, as well as a wide range of socio-economic benefits. When putting food on the family table today takes priority over a child’s potential for tomorrow, a daily school meal serves as a strong incentive to send children to school and ensure they attend regularly. When local production contributes to school feeding programmes, there are win-win spinoffs for local economies.

School feeding is sustainable. To date, WFP has handed over school feeding programmes to 42 national governments. About three quarters of them continue to provide school feeding today. WFP advocates for school feeding programmes to governments, donors and other stakeholders, and advises governments on school feeding as an effective hunger solution to help meet government priorities in reducing hunger and poverty and improving nutrition, education and gender equality.

In 2009, WFP estimated that 66 million children were hungry at school. This school feeding policy aims to meet the challenge of helping those most in need, strengthening school feeding as a hunger tool to reach the most vulnerable children, as WFP transitions from a food aid to a food assistance agency.

This policy provides clarity and consistency of approach, rationale and intent of school feeding. It is standard-setting, clarifies the role of WFP and provides a benchmark for quality design and implementation.

¹ WFP Executive Director Josette Sheeran and World Bank President Robert B. Zoellick, Foreword to *Rethinking School Feeding: Social Safety Nets, Child Development and the Education Sector*, a joint publication by the World Food Programme and the World Bank Group

School feeding programmes should strive towards the following standards: strategies for sustainability; sound alignment with national policy frameworks; stable funding and budgeting; needs based, cost-effective quality programme design; strong institutional and implementation arrangements; local production and sourcing where feasible; strong partnerships and inter-sector coordination; strong community participation and ownership.

WFP will assist national governments in meeting these standards through advocacy and support, in coordination with partners to: develop national school feeding policies and strategies; establish national coordination mechanisms for school feeding; provide multi-sector technical assistance to ensure quality and cost-effective programmes; provide capacity development to ensure sustainability; resource school feeding programmes; support the implementation of school feeding programmes; and support a global knowledge base of best practices, innovation and research, promoting the sharing of information and learning.

INTRODUCTION

1. This document outlines the purpose and objectives of school feeding and the role of WFP, the methods for attaining the objectives, the tools for measuring success or failure. The policy is intended to serve as a guide to the WFP Executive Board, Regional Directors, country directors and all staff on how WFP implements school feeding programmes and budgets to meet specific safety-net, education, nutrition, health and related objectives.
2. The content also consolidates recent research, lessons learned, best practices and evaluation findings in a conceptual framework that can serve as the basis for future analyses.

CONTEXT

3. This school feeding policy has emerged at a critical time. The ongoing global economic crisis has presented a myriad of challenges to countries at all levels throughout the world. As a result, WFP is under greater pressure to help those most in need. Yet, throughout this unsettling period, WFP has adapted and, with the new Strategic Plan (2008–2011) in effect, has a unique opportunity to strengthen school feeding as a tool to reach the most vulnerable children as it makes the transition from a food aid to a food assistance agency.
4. This policy is consistent with WFP policy documents addressing school feeding issues.² In addition, WFP concluded research and analyses in 2009 that have enhanced the knowledge base and will improve the quality of WFP's school feeding programmes. These include:
 - *Learning From Experience – Good Practices from 45 Years of School Feeding*, a WFP paper which has contributed to the school feeding quality standards (Annex I).
 - *Rethinking School Feeding: Social Safety Nets, Child Development and the Education Sector*, a joint publication by WFP and the World Bank Group, is a comprehensive review of the evidence of best practice and provides guidance on how to develop and implement effective school feeding programmes.

² School feeding is mentioned in the following policy documents: "WFP Strategic Plan (2008–2011)" (WFP/EB.A/2008/5-A/1/Rev.1); "Food For Nutrition – "Mainstreaming Nutrition in WFP" (WFP/EB.A/2004/5/A-1), "Micronutrient Fortification: WFP Experiences and Way Forward" (WFP, EB.A/2004–5/A-2); WFP in Emergencies: Experiences and Challenges" (WFP/EB.A/2004/A-3); Enabling Development" (WFP/EB.A/99/4-A); "Exit Strategies for School Feeding: WFP's Experience" (WFP/EB.1/2003/4-C); "Expanded School Feeding and Health Programme: New Partnership in Uganda" (WFP/EB.3/2004/4-D/Add.1); "Building National and Regional Capacities" (WFP/EB.3/2004/4-B); "Gender Policy" (WFP/EB.1/2009/5-A/Rev.1). The following policies are relevant to school feeding programmes: "WFP and Food-Based Safety Nets: Concepts, Experiences and Future Programming Opportunities" (WFP/EB.3/2004/4-A); "Programming in the Era of AIDS: WFP's Response to HIV/AIDS" (WFP/EB.1/2003/4-B).

- *Home-Grown School Feeding: A Framework to Link School Feeding with Local Agricultural Production*, a study conducted by WFP in 2008 and 2009, funded by the Bill & Melinda Gates Foundation, explores the feasibility of linking school feeding programmes with local agricultural production in developing countries.
 - *An Investment Case for School Feeding* by WFP and The Boston Consulting Group (BCG) has compared the monetary costs of providing school feeding with long-term economic benefits, assessing the benefit/cost ratio and total economic value created by school feeding.
5. More and more national governments and donors are acknowledging the importance of school feeding programmes as a valuable social safety-net mechanism to improve livelihoods. But beyond this, school feeding serves as an exceptional platform at community level for long-term investment in human capital to reduce hunger while achieving nutrition, education and gender equality outcomes.
 6. In 2008, 20 governments looked to school feeding programmes as a safety-net response to the food crisis. The World Bank Group launched a Global Food Crisis Response Facility that mobilized US\$2 billion to help countries respond to the food and fuel crises, including scaling up school feeding programmes. WFP scaled up its school feeding projects to reach 5 million more children and their families in 17 countries: Bangladesh, Benin, Burundi, Central African Republic, Ghana, Guinea, Guinea-Bissau, Haiti, Kenya, Liberia, Mozambique, Nicaragua, Occupied Palestinian Territory, Pakistan, Senegal, Sierra Leone and Tajikistan; with the largest increases in Bangladesh, Haiti, Pakistan, Senegal and Tajikistan.
 7. Today, perhaps for the first time in history, every country in the world is seeking to provide food, in some way and on some scale, to its schoolchildren. Few safety-net programmes provide so many multi-sector benefits – education, gender equality, food security, poverty alleviation, nutrition and health – in one single intervention. Yet, school feeding coverage for those most in need, in the poorest and most food-insecure countries, is where it is the least adequate.
 8. A global coalition of governments, WFP, the World Bank, United Nations and non-governmental organization (NGO) partners, research and academic institutions and the private sector is emerging to ensure that no child is hungry at school.
 9. WFP is working to mobilize the US\$3.2 billion needed to reach the 66 million children that attend school hungry in developing countries. As the largest implementer of school feeding programmes in the world, investing almost half a billion dollars per year, WFP now provides meals on average to 22 million children each year, about half of whom are girls, in 70 countries.

10. School feeding has been endorsed in a number of international fora and has received government commitment and support. The United Nations Millennium Project recommended that school feeding be expanded to reach all children in “hunger hotspots” using locally produced foods. School feeding responds directly to the Millennium Development Goals (MDGs) related to hunger and poverty (MDG 1), education (MDG 2) and gender equality (MDG 3), and contributes indirectly to all other MDGs. Furthermore, school feeding programmes contribute to most of the six “Education for All” goals contained in the Dakar Framework for Action, signed at the World Education Forum in Senegal in 2000. School feeding was included in the Comprehensive Africa Agriculture Development Programme (CAADP), adopted by the New Partnership for Africa’s Development (NEPAD) in 2003 and later endorsed in the African Union Food Security Summit held in Abuja in 2006. School feeding has been included in the Africa–European Union Summit Action Plan 2008–2010 and identified as an important strategy at the 2007 meeting in Dakar of the High-Level Group on Education for All. More recently, school feeding has been incorporated in action plans or declarations responding to the impact of rising food prices, including the Fourth Tokyo International Conference on African Development (TICAD IV) Yokohama Declaration and the FAO High-Level Conference on World Food Security.

WHY SCHOOL FEEDING?

