



**FEED MINDS, CHANGE LIVES**  
**SCHOOL FEEDING:**  
**HIGHLIGHTS AND NEW DIRECTIONS**



**World Food  
Programme**

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## FOREWORD

The ongoing global economic crisis has presented a myriad of challenges to countries throughout the world. Now, perhaps more than ever before, the world is under greater pressure to provide safety nets to assist those most in need.

School feeding is helping eliminate hunger for millions of children around the globe and is contributing to their education, nutrition, health and future productivity as adults. WFP supports school feeding in 68 countries and, in 2008 alone, 20 national governments chose to scale-up school feeding programmes as a response to the high food price crisis, to benefit those most in need.

School feeding is a safety net that has proved effective in protecting vulnerable school children while providing nutrition, education, and gender equity benefits, along with a wide range of socio-economic gains.

When putting food on the family table today takes priority over a child's potential for tomorrow, school feeding programmes allow parents the choice of sending children to school. School feeding also allows valuable income to be freed up to invest productively in ways that benefit the entire family.

School feeding is a sensible investment for governments and donors with unique reinforcing and multiplication effects between the various outcomes.

School feeding is sustainable. To date, WFP has handed over school feeding programmes to 31 national governments, which continue to provide school feeding today.

With over 45 years of experience in the field, WFP has taken stock of what is needed to implement successful, high-quality, cost-effective school feeding programmes. WFP's Strategic Plan (2008–2011),

along with its expanded toolkit to support safety nets, offer the organization a unique opportunity to strengthen school feeding as a hunger tool to reach the most vulnerable school children.

The way forward is now apparent for establishing nationally owned, nationally led, locally sourced school feeding programmes. Successful programmes plan transition strategies in advance; are aligned with national policy frameworks; receive stable funding and budgeting; are designed based on sound evidence; include strong partnerships and intersectoral coordination; procure food locally where feasible; and are supported by committed community participation.

Effective international, regional, national and local partnerships are now being forged, building around a wider collection of safety-net interventions that address hunger, nutrition, health, and education, which together have a multiplier effect that provides greater lasting impact.

**Feed Minds, Change Lives** is a compilation of the following most recent analytical work undertaken in 2009 on the subject of school feeding:

- *Learning from Experience – Good practices from 45 years of school feeding*, by WFP
- *An Investment Case for School Feeding*, by WFP and the Boston Consulting Group
- *Rethinking School Feeding: Social Safety Nets, Child Development and the Education Sector*, a joint publication by the World Bank Group and WFP
- *Home-Grown School Feeding: A framework to link school feeding with local agricultural production*, by WFP

This document extracts from these works, the key concepts and actions necessary to achieve greater and more rapid gains in eliminating child hunger, while contributing to human development.

Concerted efforts by governments, donors, UN agencies, the World Bank, regional bodies, NGOs, and research institutions are now called to mobilize the political will, technical support and resources needed to reach the vision of reducing hunger among school children so that hunger is not an obstacle to their human development.

Concerned readers actively engaged in efforts to eliminate hunger are invited to review this collection of latest evidence and experiences on school feeding, and help set in motion future dialogue and decisive action to scale-up school feeding programmes globally, as a tool to overcome hunger and build a better future.





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## WHY SCHOOL FEEDING?



**W**FP has successfully implemented school feeding programmes for over 45 years, and in 2008 alone this activity reached 22.6 million children in 68 countries. Still, an estimated 66 million children continue to attend school hungry each day and an additional 75 million children in this age group do not attend school at all.

WFP's vision is to reduce hunger among school children so that hunger is not an obstacle to their development. This has led to further studies of how school feeding should be implemented in developing countries to

reach all hungry school children in need, in a way that is targeted, cost-effective and sustainable. The aim is to provide the maximum effect as a safety net to improve livelihoods and invest in human capital through nutrition, health and education. Interventions are mutually reinforcing, making the goal of breaking the intergenerational cycle of hunger a real possibility.

As a safety net, school feeding offers an incentive for households to send their children to school and provides them with an education, while also reducing short-term hunger and improving their nutrition and health through quality fortified food. The value of the food transfer allows households to use scarce resources to purchase essential items.

School feeding also serves as a platform for other developmental outcomes such as: reinforcing and developing local economies through the purchase of local goods and services; reducing gender and social inequities by encouraging families to send girls and other vulnerable children to school; establishing basic infrastructure to allow governments to implement their own school feeding, nutrition and health programmes, while employing environmentally-friendly technologies and practices; ensuring safe learning environments to improve social interaction and cohesion during mealtimes; and improving nutrition and learning by using quality foods with added micronutrients and supplementary programmes that enhance health and cognition.



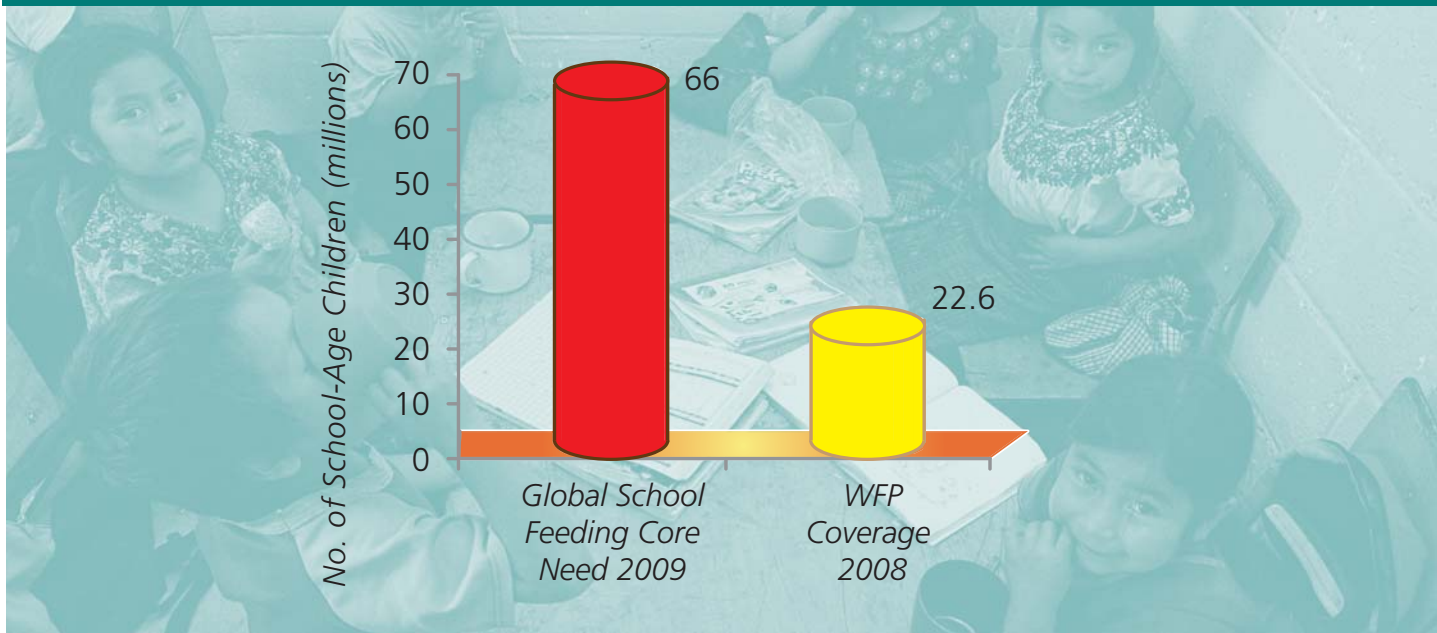
# SCHOOL FEEDING: WHAT IS THE CURRENT STATUS?

**W**FP defines school feeding need as the global number of undernourished, primary school-age children enrolled in school. According to this definition, the needs assessment undertaken by WFP in 2009 concluded that:

- An estimated 66 million school children in 94 developing countries are undernourished
- US\$3.2 billion is needed annually to reach these children with a basic school meal
- Currently, WFP school feeding activities reach 22.6 million beneficiaries in 68 countries

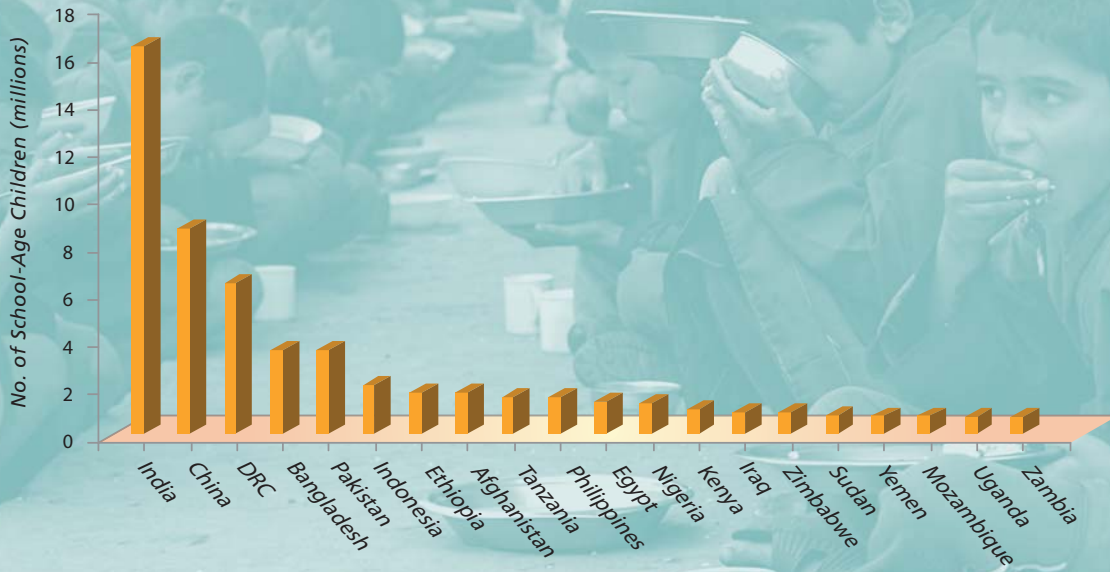


No. of School-Age Children in Need of School Feeding Globally and WFP's School Feeding Coverage





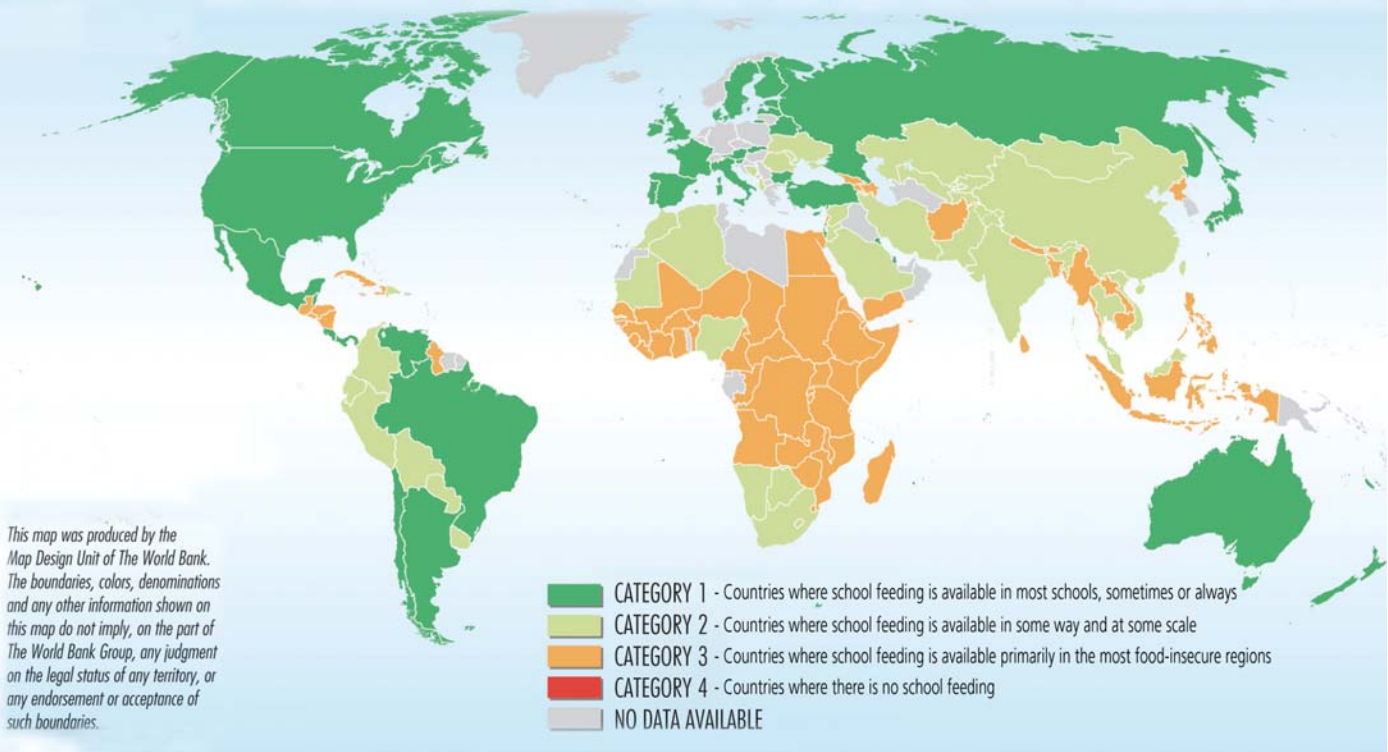
20 Countries Most In Need of School Feeding



While most governments support at some level the provision of food to children in school, not all have the resources and capacities to do so, especially in the current global economic downturn. As can be seen clearly from the

map below, most of the countries around the world are implementing school feeding at one level or another. In the majority of countries in Africa, where the need for school feeding is the greatest, the coverage is least.

Current School Feeding Programmes Globally



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



# SCHOOL FEEDING: A SOUND INVESTMENT

In 2009, WFP and The Boston Consulting Group conducted a study which assessed the monetary costs and economic benefits of providing school feeding. The study, based on data from Laos and Kenya, and global academic and empirical evidence, incorporated all main recognized outcomes of school feeding: nutrition/health, educational benefits, and value transfer (added household income).