11. School feeding programmes help reduce vulnerability to hunger and protect and promote livelihoods by investing in human capital through better health, nutrition and education. By doing so, school feeding can bridge emergency and recovery measures with medium- and longer-term developments in an effective and efficient manner.
12. School feeding leads to outcomes that are mutually reinforcing, helping to lift households out of poverty to end the inter-generational cycle of hunger. School feeding facilitates education, and education, particularly for girls, leads to improved food security, health and nutrition, the effects of which all contribute to ending hunger.
13. The following is a summary of the evidence from recent academic research.

School Feeding as a Safety Net – Nutrition, Education, Gender, Value Transfer and a Platform Providing Wider Socio-Economic Benefits

School Feeding and Nutrition

14. Food provided in schools should be as nutritious as possible. Enhanced nutrition and health of primary schoolchildren lead to improved learning and decreased morbidity, paving the way for a healthier life. School feeding programmes not only alleviate child hunger in school, but enhance nutrition,

particularly when the food is fortified with micronutrients, raising the potential to improve a child's health, school performance and educational attainment.

15. School feeding enhances the diet and provides a net increase in energy and kilocalories available to the child³. Moreover, school feeding targets micronutrient deficiencies which are widespread among school-age children in developing countries, increasing their susceptibility to infection, leading to absenteeism and impairing learning capacity and cognition. Improving micronutrient status through food fortification or use of micronutrient powders, in particular iron B-vitamins, vitamin A and iodine, contributes directly to enhanced cognition and learning capacity^{3, 4, 5, 6, 7}. Recent studies in Kenya⁸ and Uganda⁹ proved that both in-school meals and take-home rations (THRs) reduce anaemia prevalence.
16. The school-age child also has the most intense worm infections¹⁰. One quarter to one third of school-age children are infected with one or more of the major helminths (roundworm, whipworm or hookworm). Severe worm infestation also contributes to morbidity, undernutrition, and iron deficiency. Iron deficiency anaemia is a major issue for school-age children affecting more than half of this group worldwide. Evidence tells us that a significant reduction in anaemia occurs with deworming^{11, 12}. Indeed, deworming is essential in

³ Kristjansson E.A., V. Robinson, M. Petticrew, B. MacDonald, J. Krasevec, L. Janzen, T. Greenhalgh, G. Wells J. MacGowan, A. Farmer, B.J. Shea, A. Mayhew, and P. Tugwell. (2007) School feeding for improving the physical and psychosocial health of disadvantaged students. *Cochrane Database of Systematic Reviews*: 1

⁴ Van Stuijvenberg, M. E. (2005) Using the School Feeding System as a Vehicle for Micronutrient Fortification: Experience from South Africa. *Food and Nutrition Bulletin*, 26: S213-S219.

⁵ Latham, M. C., D. M. Ash, D. Makola, S. R. Tatala, G. D. Ndossi and H. Mehansho. (2003). Efficacy Trials of a Micronutrient Dietary Supplement in Schoolchildren and Pregnant Women in Tanzania. *Food and Nutrition Bulletin*, 24: S120-S128

⁶ Solon F.S, J. N. Sarol A.B.I. Bernardo, H. Mehansho, L.E. Sanchez-Fermin, L.S. Wambangco and K.D. Juhlin. (2003) Effect of a multiple-micronutrient- fortified fruit powder beverage on the nutrition status, physical fitness, and cognitive performance of schoolchildren in the Philippines. *Food Nutrition Bulletin*, 24:S129-140.

⁷ Grillenberger, M. Charlotte G. Neumann, Suzanne P. Murphy, Nimrod O. Bwibo, Pieter van't Veer, Joseph G. A. J. Hautvast and Clive E. West (2003) Animal Source Foods to Improve Micronutrient Nutrition and Human Function in Developing Countries, *The Journal of Nutrition*

⁸ Andang'o, P. E. A., S. J. M. Osendarp, R. Ayah, C. E. West, D. L. Mwaniki, C. A. D. Wolf, R. Kraaijenhagen, F. J. Kok and H. Verhoef (2007) Efficacy of iron-fortified whole maize flour on iron status of schoolchildren in Kenya: a randomised controlled trial. *Lancet*, 369: 1799-1806.

⁹ Adelman, S., H. Alderman, D. O. Gilligan and J. Konde-Lule (2008a) The Impact of Alternative Food for Education Programs on Child Nutrition in Northern Uganda. Washington DC: International Food Policy Research Institute.

¹⁰ Jukes, M. C. H., Drake L., J., Bundy, D. A. P. (2008). *School Health, Nutrition and Education for All: Leveling the Playing Field*. Wallingford: CABI Publishing.

¹¹ Brooker, S., P. J. Hotez, and D. A. P. Bundy. 2008. "Hookworm-Related Anaemia among Pregnant Women: A Systematic Review." *PLoS Neglected Tropical Diseases* 2 (9): e291.

¹² Gulani, A., C. Nagpal, C. Osmond, and H. P. S. Sachdev. 2007. "Effect of Administration of Intestinal Anthelmintic Drugs on Haemoglobin: Systematic Review of Randomised Controlled Trials." *British Medical Journal* 334 (7603): 1095.

situations of high prevalence, to maintain good nutritional status and achieve better absorption of food, as well as improved cognition^{13, 14, 15, 16}.

17. *Links to early childhood.* School feeding to preschoolers can help give a child a healthy head-start and pave the way for a promising future. Pre-primary children account for more than 50 percent of the global gap in mortality between the poorest and richest quintiles of the world's population and they bear 30 percent of the total burden of disease in poor countries. Poor health and nutrition are additional barriers to education for these children. School feeding should be seen as part of a continuum and one of many potential nutrition interventions which can support child nutrition of pre-primary and primary school aged children. School feeding does directly target poor nutrition in pregnancy, infancy and early childhood which are the most important years in terms of immediate and long-term effects on cognitive abilities¹⁰. School feeding cannot replace nutrition interventions such as mother-child health (MCH) from the age of 6 months to 2 years of age, or therapeutic and supplementary feeding interventions. However, pre-primary education and health provision can counter early childhood disadvantage (EFA 2009). School feeding in pre-primary schools (ages 3–5 years) can be seen as preventative with the potential to bridge the gap between infancy and primary school age (ages 6–11 years) in countries where pre-schools are part of the basic education system. When school feeding is chosen as an instrument to reach pre-schoolers, it is important that school meals are as nutritious as possible to contribute to balanced growth - both height and weight gain.

¹³ Sonnino, R. (2007) Local School Meals in East Ayrshire, Scotland: A Case Study. World Food Programme, Rome.

¹⁴ Grigorenko, E. L., R. J. Sternberg, M. Jukes, K. Alcock, J. Lambo, D. Ngorosho, C. Nokes and D. A. Bundy (2006) Effects of antiparasitic treatment on dynamically and statically tested cognitive skills over time. *Journal of Applied Developmental Psychology*, 27: 499-526.

¹⁵ Nokes, C., S. M. Grantham McGregor, A. W. Sawyer, E. S. Cooper, B. A. Robinson and D. A. Bundy (1992) Moderate to heavy infections of *Trichuris trichiura* affect cognitive function in Jamaican school children, *Parasitology*, 104: 539-547.

¹⁶ Bundy, D. (2005) School-Based Health and Nutrition Programs. *Food and Nutrition Bulletin*, 26: S186-S192.

School Feeding and Education

18. Educated children are more likely to be able to feed themselves and their families in adulthood. School feeding has long served as an incentive for parents to enrol their children in school^{17, 18, 19, 20, 21} and ensure their regular attendance^{3, 22, 23, 24}. The amount of the value transfer and child labour market factors will influence the impact of school feeding on school access (enrolment, attendance and retention), especially among the most food-insecure households.
19. School feeding in schools and as THR are effective in targeting groups. This has proved particularly useful in boosting the enrolment of girls where access to education is limited¹⁷.
20. Providing food for consumption at school can relieve immediate short-term hunger which is most beneficial for learning. Children who are not hungry are more attentive and have higher cognitive abilities^{25, 26}. The ration should be served as early as possible during the school day for maximum benefit while children are in school. Thus, timing of the meal or snack is important for addressing hunger and reaping cognitive benefits.
21. Alleviating short-term hunger amongst children at school may help to contribute to improved performance on school tests and promote normal progression from grade to grade in completing a basic education^{9, 27}.