Findings from this study revealed that school feeding leads to monetary outcomes in two main areas: higher lifetime earnings and added income with resulting higher returns on investments at the household level. (Figure 1)

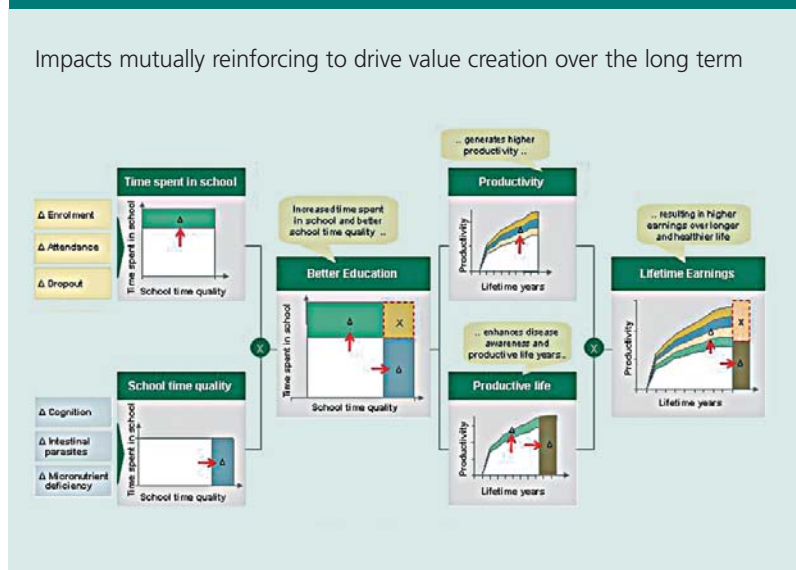
Figure 1: School Feeding Investment Case Framework

Input	Output	Outcome	Value Creation
\$ invested in school feeding	# of children receiving school feeding	1 Δ Household income	Δ Household value transfer plus returns from higher investments
		2 Δ Enrolment	
		3 Δ Attendance	Δ Productivity x
		4 Δ Dropout	
		5 Δ Cognition	Δ Productive life years =
		6 Δ Intestinal parasites	
		7 Δ Micronutrient deficiency	Δ Lifetime earnings
Wider Socio-Economic Benefits			

Δ = Change In

The analysis also highlighted the reinforcing and multiplication effects between the various outcomes which make school feeding a unique and robust intervention. (Figure 2)

Figure 2: Multiplication Effects Make School Feeding a Unique and Robust Intervention

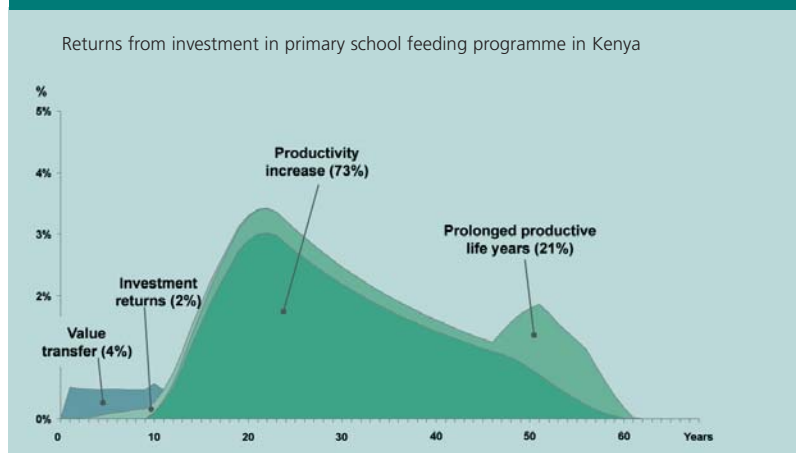


Results from Kenya and Laos consistently showed both short- and long-term benefits. (Figure 3)

The general conclusions drawn are that:

- Investing in school feeding creates significant economic value.
- School feeding is a unique and robust safety-net intervention driven by the interdependency between various outcomes, and combines short-, mid- and long-term benefits from nutrition, education and value transfer.

Figure 3: School Feeding with Both Short- and Long-Term Benefits



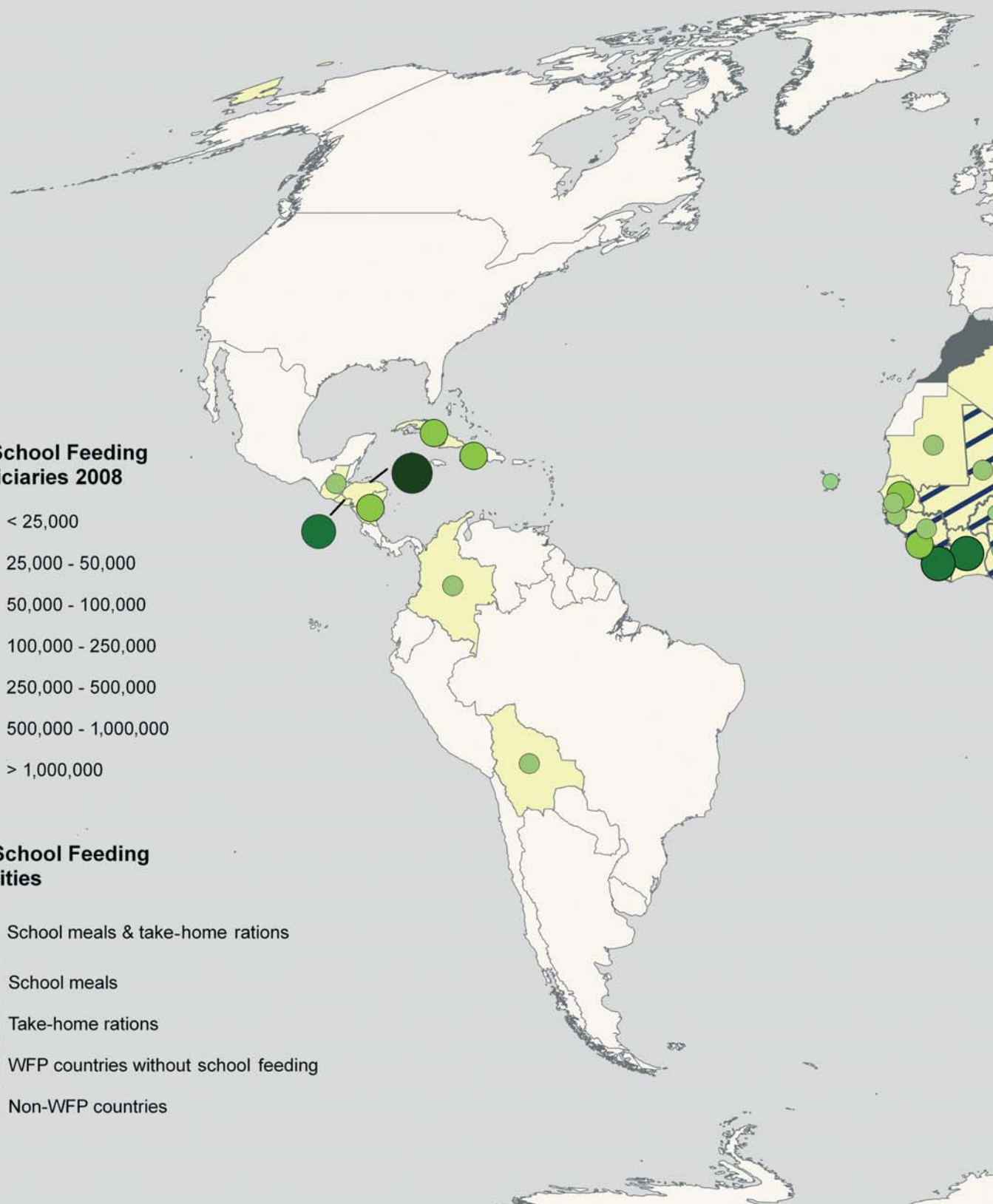
# WFP GLOBAL SCHOOL FEEDING MAP 2008

## WFP School Feeding Beneficiaries 2008

- < 25,000
- 25,000 - 50,000
- 50,000 - 100,000
- 100,000 - 250,000
- 250,000 - 500,000
- 500,000 - 1,000,000
- > 1,000,000

## WFP School Feeding Modalities

- School meals & take-home rations
- School meals
- Take-home rations
- WFP countries without school feeding
- Non-WFP countries



## 68 COUNTRIES WHERE WFP SUPPORTS SCHOOL FEEDING

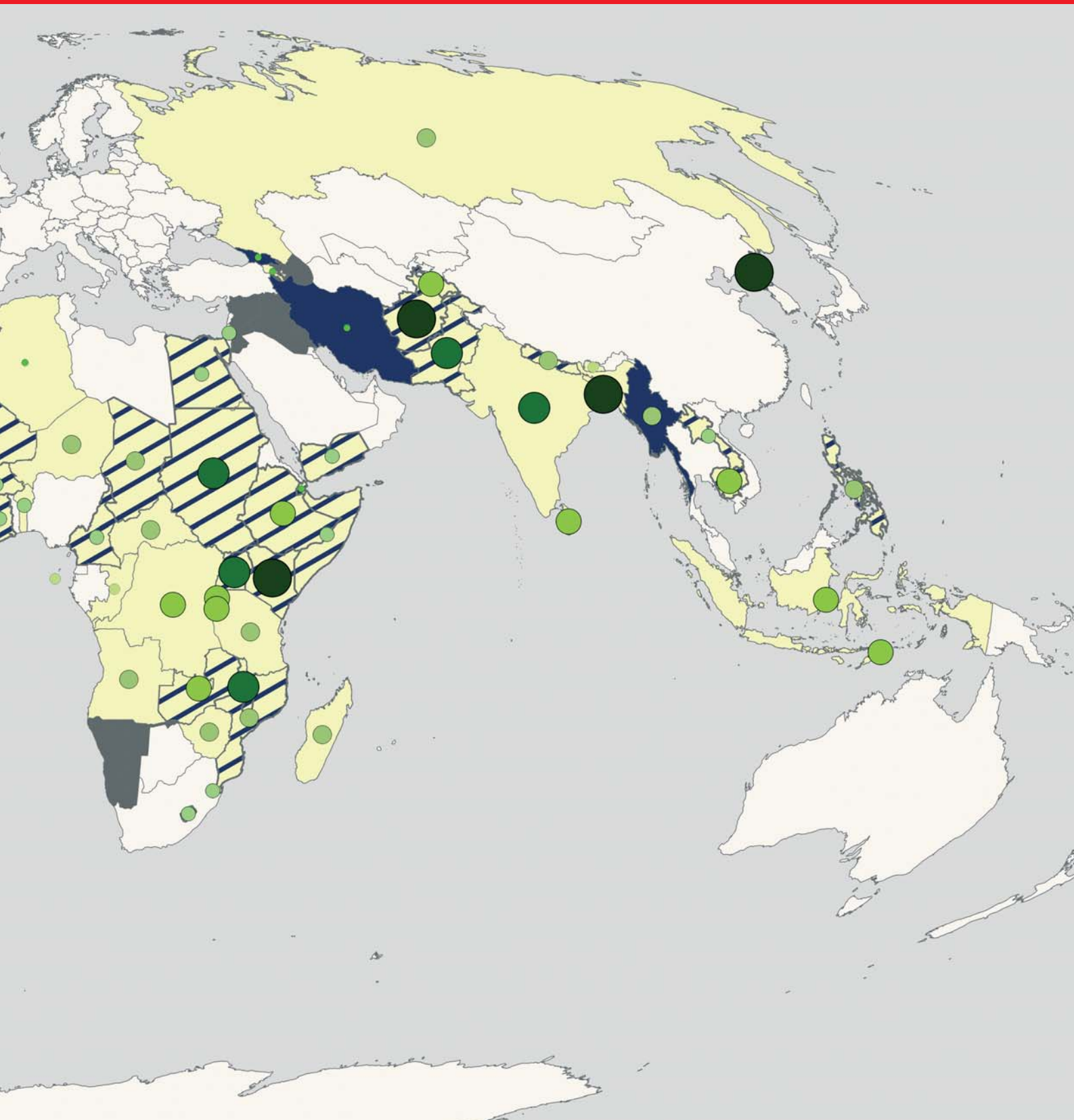
*The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations.*

*Data source: WFP Operational Reporting and Analysis Branch (OMXR)*

*Map produced by WFP Food Security Analysis Service (OMXF), June 2009.*

Afghanistan	Burkina Faso	Colombia	Democratic Republic of the Congo
Algeria	Burundi	Congo	Djibouti
Angola	Cambodia	Côte d'Ivoire	Egypt
Armenia	Cameroon	Cuba	El Salvador
Bangladesh	Cape Verde	Democratic People's Republic of Korea	Ethiopia
Benin	Central African Republic		Gambia
Bhutan	Chad		
Bolivia			





Georgia	Honduras	Lao People's Democratic Republic	Mali	Niger	Rwanda	Sri-Lanka	United Republic of Tanzania
Ghana	India	Lesotho	Mauritania	Occupied Palestinian Territories	Sao Tome and Principe	Sudan	Yemen
Guatemala	Indonesia	Liberia	Mozambique	Pakistan	Senegal	Swaziland	Zambia
Guinea	Iran	Madagascar	Myanmar	Philippines	Sierra Leone	Tajikistan	Zimbabwe
Guinea-Bissau	Kenya	Malawi	Nepal	Russia	Somalia	Timor-Leste	
Haiti			Nicaragua			Uganda	

In El Salvador and Honduras, WFP provided capacity building, technical assistance and implementation support under trust fund mechanisms. In total, 1,980,000 school children were supported by Government Trust Funds in 2008.

## LEARNING FROM EXPERIENCE

A study undertaken by WFP in early 2009, *Learning from Experience*, has harvested existing knowledge on school feeding based on a wealth of experience and information collected on the subject. The study drew from over 45 years of WFP's work in the field, 134 evaluations, case studies, an ongoing consultation process, as well as lessons learned from government and NGO school feeding programmes.