¹⁷ Edström, J., H. Lucas, R. Sabates-Wheeler and B. Simwaka (2008). A Study of the Outcomes of Take-home Ration Food Rations for Orphans and Vulnerable Children in Malawi. Research Report. Nairobi: UNICEF ESARO.

¹⁸ Gelli, A., U. Meir and F. Espejo (2007). Does Provision of Food in School Increase Girls'

Enrollment? Evidence from Schools in Sub-Saharan Africa. *Food and Nutrition Bulletin*, 28: 149-155

¹⁹ Ahmed, A. U. (2002) "Food for Education Program in Bangladesh: An Evaluation of Its impact on Educational Attainment and Food Security." Food Consumption and Nutrition Division, IFPRI, Washington, DC.

²⁰ Grosh, M., C. del Ninno, E. Tesliuc and A. Ouerghi (2008a) For Protection & Promotion: The Design and Implementaion of Effective Safety Nets. Washington DC: World Bank.

²¹ Lazamaniah, A. K.V. Rameshwar Sarma, D. Hanumantha Rao, Ch. Gal Reddy, M. Ravindranath, M. Vishnuvardhan Rao and K. Vijayaraghavan. (1999) Impact of Mid Day Meal Program in Educational and Nutritional Status of School Children. *Indian Pediatrics*, 36: 1221-1228.

²² Cueto, S., M. Chinen, I. Montes, F. Andrade, and M. Staeheli. (2000) Educational Impact of a School Breakfast Program in Rural Peru. New Orleans: The American Educational Research Association.

²³ Simeon, D. T., and S. M. Grantham McGregor (1989) Effects of Missing Breakfast on the Cognitive Functions of School Children with Differing Nutritional Status. *American Journal of Clinical Nutrition*, 49: 646-653.

²⁴ Jacoby E, S. Cueto and E. Pollitt. (1996) Benefits of a school breakfast programme among Andean children in Huaraz, Peru. *Bulletin of Nutrtrion Food*, 17:54-64.

²⁵ Kristjansson E.A., V. Robinson, M. Petticrew, B. MacDonald, J. Krasevec, L. Janzen, T. Greenhalgh, G. Wells J. MacGowan, A. Farmer, B.J. Shea, A. Mayhew, and P. Tugwell. (2007) School feeding for improving the physical and psychosocial health of disadvantaged students. *Cochrane Database of Systematic Reviews*: 1.

²⁶ Simeon, D. T. (1998) School Feeding in Jamaica. *American Journal of Clinical Nutrition*, 50: 760s-794s.

²⁷ Adelman, S., D. O. Gilligan and K. Lehrer (2008b) How Effective Are Food For Education Programs?: A Critical Assessment of the Evidence From Developing Countries. Washington DC: International Food Policy Research Institute, 9.

School Feeding and Gender

22. School feeding has been proven to contribute to education. When girls are educated they are more likely to have fewer and healthier children and to head families that are food-secure²⁸. School feeding closes the gender gap in schools and helps to empower women. It provides improved protection from HIV and AIDS and access to labour for women. A study in Uganda demonstrated that each additional year of education for girls reduces their chances of contracting HIV by 6.7 percent²⁹. It does not only change the lives of girls but also the lives of their future children. Maternal and infant mortality rates will decrease and better educated girls will make more informed choices. The World Bank estimated that only one additional year of schooling for girls reduces fertility by 10 percent³⁰; every extra year of schooling for an additional 1,000 girls would prevent 60 infant deaths²⁸.
23. In India, an evaluation of the country's Mid-Day Meals Programme found that girls in the programme had a 30 percent higher chance of completing primary school³¹. In Pakistan, a programme that provides girls with a conditional THR of oil once a month has changed the way their parents think and act. Before the programme started, 48 percent of households did not send any of their daughters to school; afterwards, all households educated at least one daughter. The same programme led to an increase in girls' enrolment of 135 percent in programme schools from 1998/99 to 2003/04 compared to a 29 percent increase in schools that were not part of the programme³².
24. If school meals are combined with THRs, the effect on girls is even greater. THRs draw girls to school, maintain their attendance and increase their progress from grade to grade, effectively eliminating the gender gap in school. A major WFP review documented higher rates of girls' enrolment in higher grades in schools with combined on-site and THR programmes³³. Similarly, the THR programme in Bangladesh increased girls' enrolment in programme schools by 44 percent, and boys' enrolment by 28 percent, while non-programme schools enrolment increased by 2.5 percent during the same period^{18, 20}.

²⁸ World Bank (2007) "Girls' Education in the 21st Century", Washington DC.

²⁹ De Walque, Damien, How does the impact of an HIV/AIDS information campaign vary with educational attainment? Evidence from rural Uganda, World Bank 2004

³⁰ Summers, Lawrence H., (1992) Educating All the Children, Policy Research Working Papers Series, World Bank, Washington, D.C.

³¹ Drèze, J. and Kingdon, G. G. (2001) School participation in rural India. Review of Development Economics, 5: 1-24.

³² World Food Programme (2005a) Impact Assessment Study: Assistance to Girls Primary Education in Pakistan. Rome.

³³ Gelli, A., U. Meir and F. Espejo. (2006). Supporting Girls' Education. Rome, World Food Programme.

School Feeding as Value Transfer

25. During periods of shock and reduced purchasing power, families often resort to negative coping mechanisms including taking children out of school to save on school fees and related expenses³⁴. School feeding programmes can help to safeguard the household investments in education by helping to defray some of the costs of schooling and encourage parents to enrol their children in school, ensure that they attend class regularly and continue through the complete cycle. This helps protect children from the risk of child labour (both formal and informal) and facilitates social integration³⁵.
26. School feeding is a well-recognized safety net that confers a significant level of value transfer – in-school meals alone are estimated to represent 11 percent of household income³⁶ – to those households with children enrolled in school or those with school-age children. The school feeding value transfer frees up resources within households, thus allowing families to buy food and invest in productive assets, ultimately improving their livelihoods, nutrition and education.
27. The value transfer effect is equivalent to the value of the food transfer delivered to the child at school, the value of the THR, or both. It also alleviates short-term hunger while supporting the longer-term goals of educational attainment, and improved nutrition and health. The provision of food serves as an incentive for these households to send their children to school and ensure they continue to attend.

Definition of Safety Net

Safety nets are a sub-set of broader social protection systems. Safety nets mostly include non-contributory transfers in cash or in-kind, conditional or unconditional (including for example conditional cash transfers, school feeding, food-for-work, cash-for-work, and vouchers), and other interventions to improve access to food and basic essentials, such as price subsidies. Depending on programme objectives and design features, safety nets can generate a variety of outcomes, including for example improvements in nutrition, enhancements in education, or the transfer of income to targeted households.

Source: WFP (2004a). WFP and Food-Based Safety Nets. Policy Paper.

28. School feeding value transfers have the potential to increase school enrolment and attendance at times when food-insecure families with low purchasing power may be at risk of resorting to negative coping strategies, including taking children out of school.
29. THRs serve as the best vehicle to maximize the benefits that a school feeding safety net offers, extending the value and impact of the transfer beyond just those benefits a child receives from the food ration consumed in school. THRs can more easily be targeted to

³⁴ World Bank (2009) Averting a Human Crisis During The Global Downturn. Conference Edition. Washington DC.

³⁵ Paruzzolo, S. (2009) The Impact of Programs Relating to Child Labor Prevention and Children's Protection, UCW- Understanding Children's Work, ILO, UNICEF, World Bank

³⁶ Grosh, M., C. del Ninno, E. Tesliuc and A. Ouerghi (2008a) For Protection & Promotion: The Design and Implementaion of Effective Safety Nets. Washington DC: World Bank.

specific groups that may be most in need of support, such as girls, orphans and other vulnerable children (OVC) of school age, and possibly other members of a household.