The main conclusion from this exercise is that high quality sustainable school feeding programmes have specific characteristics in common:

### **Inclusion in national policy and programming frameworks and processes.**

Advocacy, sound policy advice to governments, and evidence-based discussions with all national and international stakeholders play a critical role in the quality and sustainability of school feeding programmes. For instance, in India the programme is mandated by a Supreme Court Ruling. In Brazil it is mentioned in the National Constitution, and in Honduras a national congressional bill on school feeding was recently passed. The 2008 National Nutrition and Food Security Policy from Kenya calls for enhancing and expanding school feeding.

**Multi-year, predictable funding flows enable proper planning of structured, sustainable programmes.** Many donors, including Brazil, Canada, Italy and the US provide multi-year funding which allows for

longer-term planning. Such funding can be complemented with explicit handover strategies early on, to ensure gradual national ownership of the programme. When handover to the government is prepared for well in advance, local funding solutions can be established. In El Salvador, the government and WFP planned the transition process over a period of ten years, during which the government financed school feeding on an incremental basis. Proceeds from the privatization of the national telecommunication company are allocated to social programmes, such as school feeding. Ghana recently negotiated an agreement with a mobile phone company, which charges a set amount for every SMS or call made in the country for school feeding.

**Robust analyses and informed advice on targeting, costing, implementation modalities, choice of rations and local procurement solutions enable governments to choose the best options for preparing, budgeting and implementing national school feeding programmes.** Sound advice and support to decision-makers in national governments help them to identify concrete needs and understand the financial implications of such a programme. For example, WFP Malawi and the World Bank recently conducted a cost-estimation exercise, assessing five potential food baskets to help guide the government in its budgeting process. Distribution modalities and food baskets should be tailored according to nutritional objectives, fortification requirements and based on whether the food can be locally produced. Local procurement and local food processing are essential to the programme's sustainability, while also benefiting local businesses, processing companies, small farmer cooperatives and women's groups.

**Adequate and relevant national institutional structures with a clear mandate are a driver for effective institutional coordination and implementation.** In Côte d'Ivoire, the *Direction Nationale des Cantines Scolaires* implements a large national school feeding programme for 700,000 children, while in



Brazil, the National Agency for Education Development transfers federal school feeding-related funds directly to states, federal districts and municipalities. Synergies between the many sectors and actors that have a stake in school feeding should be strengthened through stakeholder workshops, routine consultations and effective co-ordination. School feeding efforts should be harmonized under a common framework of government ownership and commitment.

**Delivering a comprehensive, integrated package under the leadership of the government, in partnership with UN agencies and NGOs, is also essential and ensures that the multiple benefits of school feeding are maximized and can lead to wider socio-economic benefits.**

In Afghanistan, Ethiopia, Laos and Malawi, for example, school feeding is one of many interventions that use schools as the delivery platform; others range from deworming, water and sanitation, and infrastructure, to health, nutrition, hygiene and HIV awareness.

**Participation and ownership by parents, teachers and the local community allow school feeding programmes to interact with other social programmes, turning schools into local development centres.**

In Ethiopia, the Ministry of Education and WFP initiated Children In Local Development (CHILD) in 2003, a community-led planning tool that is operational in 184 schools and involves

the entire community in improving school premises and the quality of basic education.

This comprehensive analysis led to the new “gold standards”, comprising eight quality benchmarks for school feeding:

8 Standards for Quality and Sustainable School Feeding Programmes
• <b>Standard 1:</b> Sustainability
• <b>Standard 2:</b> Sound alignment with the national policy framework
• <b>Standard 3:</b> Stable funding and budgeting
• <b>Standard 4:</b> Needs-based, cost-effective quality programme design
• <b>Standard 5:</b> Strong institutional arrangements for implementation, monitoring and accountability
• <b>Standard 6:</b> Strategy for local production and sourcing
• <b>Standard 7:</b> Strong partnerships and inter-sector coordination
• <b>Standard 8:</b> Strong community participation and ownership

These standards are relevant for governments and NGO partners, as well as for WFP, in designing and implementing high-quality, sustainable and relevant school feeding programmes. WFP country offices should elaborate on strategies to meet the standards and provide regular progress reports during the life of the project. Good practices should be incorporated in all stages of project appraisal, design and implementation.



**S**chool feeding is sustainable when key drivers are in place. Over the past 45 years, WFP has handed over school feeding programmes to 31 countries where it has worked; these countries still have school feeding programmes offered at some level. The most recent countries where WFP phased out school feeding were Peru and Azerbaijan during 2007–2008.

# SUPPORTING TRANSITION

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

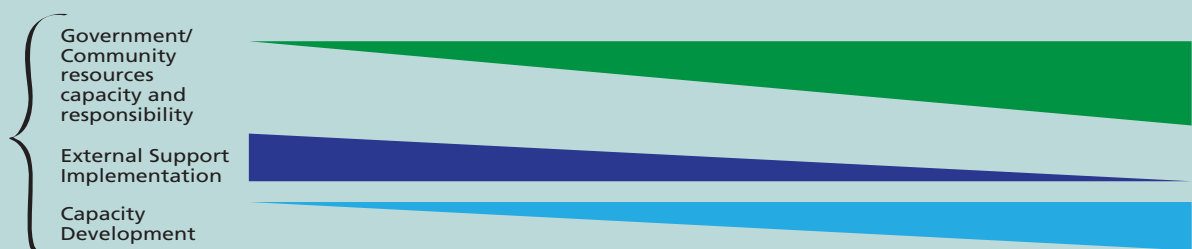
The following illustrates how school feeding programmes change and transition over time. As government capacity and ownership develops and progresses from stage 1 through stage 5, governments assume greater responsibility for school feeding programmes. The right support at the right time in terms of funding,



implementation, technical support and capacity development is critical throughout the transition process. The degree and nature of external support will need to be tailored to each context, decreasing or intensifying as necessary as countries move through the different stages toward government sustained programmes.

## Stages of Transition

	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
	Programmes rely mostly on external funding and implementation	→			Programmes rely on national funding and implementation
Policy framework for school feeding	Limited	Increased	Strong	Strong	Strong
Government financial capacity	Limited	Moderate	Increased	Strong	Strong
Government institutional capacity	Limited	Weak	Moderate	Increased	Strong





## AFFORDABILITY

The costs of school feeding and whether countries can afford the programme have always been prominent concerns.

Studies show that school feeding becomes more affordable as countries develop. In

countries with a low GDP per capita, a school feeding programme typically costs half or more of their education budget. The programmes become relatively less expensive as countries develop and may be as low as 10 percent of the education budget in richer countries.

Given a finite budget, targeting is essential to ensure that programmes provide the most benefit to the intended beneficiaries.

During programme design, it is critical to carefully assess costs, benefits and tradeoffs and plan realistically to ensure costs are contained and the programmes expand gradually.

Donors and development partners have a significant role to play in supporting the poorest countries with both funding and technical support to ensure costs are contained, are affordable and sustainable.