School Feeding as a Platform Providing Wider Socio-Economic Benefits

30. School feeding is most effective when it is part of a more comprehensive school health and nutrition package and can serve as a platform for linking to other interventions to achieve additional developmental outcomes, including:

- **Bolstered local economies through local procurement:** Foods that are locally grown and prepared, palatable to children and contribute to nutritional and learning outcomes are critical for benefits to reach beyond the school and into the local community³⁷. When linkages are made by procuring and processing locally, significant economic development outcomes, such as increased farmer incomes, are possible. Middle- and high-income countries implement local purchase schemes that have been shown to benefit local economies¹³. Local purchases through economic stimulus programmes and in response to natural disasters in certain countries have been shown to increase sales among local farmers³⁷. A modelling study in Kenya estimated that local farmers would increase annual incomes by US\$50 per smallholder if the school feeding programme were to purchase local maize³⁸. The overall conclusion is that locally resourced school feeding would have a positive impact on agricultural growth³⁹.
- **Increased development opportunities:** School feeding programmes can serve as a platform for government and partners to introduce such interventions to schools as basic infrastructure (safe water and sanitation), nutrition, health and hygiene programmes, and environmentally friendly technologies and practices (fuel-efficient stoves, woodlots and school learning gardens).
- **School feeding, a sound investment:** A joint cost-benefit analysis undertaken in 2009 by The Boston Consulting Group and WFP has compared, in Kenya and Laos, costs related to the design, implementation and delivery of school feeding with the benefits arising from the three major school feeding outcomes: increased education, improved nutrition and health, and value transfer to the beneficiaries

³⁷ Bundy, D., C. Burbano, M. Grosh, A. Gelli, M. Jukes, and L. Drake. (2009). "Rethinking School Feeding: Social Safety Nets, Child Development and the Education Sector". Directions in Development, World Bank, Washington DC.

³⁸ Brinkman, H. J., N. Aberman, M. Baissas, D. Calef, C. Gingerich, L. Subran, A. Gelli, M. Sharma and A. Stoppa (2007) Home-grown school feeding to support local farmers in Africa. Paper presented to the World Food Programme.

³⁹ Devereux, S., R. Sabates-Wheeler, B. Guenther, A. Dorward, C. Poulton and R. Al-Hassan (2008). Linking Social Protection and Support to Small Farmer Development. FAO.

31. Findings from this study revealed that school feeding improves enrolment, attendance and cognition, decreases drop out and morbidity and enhances disease awareness. These lead to increased wages, a longer productive life which together lead to increased lifetime earnings. School meals and take home rations translate into savings at household level, which can turn into increased returns on investment. The analysis also highlighted the reinforcing and multiplication effects between the various outcomes which make school feeding a unique intervention. The study points to two conclusions: Investing in school feeding creates significant economic value; and school feeding is a unique safety net driven by the interdependency between various outcomes, and combines short-, mid- and long-term benefits.

WFP AND SCHOOL FEEDING

32. For over 45 years, WFP has implemented school feeding programmes under a variety of contexts: from the onset of emergencies, to protracted relief and post-crisis situations, to stable environments.
33. WFP's deep field presence, combined with recognized capacity in policy, programme design and management, logistics and procurement, have rendered WFP the world's largest international coordinator of school feeding programmes. WFP has developed good relations and government commitments in support of school feeding programmes and has a well-established network of cooperating partners.

WFP's Vision

34. WFP's vision is to reduce hunger among schoolchildren so that it is not an obstacle to their development.

WFP's Role

35. WFP's role in supporting school feeding in a given country will vary according to the stage of the country's school feeding programme (see Annex II for the transition stages). WFP provides:
 - *Advocacy and advice:* WFP advocates for school feeding programmes to governments, donors and other stakeholders, and advises governments on school feeding as an effective hunger solution to help meet government priorities in reducing hunger and poverty and improving nutrition, health and education.
 - *Coordination support:* WFP supports governments in coordinating national school feeding strategies by bringing together stakeholders to ensure an effective national approach to school feeding programmes that help reduce hunger and poverty and link to improve the nutrition and health of schoolchildren.

- *Capacity development and technical support to ensure sustainability:* WFP provides multi-sectoral technical support in order to strengthen the capacities of governments to undertake school feeding programmes that adhere to agreed design and implementation standards to support sustainability, affordability and scalability of these programmes.
- *Implementation support:* WFP supports national implementation of school feeding programmes.
- *Funding and resource mobilization:* WFP mobilizes resources and helps finance national school feeding programmes.
- *Partnerships:* WFP will work with governments and through partnerships to support national scale-up of school feeding programmes to the most food-insecure and vulnerable areas.
- *Knowledge base:* WFP will work with partners to build a global knowledge base of best practices and research for national governments and the international community, supporting the sharing of information and learning.
- *Results-based management:* WFP monitors and evaluates the expected results of planned activities, using results information for decision-making, learning from experience and accountability reporting.

HOW DOES WFP TARGET?

36. School feeding is an activity that reaches needy children in schools. School meals do not reach those children who are not in school but do serve to attract them into schools.
37. WFP supports the implementation of school feeding programmes based on need, in the poorest countries, targeting the most vulnerable based on food insecurity, poverty, low educational, and nutrition indicators and gender-related problems.
38. School feeding is most effective as a social protection instrument when it is carefully targeted to the poorest. Geographic targeting is the starting point for selecting schools to reach hungry and vulnerable children. The potential role for school feeding is determined through a food security and poverty analysis and an in-depth assessment of hunger, education, nutrition and health-related problems.
39. Sub-national geographic targeting identifies areas with high levels of food insecurity and malnutrition and educational problems (high numbers of out-of-school children, high gender and social gaps in enrolment, poor retention of girls in schools, etc.).
40. Additional food insecurity, undernutrition, social and education criteria may be needed during the programme design to identify the sub-national areas

where school feeding is most needed, or to target specific vulnerable groups such as HIV and AIDS orphans or child labourers.

41. When targeting school feeding programmes in urban areas, it is a complex and challenging process to extrapolate the food-insecure schools within densely populated areas, discouraging migration between schools and addressing issues of safe storage. Nonetheless, school feeding as a safety net is relevant to urban contexts and provides educational and nutritional net benefits. WFP is developing targeting guidelines to reach the poorest and most vulnerable in urban areas.
42. Normally, all schools in food-insecure areas should be targeted in order to avoid children moving between schools. All children within a school should be included in order to avoid stigmatism, and for practical reasons; thus WFP targets areas of greatest need rather than specific individuals.

IN WHICH CONTEXTS SHOULD SCHOOL FEEDING BE IMPLEMENTED?

43. School feeding can be applicable during the onset of a crisis or emergency; in post-conflict, post-disaster, or transition situations; and under stable conditions. School feeding programmes can have the potential at some level in all contexts to act as a safety net by providing nutrition, education and value transfer. Programme design detailing specific output and outcome targets will be adapted to contexts. The 8 quality standards referred to in Annex I are relevant for school feeding programmes in all contexts and should be seen as aspirational benchmarks to strive and plan towards.

School Feeding as a Safety Net in Emergency and Protracted Crises

44. When responding to complex shocks, social protection and safety-net interventions such as school feeding can be an appropriate response and may need to be created or reformulated to temporarily meet new food needs. For example, it may be necessary to provide THRs or in-school meals through an entire period of vulnerability, regardless of school schedule.
45. School feeding during emergencies offers an expanded safety net for children and their families hit by shocks. School feeding encourages children to enter and remain in school by providing a food value transfer to the household on the condition the children attends class. According to the Interagency Network for Education in Emergencies (INEE), supporting education during an acute crisis can give a sense of structure and normalcy and protects against harm, abduction, recruitment into armed groups. It builds social capital and cohesion.
46. In emergencies, WFP works through education clusters when they are activated and coordinates with partners – the World Health Organization (WHO), the United Nations Children’s Fund (UNICEF), the Office of the

United Nations High Commissioner for Refugees (UNHCR), NGOs – to help meet the assessed needs of children during an emergency.

School Feeding as a Safety Net to Support and Prevent Negative Coping Mechanisms

47. School feeding can help communities reinforce their essential food and nutrition security. The complex nature of both food insecurity and schooling decisions in vulnerable households requires a nuanced approach to the design of interventions aimed to provide a safety net to address seasonality and its effects on access to education. For instance, school feeding programmes are an effective hunger tool to respond to seasonality, for example by providing THRs that are conditional upon girls attending school during harvest or lean seasons.

School Feeding as a Safety Net in Post-Conflict, Post-Disaster or Transition Situations

48. School feeding programmes can provide a safety net in recovery contexts by restoring the educational system, for example through post-conflict “back-to-school” campaigns that reach internally displaced children and support the demilitarization of children; it can also encourage the return of internally displaced persons and refugees by signalling that basic services are operating and it is thus safe to return home. School feeding also helps promote a return to normalcy for children and improving social cohesion and integration into a peer group after periods of disruption.

School Feeding as a Safety Net in Situations of Chronic Hunger

49. In more stable situations, school feeding programmes should become an increasingly integral safety net of government policies and strategies to alleviate hunger and poverty. When integrated within the national institutional framework, the influence of school feeding programmes to address the nutrition, health and educational needs of children is much greater.

WHO DOES WFP REACH WITH SCHOOL FEEDING?

50. In targeted geographic areas, school feeding programmes can cater to the following categories of beneficiaries:
 - *Children enrolled in primary day-schools:* The principal channel for WFP-supported programmes is through formal, government-supported primary day-schools.
 - *Children enrolled in preschools:* Children may be supported in early childhood development centres, crèches, kindergartens and other institutions that meet minimum quality standards and provide educational activities as part of the government’s framework for basic education.

- *Children enrolled in secondary day-schools:* Secondary school students can be assisted where secondary schools cater to clearly identified vulnerable populations with serious educational access or learning constraints. For example, THRs may be offered as encouragement for girls to attend lower secondary school.
- *Children attending boarding schools at primary and secondary level:* School feeding support to students attending boarding schools is limited to those institutions that serve clearly identified vulnerable populations who would otherwise not have access to education.
- *Children participating in non-formal learning programmes:* School-age children not reached by the formal education system (such as street children and former child soldiers) can be assisted by school feeding programmes if the non-formal education programme is equivalent to the formal basic education.
- *Cooks and teachers:* For practical reasons, cooks and teachers may consume a meal at school. This must be agreed at country level by WFP and the government. Providing teachers with a THR as an incentive is undertaken in rare cases and should be part of an agreed strategy with government and education-sector donors that includes a clear time frame. This provision should only be offered as a last resort when no other source of payment is possible.

SUSTAINABILITY THROUGH CAPACITY DEVELOPMENT

Government Capacity Development and Transition to Government Ownership

51. Well-designed school feeding programmes are sustainable. Over the past 45 years, WFP has handed over school feeding programmes to 42 countries, of which 31 still have school feeding programmes offered at some level. Among those are the two largest school feeding programmes in the world: India and Brazil. More recently, Ecuador, El Salvador and Peru have made the transition from receiving funding from external sources to providing nationally funded support.
52. While it is unlikely that the poorest countries can afford to fully fund school feeding programmes in the short term, with adequate support and advice, over time, these countries should aspire to such a goal. Recent research by the World Bank and WFP shows that school feeding becomes relatively cheaper, and more affordable, as countries develop³⁷.
53. The process of achieving sustainability takes time and school feeding programmes go through many stages (Annex II). WFP will ensure that the drivers of sustainability are embedded into its programmes (Annex I).

54. WFP will ensure that all programmes include a transition strategy that will clearly specify how WFP and the government will work towards putting in place the elements for a sustainable school feeding programme. The strategy will be based on a comprehensive assessment and will consider countries' financial and technical resource capacities and the potential for these resource capacities to increase. The strategy will include clear and realistic objectives, targets, milestones and a timeline with actions and responsibilities for eventual government take-over.
55. Where a government has requested WFP support, WFP will continue school feeding activities until the government has the financial and technical capacity to successfully manage and implement its school feeding programme.
56. While building capacity and facilitating early transition process is important, in reality WFP's implementation support may remain and be run in coordination and parallel with NGO- and government-implemented programmes for several years, as government financial and implementation capacity grows to be able to take the programmes over. WFP will work with the government to harmonize all school feeding programmes implemented in the country.
57. Multi-sectoral technical support and capacity development throughout the project, during phasing-out and beyond, is particularly important for ensuring an adequate transfer of skills and maintaining benefits long after external assistance has ended (Annex V). Training that involves community leaders and government officials builds layers of capacity at all levels to manage school feeding programmes efficiently. WFP aims to work with governments to strengthen capacity.
58. Local purchase for supplying commodities to school feeding programmes is an important tool to ensure sustainability and transition. Linking school feeding programmes and locally produced food, including local capacity to mill and fortify, benefits children, small farmers and local economies. WFP aims to create synergies between school feeding programmes and other social and agricultural programmes to meet the educational needs of children while supporting agricultural and economic development.
59. As WFP strengthens its support to national school feeding programmes, shifts from food aid to food assistance and increases its school feeding toolkit, there will be increased scope to support local procurement and to use cash resources to support governments in assessing the potential of different school feeding models. Different models – centralized, decentralized or outsourced – need to be considered and adapted to each context. WFP will support national governments to study the effectiveness of the possible implementation models, summarized in the following table.

School Feeding Models	Description
Centralized	Food is imported or procured centrally for distribution to the schools; traditional school feeding programmes use this model.
Decentralized	Cash is transferred by the government to local authorities who contract suppliers to provide food for school meals.
School-based	Schools receive cash or vouchers from the government or others to purchase food from markets, farmers or cooperatives.
Community-based	Communities that can afford to provide food to the schools, send their children to school with a packed lunch or pay schools to provide meals.
Combination	A combination of models caters to different contexts.

PARTNERSHIPS

60. Partnerships with all stakeholders are central to delivering education, school health and nutrition to children. WFP recognizes that food can make a substantial impact on children's lives only when it is part of an education, health and nutrition package. There is wide consensus that the distribution of food should be accompanied by complementary interventions to enhance the impact of school feeding programmes and be linked to local production to the extent possible to ensure sustainability. WFP has endorsed the Focusing Resources on Effective School Health (FRESH) framework and the Essential Package, which recommends and reinforces the integration of school health and nutrition interventions.
61. **Government:** WFP will work and support national governments to provide quality school feeding interventions within a framework of national school health and nutrition. WFP will support governments' coordination mechanisms to work with other stakeholders in providing the basic education, health and nutrition interventions required for a holistic intervention. WFP will support governments in reaching out to the private sector and exploring South-South cooperation to augment country capacities.
62. **Regional bodies and networks:** WFP will support and work with regional bodies and regional school health and nutrition committees and networks to engage major stakeholders and players in school feeding operations. In particular, WFP will foster its ongoing partnership with the New Partnership for Africa's Development (NEPAD) in linking school feeding to local production.
63. **World Bank:** the World Bank and the World Food Programme's strategic partnership has continued to gain momentum following the June 2009 publication entitled "Rethinking School Feeding: Social Safety Nets, Child Development and the Education Sector." WFP will collaborate with the World

Bank through a common research strategy and provision of technical support in school feeding for countries most in need. The World Bank and WFP will also seek to jointly engage in the scale-up of school feeding programmes where there is demand from low income countries affected by the social shocks of the current global crises.

64. **United Nations and NGO partners:** WFP will continue to work with UNICEF, UNHCR, the Food and Agriculture Organization of the United Nations (FAO), WHO, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other NGO partners in school feeding, including World Vision International, Catholic Relief Services, Norwegian Refugee Council, Cooperative for Assistance and Relief Everywhere (CARE), International and Joint Aid Management.
65. WFP is a member of the **Standing Committee on Nutrition** and chairs the Working Group on Nutrition of School-Age Children, which shares information on latest evidence, programmes and innovations in this field.
66. WFP will remain actively engaged with the Fast Track Initiative, a compact between donors designed to ensure that countries with sound education policies and agreed education plans receive adequate and predictable donor funding.
67. WFP is an active member of the humanitarian response education cluster in emergency situations and part of the Inter-Agency Network for Education in Emergencies (INEE), which provides a framework for partnerships.
68. WFP will continue to develop its partnerships with the Clinton Global Initiative, Deworm the World, Feed the Children, Global Child Nutrition Foundation, the Bill & Melinda Gates Foundation and the Imperial College of London's Partnership for Child Development, and will strengthen collaboration with research and academic institutions such as the International Food Policy Research Institute (IFPRI).
69. WFP will pursue strong ties with the private sector in its school feeding activities. The private sector is a potential source of resources for sustaining school feeding, especially when external donor assistance ends, and can provide technical support, solutions and advocacy. In particular WFP will continue to cultivate its successful partnerships with private sector partners TNT, UNILEVER, Yum! Brands, DSM and BCG.