## SCHOOL FEEDING BECOMES MORE AFFORDABLE AS COUNTRIES DEVELOP

## LINKS TO LOCAL PRODUCTION

A framework for linking school feeding and local production conducted by WFP in 2008, funded by the Bill and Melinda Gates Foundation, explored the feasibility of linking school feeding programmes with local agricultural production in developing countries. The idea behind linking local production to school feeding is that by ensuring a regular demand on the local market, and by meeting this demand through local purchase of food, school feeding also has the potential to support local agricultural

production and the local economy. The framework reveals the immense opportunities and difficult challenges of increasing access for small-scale farmers. Support is critical and is required in the areas of strategic procurement, agricultural development and institutional development. There is also a need to move forward incrementally through careful planning and piloting, with an initial small proportion of food purchased from small-scale farmers, to ensure the quality and timeliness of food for school children are not jeopardized.

**Source:** WFP (2009). Home-Grown School Feeding: A Framework to Link School Feeding with Local Agricultural Production. World Food Programme, Rome.

### WFP's "P4P" Initiative: Maximizing the Benefits of Local Procurement

In line with WFP's strategic direction to better use its purchasing power to support the sustainable development of food security, WFP has launched a set of pilot activities, primarily in Africa, to further explore programming and procurement modalities. This effort is known as "Purchase for Progress", or P4P.

With this programme, WFP combines its food assistance programmes with innovations in local and regional procurement and market development. The experience and learning from P4P will be instrumental to understanding and maximizing impacts of future procurement for all programmes, including school feeding programmes.

## GETTING THE WORK DONE THROUGH STRATEGIC PARTNERSHIPS

**B**uilding strong partnerships with governments, United Nations agencies, non-governmental organizations (NGOs), the private sector and communities are crucial to the work of WFP and essential to the success of school feeding programmes.

### GOVERNMENTS

- WFP continues to collaborate with governments in school feeding in 68 countries.
- Brazil has one of the largest school feeding programmes in the world and has been sharing its knowledge and expertise through South-South cooperation and works with WFP to support school feeding programmes in a number of countries.
- In El Salvador and Honduras, WFP provided capacity building, technical assistance and implementation support covered through Government Trust Fund mechanisms.
- The main five main direct contributors to WFP school feeding activities are the United States, Canada, Italy, Iceland and Brazil.

### REGIONAL PARTNERS

The **New Partnership for Africa's Development (NEPAD)** is an economic development programme of the African Union. In 2003, African governments, in their aim to restore agricultural growth, food

security, adequate nutritional levels and rural development in Africa, endorsed the Home-Grown School Feeding (HGSF) programme of the Comprehensive Africa Development Programme (CAADP). WFP and NEPAD signed a Memorandum of Understanding to enhance cooperation on HGSF. Twelve pilot countries (Angola, Democratic Republic of Congo, Ethiopia, Ghana, Kenya, Malawi, Mali, Mozambique, Nigeria, Senegal, Uganda and Zambia) were identified to implement the programme.

### UN AGENCIES

- **UNICEF** — WFP and UNICEF work together to provide an integrated package of cost-effective interventions to improve the nutritional status and health of school children. This is known as the “Essential Package”<sup>1</sup>, based on the “Focusing Resources on Effective School Health (FRESH)” framework, and is provided in 40 countries where UNICEF and WFP work.
- **World Bank** — In 2009, WFP and the World Bank produced a joint publication entitled “Rethinking School Feeding: Social Safety Nets, Child Development and the Education Sector”. The book is a comprehensive review of the evidence and options in the design and implementation of school feeding, in particular on nutrition and cost containment. In terms of the global response to the 2008 high food price crisis, school feeding programmes were scaled up in 20 countries. The World Bank has funded school feeding directly in Central African Republic, Guinea-Bissau and Liberia: a promising first step towards future collaboration with WFP in school feeding.
- **FAO** — FAO leads the Education for Rural People Partnership, is a vital actor in the school garden activities of the Essential Package and hosts a website on school gardens.
- **World Health Organization** — WHO is a key partner in tackling the problem of high worm prevalence in school-age children, providing surveys on the prevalence of worms.
- **UNESCO** — UNESCO is the lead agency for the Education For All (EFA) global movement which aims to meet the learning needs of all children, youth and adults by 2015. UNDP, UNFPA, UNICEF and the World Bank are the major international stakeholders in the EFA movement. WFP has also been actively engaged with the Fast Track Initiative (FTI), a compact between donors to ensure countries with sound education policies and agreed education plans receive adequate, stable donor funding. Between 2002 and 2008, FTI provided funding through the governments of Benin, Cambodia, Madagascar, Mali and Mauritania, all of which supported school feeding and included this programme as part of their education strategy.

<sup>1</sup> The 12 Interventions of the Essential Package: 1. Basic education; 2. School feeding; 3. Promotion of girls' education; 4. Potable water and sanitary latrines; 5. Health, nutrition and hygiene education; 6. Systematic deworming; 7. Micronutrient supplementation; 8. HIV and AIDS education; 9. Psychosocial support; 10. Malaria prevention; 11. School gardens; and 12. Improved stoves. (WFP/UNICEF).

- **Standing Committee on Nutrition (SCN) and Working Group on Nutrition of School-Age Children** — WFP chairs the Working Group of SCN Nutrition of School-Age Children to share information on latest evidence, programmes and innovations.

## NGOs

WFP's major international NGO partners in school feeding include World Vision International, Catholic Relief Services, Norwegian Refugee Council, CARE, Plan International and Joint Aid Management, all of which provide a mix of implementation support and complementary activities. A number of local NGOs also provide important support in the implementation of WFP school feeding activities.

## PRIVATE SECTOR

- **The Boston Consulting Group** — The Boston Consulting Group (BCG) has been providing pro bono work to WFP and in 2009 cooperated with WFP to develop the investment case for school feeding, which confirmed that school feeding creates immediate benefits as well as significant economic value in the long term.
- **TNT** — In 2008 TNT donated US\$3.4 million to WFP's school feeding programmes in five countries. These funds were used for micro-projects that benefited recipients of WFP school feeding programmes in Cambodia, Gambia, Malawi, Nicaragua and Tanzania.
- **Unilever** — Unilever is a long-term WFP partner and has provided funding and supported advocacy campaigns to improve nutrition, hygiene and health behaviours of school children. WFP has become a channel for Unilever staff to engage in corporate social responsibility by working on secondment to WFP, and fundraising.
- **Yum! Brands** — Collaboration included an expanded global awareness and fundraising campaign by Yum! Brands called World Hunger Relief, which helped to fill gaps in 12 school feeding programmes and has doubled online fundraising since 2007.
- **DSM** — DSM has been working with WFP to fight micronutrient deficiencies by piloting a micronutrient powder for on-site fortification in Cambodia and Tanzania and directly supplies the product for WFP school feeding in Afghanistan, based on an earlier successful pilot.
- **Clinton Global Initiative (CGI), Deworm the World, Feed the Children** — In 2008, CGI established the Deworm the World and Feed the Children programme to treat millions of school

children with deworming tablets. This effort will help tremendously to improve nutrient uptake and the nutritional status of school children in those areas affected by a high prevalence of worms.