70. **Community:** Broader community participation will be built into programmes whenever feasible so that communities are actively engaged partners. Partnerships with local stakeholders such as municipalities, women's groups and youth associations are an important force in lobbying for sustainable school feeding programmes with governments. Care will be taken to avoid overburdening communities, especially under crisis or post-crisis situations. WFP programmes are to be managed jointly by parent committees, and WFP particularly encourages the full participation (at least 50 percent) of women in these committees.

WFP DESIGN AND IMPLEMENTATION PRINCIPLES RELATED TO SCHOOL FEEDING

71. WFP will be guided by 8 standards outlined in Annex I: i) strategies for sustainability ii) sound alignment with national policy frameworks; iii) stable funding and budgeting; iv) needs based, cost-effective quality programme design; v) strong institutional and implementation arrangements; vi) strategies for local production and sourcing; vii) strong partnerships and inter-sector coordination; viii) strong community participation and ownership.
72. A mandatory consultation, coordination, assessment and design process will be conducted for all school feeding programmes supported by WFP. These steps are not necessarily sequential and are described in Annex III.
73. WFP will strive to ensure that food is provided to schools on time, in the right quantity and quality.
74. WFP will support national governments in coordinating with stakeholders to provide items in the Essential Package to improve the health and nutrition of school-age children: i) basic education; ii) school feeding; iii) promotion of girls' education; iv) potable water and sanitary latrines; v) health, nutrition and hygiene education; vi) systematic deworming; vii) micronutrient supplementation; viii) HIV and AIDS education; ix) psychosocial support; x) malaria prevention; xi) school gardens; and xii) improved stoves and woodlots.
75. WFP will ensure that school meals are nutritious, fortifying them where needed and ensuring that they are served at the right time of the day to ensure maximum impact.
76. WFP will ensure that school feeding is linked with a deworming programme in areas with high prevalence of worm infestation.
77. WFP school feeding support will be conditional on the presence of the minimum requirement for a school feeding programme, namely: cooking and storage facilities and accessibility for food deliveries and monitoring.

78. WFP will, as a priority, seek to ensure that safe cooking water is provided for school meals. WFP will also, as a priority, seek to ensure fuel-efficient stoves are in place to reduce fuel wood consumption for school meals and to reduce the carbon footprint. Upon request by the government and where other partners are not available, WFP will support such complementary activities through its programmes, ensuring technical quality.
79. WFP programmes can also include support for other complementary activities where funding is available, for instance for the construction or reconstruction of basic school cooking and storage facilities, school infrastructure, school woodlots, security barriers, income-generating activities, access roads.
80. School gardens are supported mostly as learning instruments for children. They can help supplement school meals in some cases but cannot sustain them entirely once WFP has phased out
81. WFP will ensure the food basket is of the highest feasible quality given the circumstances, country-specific objectives, local cultural habits, dietary tastes, availability of local food and new nutritious products.
82. WFP will ensure that adequate monitoring systems are in place and will undertake regular and frequent monitoring visits to ensure representative coverage. Any irregularities and problems will be reported for immediate action and follow-up.
83. WFP school feeding programmes adhere to the goals of the WFP 2009 Gender Policy, which conform to those outlined in the United Nations Millennium Declaration and build on the WFP Enhanced Commitments to Women. WFP school feeding programmes promote gender equality and the empowerment of women as effective ways to combat hunger and stimulate sustainable development. In food insecure areas, where gender disparities in enrolment or attendance are 15 percent or more in primary schools and 25 percent or more in secondary schools at district or other sub-national level, WFP will provide incentives such as THRs for girls (and orphan boys).
84. WFP adheres to and advocates for partners to meet educational standards in humanitarian situations, including the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction.
85. In some cases, for instance in former least-developed countries and low-income, food-deficit countries where the government has taken over school feeding, WFP will act as a service provider for the government-run school feeding programmes. For example, logistics, procurement and monitoring could be supported, provided these activities are performed on a full cost recovery basis with the government, including all WFP overhead costs.
86. During crises, school feeding programmes can serve as a distribution facility as part of a wider humanitarian response. This is not considered school feeding

since the distribution of assistance is not linked to the conditionality of child attendance, but it remains an option for supporting communities during crisis.

MONITORING, EVALUATING AND MEASURING RESULTS

87. Results information is fundamental to understanding how children, their families and communities benefit from school feeding and other related activities. Building monitoring and evaluation into a results framework during the design stage allows both qualitative and quantitative information to be collected by partners and participants, starting with baseline data.
88. Essential for measuring results are clearly defined objectives and concrete targets. A set of performance indicators allow the tracking of outcomes, outputs and process results related directly to food or other inputs. A logic model outlining outcomes and long-term impact of school feeding is presented in Annex IV. On this basis, a more detailed results framework for school feeding will be developed.
89. Annual Standard Project Reports (SPRs) generate outcome-level data for all WFP-supported school feeding programmes, providing a basis for assessing the educational context in which activities are implemented. They also show important educational benefits at the outcome level associated with WFP school feeding programmes.
90. WFP remains committed to collecting baseline and follow-up information for school feeding programmes through the Standardized School Feeding Survey (SSFS), an essential tool for measuring outcomes. WFP will report key outcome information on an annual basis through the SPR process, using data collected through regular project monitoring and evaluation and the SSFS. Other outcome information will be collected through special surveys conducted in a sample of schools.

Eight Standards Guiding Sustainable and Affordable School Feeding Programmes

The standards described below are aspirational and important to frame the design and implementation of all school feeding programmes. The table on pages 26 and 27 indicates the targets corresponding to each standard.

1. Strategy for sustainability

Elements of sustainability should be built into school feeding programmes from the outset. These include all standards given below. It is important that elements of sustainability are embodied in a comprehensive roadmap, a transition strategy that will be agreed upon by the Government, WFP and all school feeding stakeholders, and will include milestones, timing, targets, and benchmarks for achievement.

2. National policy frameworks

The degree to which school feeding is articulated in national policy frameworks varies from country to country, but a policy basis for the programme helps strengthen its potential for sustainability and the quality of implementation. In all cases where countries are implementing their own national programmes, school feeding is included in national policy frameworks. In many developing countries school feeding is mentioned in their Poverty Reduction Strategies, often linked to the education, nutrition or social protection sectors, or in sectoral policies or plans. National planning for school feeding should ensure that the government has identified the most appropriate role for school feeding in its development agenda. With donor harmonization efforts underway, it is increasingly important that, if made a priority, school feeding is included in sectoral plans, which form the basis for basket funding or sector-wide approaches that determine the allocation of donor resources.

3. Stable funding and budgeting

Typically, governments plan and budget for their priorities on an annual basis, based on a national planning process. The degree to which school feeding is included in this planning and budgeting process will determine whether the programme gets resources from the national budget and whether it benefits from general budget support allocations.

Stable funding is a prerequisite for sustainability. In most countries supported by WFP, funding for the programme comes from food aid channeled through WFP and from government in-kind or cash contributions. As the programme becomes national, it needs a stable funding source independent of WFP. This may be through

government core resources or through development funding. In the long term, a national budget line for school feeding is needed.

4. Needs-based, cost-effective quality programme design

School feeding programmes should be needs-based and be designed on the basis of a correct assessment of the situation in the country. It is important that the programmes clearly identify the problems, objectives and expected outcomes in a manner that corresponds to each country's context. It is also important that the programmes target the right beneficiaries and that they choose the right modalities for food delivery and a food basket of the right quality. Complementary actions such as food fortification and deworming should be a standard part of any school feeding programme.

5. Strong institutional and implementation arrangements

The implementation of a school feeding programme is generally the responsibility of a specific government institution or ministry. Best practice is for school feeding programmes to have an institution that is mandated and accountable for the implementation of the programme. It also needs adequate resources, managerial skills, staff, knowledge and technology at the central and sub-national levels. School feeding requires robust implementation arrangements that can procure and deliver large quantities of food to targeted schools, ensure the quality of food and manage resources in a transparent way.

6. Strategy for local production and sourcing

Procuring from the local market, whenever feasible, is key to achieving sustainability while impacting agricultural growth. School feeding programmes should include an action plan for local sourcing. Feasibility studies should be undertaken, with particular attention to connecting small scale farmers to markets and ensuring that a deliberate, incremental strategy is in place to tie supply to school feeding demand. Countries and partners should carefully balance international, national and local procurement of food so as to support local economies without jeopardizing the quality and stability of the food pipeline.

7. Strong partnerships and inter-sector coordination

Well-designed school feeding programmes involve many sectors, such as education, health, agriculture and local government, along with: an explicit link between school feeding and other school health and nutrition or social protection programmes; a coordination mechanism (task force, working group, sector group, etc.); and strong operational partnerships.

8. Community participation and ownership

School feeding programmes that are locally owned, respond to community needs and incorporate some form of parental or community contribution tend to be the

strongest programmes, most likely to graduate successfully from donor assistance. Programmes that include this component from the beginning and maintain it throughout are the most successful.

Standard 1: Sustainability

Indicator 1: There is a transition strategy in place which includes milestones, timing targets, and benchmarks for achievement

Standard 2: Sound alignment with the national policy framework

Indicator 1: The national-level poverty reduction strategy identifies school feeding as an education/social protection intervention

Indicator 2: The sector policies and strategies identify school feeding as an education/nutrition social protection intervention (education sector plan, nutrition policy, social protection policy)

Indicator 3: There is a specific policy related to school feeding or part of school health and nutrition, which specifies the objectives, rationale, scope, design and funding of the programme

Standard 3: Stable funding and budgeting

Indicator 1: There is a budget line for school feeding and national funds from the Government in addition to those school feeding budgets and funds provided on an extra-budgetary basis by WFP or NGOs

Indicator 2: Donor funding, whether through the Government, WFP, NGO or others, is stable and multi-year, where possible, to ensure that the needs of school feeding programmes are covered without pipeline breaks

Indicator 3: The district-, regional- and national-level structures include school feeding in their annual budgets and plans

Standard 4: Needs-based , cost-effective quality programme design

Indicator 1: The programme has appropriate objectives and rationale corresponding to the context and the policy framework

Indicator 2: The programme is needs-based and identifies appropriate target groups and targeting criteria corresponding to the objectives of the programme and the context

Indicator 3: The programme has appropriate school feeding models, food modalities and food basket, including micronutrient fortification, de-worming, corresponding to the context, the objectives, local habits and tastes, availability of local food, costs and nutritional content

Standard 5: Strong institutional and implementation arrangements

Indicator 1: There is a national institution mandated with implementing school feeding

Indicator 2: There is a specific unit in charge of the overall management of school feeding within the lead institution at the central level and that unit has sufficient staff, resources and knowledge

Indicator 3: There is adequate staff and resources for management and implementation at the regional level

Indicator 4: There is adequate staff and resources for management and implementation at the district level

Indicator 5: There is adequate staff, resources and infrastructure for implementation at school level

Indicator 6: There is a resourced monitoring and evaluation system in place that is functioning, forms part of the structures of the lead institution and is used for the implementation and feedback

Indicator 7: Procurement and logistics arrangements take into account the costs, capacities of implementing parties, local procurement production capacity in the country, quality of food, and stability of food supply.

Standard 6: Strategy for local production and sourcing

Indicator 1: A feasibility study on connecting small scale farmers to markets is in place

Indicator 2: Procurement and logistics arrangements are based on an analysis of demand and supply and based on procuring as locally as possible as often as possible, with a strategy in place to link in small farmers on an incremental basis.

Indicator 3: Arrangements are in place to ensure quality and safety of food

Indicator 4: Stability of food supply is taken into account and contingency arrangements are in place in case of pipeline shortfalls

Standard 7: Strong partnerships and inter-sector coordination

Indicator 1: School feeding is linked to other school health, nutrition and social protection activities or programmes

Indicator 2: There is an inter-sector coordination mechanism for school feeding in place, which is operational and involves all stakeholders of the institution

Indicator 3: The programme is designed and implemented in partnership with all relevant sectors, international agencies, NGOs, the private sector and local business representatives

Standard 8: Strong community participation and ownership (teachers, parents, children)

Indicator 1: The community has participated in the design of the programme

Indicator 2: The community participates in the implementation of the programme

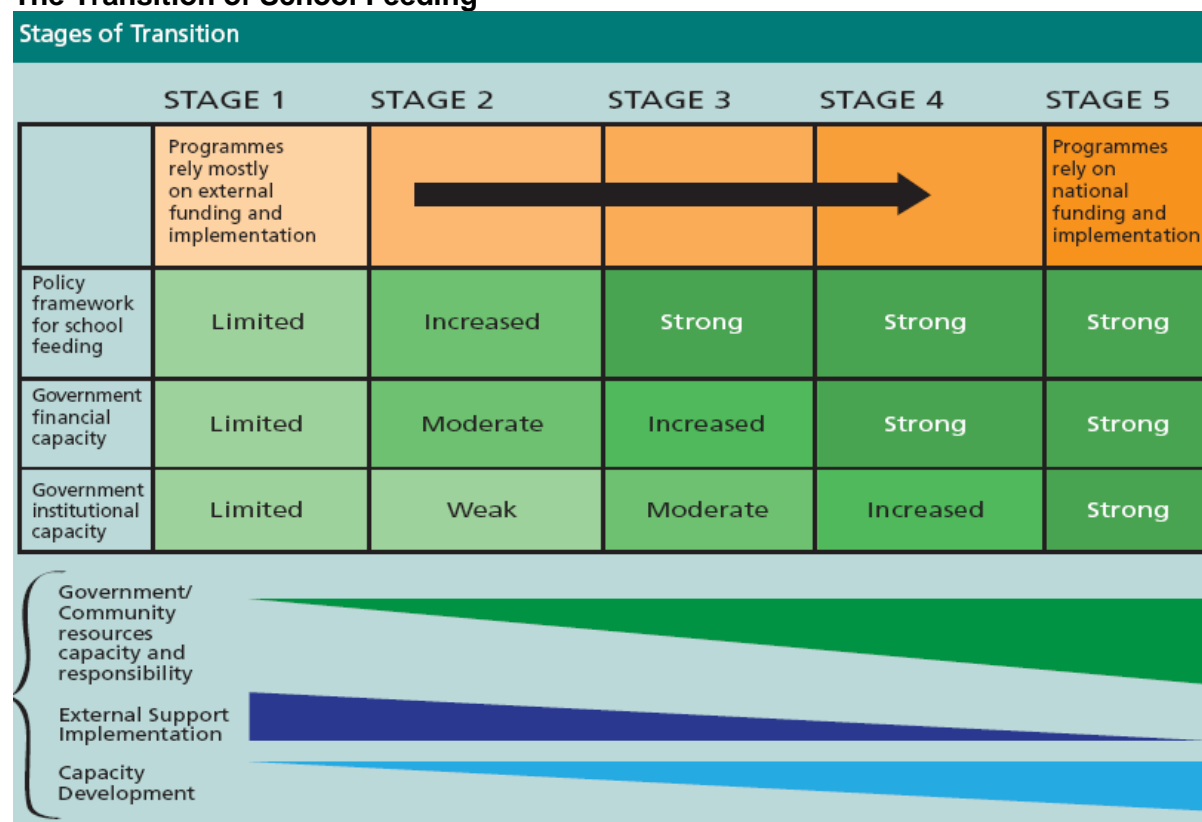
Indicator 3: The community contributes resources (to the extent possible) to the programme

How Can School Feeding Programmes Be Sustained?

The transition to sustainable national programmes requires that school feeding be mainstreamed in national policies and plans, strategies, programmes, national financing and administrative structures.

As government’s capacity and ownership develop and mature from stage 1 through stage 5, governments assume greater responsibility for school feeding programmes.