## OTHER PARTNERS

- **Global Child Nutrition Foundation** — Established in 2006 as the international arm of the US School Nutrition Association (SNA), the Global Child Nutrition Foundation is an important WFP partner in providing technical assistance for the development of national school feeding programmes that respond to nutritional needs of children, local cultures and community values.
- **Bill and Melinda Gates Foundation** — In 2008, the Gates Foundation provided WFP a grant to develop a framework for linking school feeding with local agricultural production. The Foundation also sponsored USDA/WFP missions to four countries (Ghana, Kenya, Mali and Rwanda) to assess the potential links between school feeding and smallholder farmers.
- **Partnership for Child Development (PCD)** — A global consortium of civil society organizations, academic institutions and technical experts based within the Department of Infectious Disease Epidemiology at Imperial College, London, PCD supports high-level networks to link governments and international organizations in supporting school health and nutrition interventions, including school feeding.
- **International Food Policy Research Institute** — This organization seeks sustainable solutions for ending hunger and poverty and is an important think tank and research body on questions of school feeding.

### The Story of Brazil and WFP

From 1965 until 1981, WFP worked with the government of Brazil in food assistance activities in vulnerable and highly food-insecure areas of northern Brazil. School feeding was one of the interventions. In 1985 WFP handed over its activities and operation to the government, which now feeds nearly 47 million children every year.

In 2006, WFP established an innovative partnership with the National Education Development Fund (FNDE), in charge of financing the school feeding programme in Brazil. The arrangement began with high-level meetings and missions to Cape Verde, Angola and Mozambique to establish the needs and challenges of these countries.

In January 2008, the partnership expanded with FNDE channelling US\$1 million through a WFP trust fund to help develop local capacities in the design and implementation of quality school feeding programmes. In 2009, FNDE donated US\$1.2 million to continue its support to school feeding. Currently nine countries benefit from the partnership: Bolivia, Colombia, El Salvador, Guatemala, Guinea-Bissau, Haiti, Nicaragua, Sao Tome and Principe, and Timor-Leste.



## SUCCESSSES AND INNOVATIONS

### **Safety Nets in the Face of High Food Prices**

As a response to the high food price crisis, in 2008 WFP scaled up its school feeding projects by approximately five million children in 17 countries: Bangladesh, Benin, Burundi, Central African Republic, Ghana, Guinea, Guinea-Bissau, Haiti, Kenya, Liberia, Mozambique, Nicaragua, Occupied Palestinian Territories, Pakistan, Senegal, Sierra Leone and Tajikistan, with the largest increases in, Bangladesh, Haiti, Pakistan, Senegal and Tajikistan.

### **Fuel-Efficient Stoves and Carbon Credits**

In an attempt to reduce the quantity of wood burned as fuel each year in schools, WFP is helping to ensure that fuel-efficient stoves are in place for the cooking of school meals. Currently 16 countries where WFP works are using fuel-efficient stoves. For instance, in the Amhara region in Ethiopia, WFP and the German Technical Cooperation (GTZ) partnership have successfully provided ten fuel-efficient stoves and training, and will expand to provide fuel-efficient stoves to another thirty schools in the Oromya region. In addition, an innovative carbon credit pilot project involving four countries in Africa (Ethiopia, Kenya, Rwanda and Tanzania) is underway that will assess ways by which rural communities can reduce carbon emissions and earn credits, for example by conserving and planting new trees and using fuel-efficient stoves.

### **Micronutrient Fortified Powder**

WFP with private sector partner DSM conducted a pilot study in 2005 to test the acceptability of using a powdered



m micronutrient supplement to address micronutrient deficiencies in children. The study was conducted in Cambodia and Tanzania and 5,000 school children participated from ten schools in each country. The communities were sensitized well, an important measure as part of the pilot. The product was well received by the students and communities in both countries, and has been recommended for scale up.

### Combating Child Labour

In Egypt, four government ministries, UN agencies and civil society have teamed up in a groundbreaking partnership to help eliminate exploitive child labour in the country through rehabilitation and education. The four-year project is the largest in Egypt, targeting 10,000 children withdrawn from the labour market or at risk of entering it.

The partnership is a model demonstration of effective inter-ministerial collaboration to protect and ensure the rights of the child: The Ministry of Education offers education programmes tailored to each child's age and needs to attract the children to school and help ensure they complete their education. Daily snacks are provided at school and children are given take-home rations for their families, and other incentives such as payment of school fees, uniforms and books are provided. The Ministry of Social Solidarity offers training together with the Ministry of Manpower and Migration and facilitates income-generating activities for families. The Ministry of Manpower and Migration enforces policies and legislation, and monitors child labour activities. The Ministry of State for Family and Population cooperates with all stakeholders to advocate for quality education, advocate against child labour exploitation and support child protection mechanisms. WFP, ILO and UNICEF provide the technical and logistical support necessary and work with NGOs to ensure timely project implementation.

The US\$5 million project is funded by US Department of Labour and administered by WFP as lead agency.



### Take-Home Rations Ease the Struggle Caused by High Prices

Ms Zinatbi, a 42-year old widow, has struggled as the sole breadwinner for her three girls and son. Because of high food, fertilizer, fuel and seed prices, her limited income could not cover the wheat cultivation costs, making access to food a daily trial for this family.

Even though resources were stretched, Zinatbi's two daughters continued to attend primary school in the Rasht Valley where WFP provides take-home rations through its food-for-education programme. Following the high food price crisis and a harsh winter season the year before in mountainous areas of Tajikistan, WFP increased the food ration for girls. The quantity of food covered the needs of this family for the two challenging months prior to winter.

Zinatbi claimed that, "Before the food was distributed I had to decide between purchasing food and heating fuel. In prior years, heating fuel, food and clothing were cheaper. But WFP solved my problem. With the extra food, our family could face the cold winter and afford fuel and seeds to plant. I am very happy I didn't take my girls out of school. The food provided by WFP is very important, especially when food prices are very high and our family income is low."



# FACTS AND FIGURES



## WFP KEY SCHOOL FEEDING DATA

- In 2008, WFP invested almost half a billion US dollars in food-for-education programmes.
- WFP provided school meals and/or take-home rations to over 22.6 million children in 68 countries in 2008.
- Over the past 45 years, WFP has handed over school feeding programmes to 31 countries where it has worked; these countries still have school feeding programmes offered at some level.
- Gender ratio was 1.13 in 2008 (113 girls enrolled for each 100 boys in WFP-assisted schools).
- WFP-supported deworming activities reached 12 million children in 2008.
- Of the 66 million children in primary school, approximately 80 percent of the need for school feeding is in 20 key priority countries where WFP works.

No. of Children and Countries Supported by WFP School Feeding Programmes (1999–2008)

Year	No. of Children Receiving School Feeding	No. of Countries Assisted
1999	11.9 million	52
2000	12.3 million	54
2001	15.0 million	57
2002	15.6 million	64
2003	15.2 million	69
2004	16.6 million	72
2005	21.7 million	74
2006	19.4 million	71
2007	19.3 million	70
2008	22.6 million	68



## GLOBAL AND CHILD HUNGER, AND MALNUTRITION

### Global Hunger

- Hunger kills more people every year than AIDS, malaria and tuberculosis combined.
- Approximately 1 billion people do not have enough to eat – more than the populations of the USA, Canada and the European Union.
- One in seven people (adults and children) go to bed hungry each night.
- 25,000 people (adults and children) die every day from hunger and related causes.
- The number of undernourished people in the world increased by 75 million in 2007 and 40 million in 2008, and current projections indicate an increase to 100 million, largely due to higher food prices.
- Asia and the Pacific are home to the largest number of hungry people.