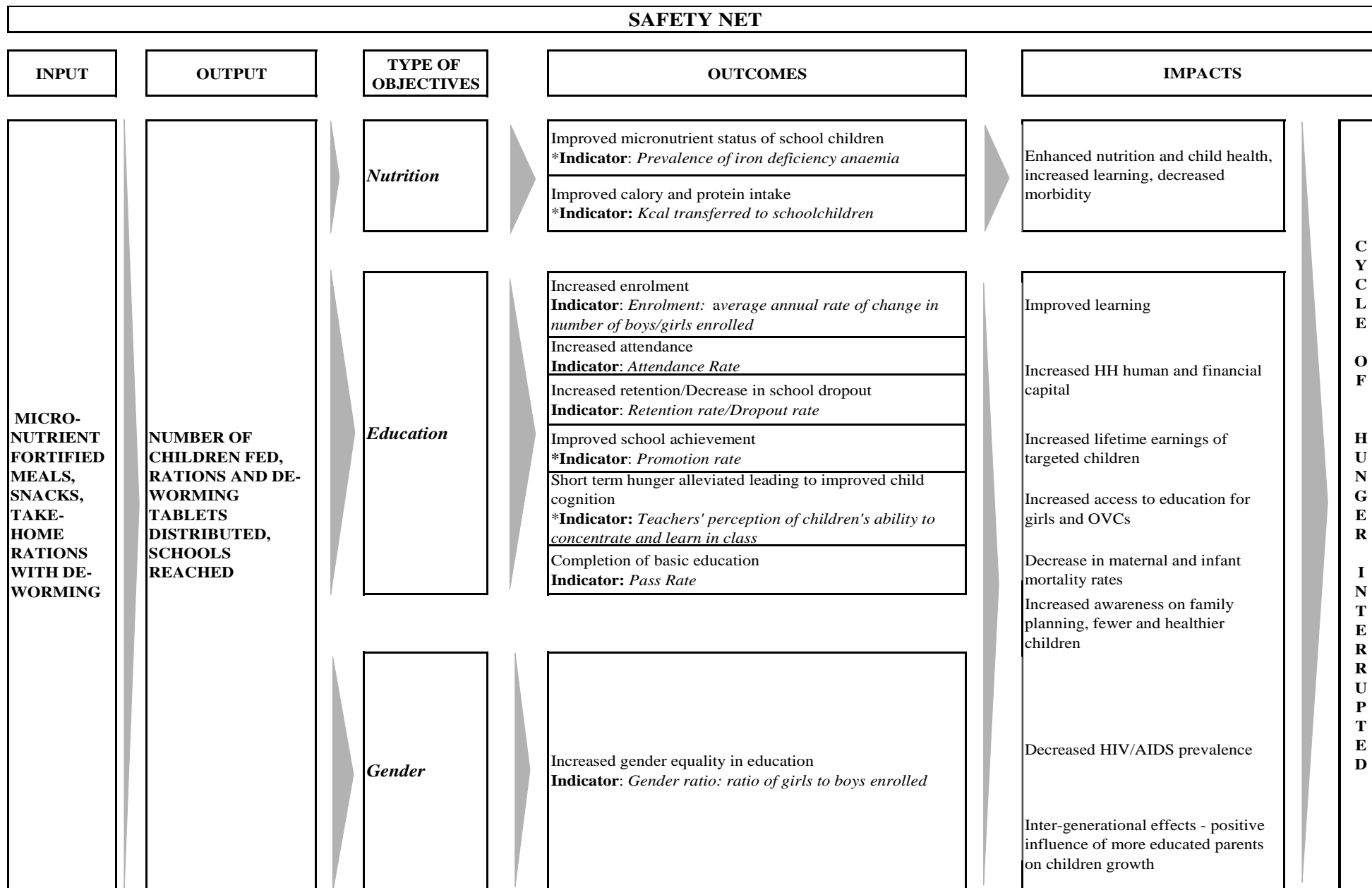
The Transition of School Feeding



A consultation, coordination, assessment and design process should form the basis of school feeding (SF) programmes supported by WFP.

Steps in process	Rationale	Outcome
1 High-level meetings (gov't, donors and partners)	SF needs to be driven by national, governments and supported by all stakeholders	A consensus on SF with government, donors and partners
2 School feeding strategy workshop	A school feeding strategy must be coordinated with all the stakeholders	An understanding of SF coverage and gaps, coordination mechanism and next steps
3 School feeding assessment	SF needs to be redesigned using new standards and tools	An in-depth assessment of the design and implementation characteristics of the programme.
4 School feeding project design and implementation	SF needs to be carefully planned and followed up	A project document, plan or handover strategy

ANNEX IV - SCHOOL FEEDING LOGIC



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*Project specific indicators not currently appearing in the Strategic Results Framework

SAFETY NET

INPUT	OUTPUT	TYPE OF OBJECTIVES	OUTCOMES	IMPACTS
<p>MICRO-NUTRIENT FORTIFIED MEALS, SNACKS, TAKE-HOME RATIONS WITH DE-WORMING</p>	<p>NUMBER OF HOUSEHOLDS BENEFITING FROM SCHOOL FEEDING</p>	<p><i>Value Transfer</i></p>	<p>Increased household income *Indicator: <i>Monetary value of food transferred</i></p> <hr/> <p>Improved household food consumption Indicator: <i>Household food consumption score</i></p>	<p>Improved food security</p> <hr/> <p>Increased investments in HH productive assets</p> <hr/> <p>Improved health/nutrition status of non-school going children and other household members</p> <hr/> <p>Decrease in reliance on negative coping mechanisms</p> <hr/> <p>Decrease in child labour participation</p>
<p>POLICY, PLANNING AND TECHNICAL ADVICE TO GOVERNMENTS</p>	<p>PROVISION OF CAPACITY DEVELOPMENT ASSISTANCE TO COUNTRY ENTITIES INVOLVED IN SCHOOL FEEDING</p>	<p><i>Capacity Development</i></p>	<p>Strengthen government capacity to plan for and implement School Feeding *Indicator: Action plan and milestones to reach the 8 SF quality Standards i) sustainability ii) sound alignment with national policy frameworks; iii) stable funding and budgeting; iv) needs-based, cost-effective programme design; v) strong institutional and implementation arrangements; vi) local production and sourcing vii) strong partnerships and inter-sector coordination; viii) strong community participation and ownership</p>	<p>Improved effectiveness of school feeding policies and programmes to reduce hunger</p>
<p>COMPLEMENTARY ACTIVITIES</p>	<p>LOCAL PROCUREMENT</p> <hr/> <p>ESSENTIAL PACKAGE</p> <hr/> <p>SCHOOL INFRASTRUCTURE</p>	<p><i>School Feeding as a Platform for Complementary Activities Providing Wider Socio-Economic Benefits</i></p>	<p>Increased farmer income and marketing opportunities with local procurement and processing for school feeding *Indicator: <i>Food for school feeding purchased locally, as % of food distributed for school feeding in-country</i></p> <hr/> <p>Essential Package interventions at school (safe water, fuel-efficient stoves, woodlots) promoted *Indicator: <i>Proportion of schools with assets in place</i></p> <hr/> <p>School infrastructure (schools, school kitchens, access roads) promoted *Indicator: <i>Proportion of schools with school assets in place</i></p>	<p>Food assistance transformed into a productive investment in local communities - Improved local economies</p> <hr/> <p>Wider socio-economic benefits (reduced fuelwood consumption and carbon footprint, improved school infrastructure, improved education environment)</p>

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* Project specific Indicators not currently appearing in the Strategic Results Framework

STANDARD	TYPE OF EXPERTISE	ACTIVITIES
Sustainability	Programme	High Level Meetings Strategy missions Long term plan of sustainability elements Benchmark and timeline to be updated by time
Sound alignment with the national policy framework	Programme	Policy and advocacy training to country offices Knowledge base and evidence to country offices Advocacy materials, legal and policy advice Action planning workshops Strategy missions Investment case for school feeding
Stable funding and budgeting	Programme	Donor analysis Donor harmonization training and materials for country offices Inclusion in national budget line
Cost-effective quality programme design	New programme guidance tools	Programme design
	Programme	Problem analysis
	Programme/VAM	Targeting
	Programme/nutrition	Food basket and modalities
	Programme/trade-off analyses including cost considerations	Costing/Cost benefit
Local production and sourcing	Procurement	Supply/demand calibration Procurement arrangements Link with small-holder farmers
Strong institutional and implementation arrangements	Logistics	Logistics assessment and distribution arrangements
	New programme guidance tools	Monitoring and evaluation
	Programme	Stakeholder workshops
Strong partnerships and inter-sector coordination	Policy	Global advocacy and awareness
	New programme guidance tools	Development of community-led planning tools
	Programme	Stakeholders workshops
Strong community participation and ownership (teachers, parents, children)	Programme	Involvement of community in project designing and implementation Agreement with communities on responsibilities