### Child Hunger

- Every six seconds a child dies because of hunger and related causes (or 14,000 children a day).
- For 25 cents a day or just US\$50 a year, a hungry child can be fed a healthy meal each day at school.
- Undernutrition affects an estimated 300 million children under the age of 15.
- Almost 11 million children under 5 die in developing countries each year. Malnutrition and hunger-related diseases cause 60 percent of the deaths.
- One out of four children – roughly 146 million – in developing countries are underweight.

- Currently an estimated 66 million children enrolled in primary school are undernourished; this number will increase to 82 million by 2015.

### Malnutrition

- Lack of vitamin A weakens the immune system of 40 percent of children under 5 in poor countries, and can cause blindness.
- Iodine deficiency is the main cause of brain damage in the early years of a child's life.
- An estimated 684,000 child deaths worldwide could be prevented by increasing access to vitamin A and zinc.
- Iron deficiency is the most common form of malnutrition, affecting 180 million children under 4.
- Iron deficiency is impairing the mental development of 40–60 percent of children in developing countries.

**Source:**

<http://www.wfp.org/hunger/stats>

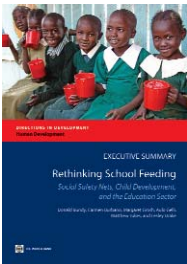
WFP Annual Performance Report 2008; FAO; UNICEF.



# WFP SCHOOL FEEDING-RELATED PUBLICATIONS



**Learning From Experience.**  
This report is a harvest of the experiences and good practices that have led to the establishment of six quality benchmarks for school feeding.



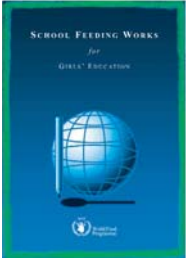
**Rethinking School Feeding: Social Safety Nets, Child Development, and the Educator Sector.**  
This publication, written jointly by the World Bank Group and the World Food Programme, examines the evidence base for school feeding programmes to better understand how to develop and implement effective school feeding programmes as a productive safety net and as a fiscally sustainable investment in human capital.



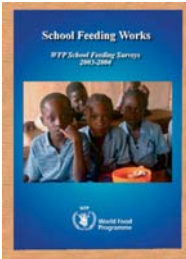
**Home-Grown School Feeding: A Framework for Action.**  
Home-grown school feeding (HGSF) is a school feeding programme that provides food produced and purchased within a country to the extent possible. WFP has collaborated with the Bill and Melinda Gates Foundation, the New Partnership for Africa's Development and other partners to develop an approach to HGSF. This document is a culmination of these efforts, focusing on linking school feeding with local small-scale farmer production by creating an ongoing market for small landholders.



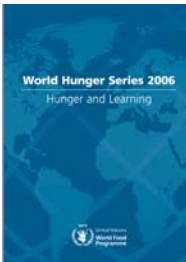
**Food for Education Works.**  
This report is a consolidation of different analyses of the monitoring and evaluation data collected by WFP between 2002 and 2006 to strengthen the knowledge-base of its food-for-education (FFE) programmes. The work gathers some of the thoughts behind the programme theory of WFP FFE.



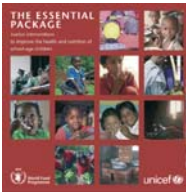
**School Feeding Works for Girls' Education.**  
This work explains the reasons why girls' education is so important for individual families and beyond. There are several case studies proving the benefits of take-home ration programmes.



**School Feeding Works, WFP School Feeding Surveys 2001-2003 and 2003-2004.**  
These publications analyse the data collected through the Standardized School Feeding surveys.



**World Hunger Series 2006: Hunger and Learning.**  
Every child deserves to eat and go to school. By examining the relationship between hunger and learning at each stage of life and highlighting relevant interventions, this edition of the World Hunger Series demonstrates that this aim can be achieved. And it shows that the benefits will be felt by individuals, communities, nations and economies for generations to come.



**The Essential Package.**  
In collaboration with UNICEF, WFP has put together a booklet outlining the 12 elements of an essential learning package: basic education, food for education, promotions of girls' education, potable water and sanitary latrines, health, nutrition and hygiene education, systematic deworming, micronutrient supplementation, HIV and AIDS education, psychosocial support, malaria prevention, school gardens, and improved stoves.



**Supporting Girls' Education.**  
This study highlights the impact of WFP Food-for-Education programmes on school enrolment, particularly of girls.

# WFP AMBASSADORS

The following individuals are currently serving as WFP ambassadors to heighten awareness on issues of hunger and to help fundraising efforts.



**CESARIA EVORA**  
Singer, Cape Verde.  
Appointed in December 2003.



**RONALDINHO**  
Soccer player, Brazil.  
Appointed in August 2005.



**PAUL TERGAT**  
Marathon runner, Kenya.  
Appointed in January 2004.



**MARIA GRAZIA CUCINOTTA**  
Actress and producer, Italy.  
Appointed in May 2006.



**MAHMOUD YASSIN**  
Actor, Egypt.  
Appointed in September 2004.



**DREW BARRYMORE**  
Actress and producer, USA.  
Appointed in May 2007.



**HRH PRINCESS MAHA CHAKRI SIRINDHORN**  
Thailand.  
Appointed in October 2004.



**HOWARD BUFFETT**  
Philanthropist and environmentalist, USA.  
Appointed in October 2007.



**KAKÁ**  
Soccer player, Brazil.  
Appointed in November 2004.

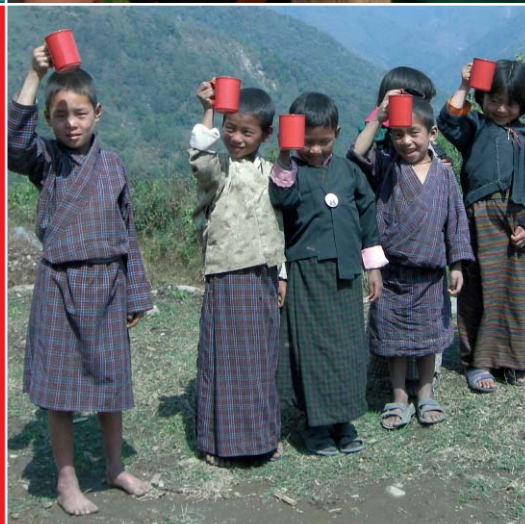


**JOHN KOFI AGYEKUM KUFUOR**  
Former President of Ghana, Ghana.  
Designated in February 2009.



Porridge, rice or beans — it takes just 25 cents to fill one of the red cups that WFP uses to give hungry kids regular school meals. US\$50 feeds a child for an entire school year.





# YEAR 2009

For more detailed information  
visit our website:

[wfp.org/school-meals](http://wfp.org/school-meals)

or contact:

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**World Food  
Programme**

[wfp.org](http://wfp.org)