

Global School Feeding Report 2005



World Food
Programme



Preface

For over forty years, the World Food Programme (WFP) has helped make education possible by providing school meals to the world's poorest children. This year we mark the fourth anniversary of our Global School Feeding Campaign with a renewed commitment to reaching these hungry children.

In 2004, WFP, with help from its partners, enabled 16.6 million children in 72 countries to go to school. This year, we want to do more. With additional resources, WFP could reach half of the world's 100 million out-of-school children in the next several years. As the largest and most experienced organizer of school feeding projects, we have the capacity to manage rapid programme growth.

At an average cost of US 19 cents a day, or USD 34 per year, per child, WFP's Global School Feeding Campaign is a bargain. And with WFP's overhead costs averaging only about 7 percent, more than 9 of every 10 donated dollars go to feeding children.

School feeding programmes involve far more than food. They engage parents and communities in the promotion of public health, education and the creation of an independent future. School feeding sites serve as the launching platforms for public hygiene initiatives as well as other disease prevention and food security efforts.

De-worming, malaria, TB and HIV awareness and prevention programmes, community clean water and sanitary sewer system development projects, and subsistence gardening and reforestation schemes often grow out of WFP school feeding projects.

Therefore, funding *Food for Education* programmes is strategically smart. It is more than an investment in the world's poorest children; it is an investment in global stability and an effective way to foster food security and self-reliance among poor nations, ultimately eliminating the need for food assistance. From the earliest planning stages, we work with host countries to build capacity and to promote self-sufficiency, with a clear understanding of the temporary nature of external support.

Still, more is needed. Consistency of funding is also important, because education is not a process that begins and ends in a single year. Ideally, WFP seeks funding for a complete primary school cycle, usually five to six years, to ensure that its programmes are effective.

When available funds are not enough, as in recent years, projects and food rations have to be downsized. Children are forced to leave school, and momentum towards rebuilding a stable tomorrow is lost. A clear commitment to global school feeding is a commitment to a safer future. This is a commitment that we cannot fail to make.

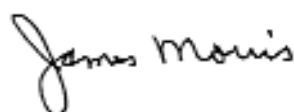




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Food for Hope

For all children, but particularly for hungry and poor children, going to school means the prospect of hope, opportunity and independence. Many are never given this chance. Hunger and poverty condemn millions of children to illiteracy, limiting their their future options.

School meals offer hope. A school feeding programme gives poor families an incentive to enrol their children in school. It provides children with the nutrition and energy they need to focus and concentrate in class. In many cases, the programme becomes a catalyst for a host of other health and education initiatives.

Last year, WFP in partnership with host governments, NGOs and other partners provided 16.6 million children with school meals throughout the academic year. Building on recent successes, WFP developed a plan to expand; in the next three years, the agency will re-dedicate its resources, unrivalled logistics expertise and extensive reach to provide school meals to the unassisted children who are currently out of school and not receiving any assistance. As WFP prepares to reach this goal, the *Global School Feeding Report 2005* documents the evolving nature of the campaign and the challenges ahead.

The size and scope of the Global School Feeding Campaign have been growing each year. In *By numbers*, we survey some of School Feeding's more vital statistics. The double-page *Food For Education map 2005* illustrates the span and breadth of WFP's food-for-education (FFE) programmes.

With each passing year, WFP learns more about what precisely keeps children from school. As our field research has shown and our baseline studies have proved, hunger is not the only barrier to education. Disease, war, cultural assumptions, lack of infrastructure and chronic poverty all play a part in keeping children from school. Even when a family does manage to enrol a child in school, attendance can be intermittent.



A child may struggle through prolonged absences due to malaria or intestinal worms. Parents are sometimes uncomfortable sending girls to class. Oftentimes, there is no clean water source or suitable latrines at the school. The need to earn an income or insecurity on the way to and at school may also be a concern.

As the agency understands more about the real obstacles to education, WFP is adapting its programmes to help remove those barriers. This has meant acting in conjunction with communities, host governments, non-governmental organizations (NGOs) and other UN agencies to create complementary health and education initiatives. It also means innovative approaches to

address HIV prevention and gender disparities. And lastly, it means proper planning from the outset, i.e. a strategy to build capacity and to phase out, while helping host governments keep school kitchens going long after WFP has left. These developments are covered in the *Campaign update* section.

Partnerships are vital to all Food for Education initiatives. The United Nations Children’s Fund (UNICEF), the World Health Organization (WHO), governments, NGOs and parents all take part in the Essential Package. Through a joint effort with WHO and the Canadian International Development Agency, for example, more than 8.5 million children received de-worming treatment in 39 countries. Volunteers from TNT, WFP’s largest corporate partner, helped build kitchens and set up fuel-saving stoves in five countries. In *United against hunger* the report tracks how partnerships turn into tangible benefits for schools and pupils.

In *Recommended Reading* we summarize the latest research on school feeding adding to a growing body of evidence that proves what many in the field have long believed. Food for Education is an effective tool for sustainable development.



The task of bringing the world’s children to school raises difficult questions about gender equity, school environments and how to prevent childhood diseases. The answers often lie with the children and their families. In seeking these answers, WFP is becoming more attuned to the needs of the children themselves. To engage and involve parents, communities and governments to gradually improve overall standards of children’s education and nutrition, WFP places great emphasis on independent and sustainable school kitchens. The *Voices* section reflects this emphasis on the children, their families and others involved in this ongoing struggle against hunger and chronic poverty. ■



Overview

The Essential Package

In April of 2002, WFP and UNICEF established a working partnership to more effectively confront the health and nutrition problems that can lead to low school enrolment, absenteeism, diminished class performance and early drop-out, especially in developing countries. After consulting the numerous countries where both UNICEF and WFP operate, the agencies developed the notion of an Essential Package (EP) of health, education and hygiene assistance critical to ensuring consistent school enrolment and attendance.

Beyond hunger, parasitic infections, micronutrient deficiencies and a variety of diseases can affect a child's nutritional status and impede access to the benefits of a basic education. The Essential Package

addresses all of these issues, which can be found at any of WFP's school feeding sites.

The composition of the Essential Package will differ from location to location, depending on actual needs. The package may include take-home food rations to promote girls' education, micronutrient supplementation, de-worming treatment, sanitation and latrine installation, building kitchens with fuel-efficient stoves, school gardens, as well as teacher training in health education, construction of clean water systems, HIV/AIDS prevention education, community capacity-building and malaria prevention measures. Food will be the one fundamental element present in all cases. As in all of WFP's school feeding programmes, a nutrient-rich meal will be used to attract children to school where they can receive medical treatment and training that will help promote and sustain health.



De-worming

In recent years, WFP has worked with a variety of partners to incorporate de-worming treatment into school feeding programmes. Intestinal worms are ranked first among the causes of disease in infants and school-aged children throughout the developing world. WHO estimates that more than 400 million children are infected worldwide.

In very young children, helminth or soil-transmitted worm infections can result in severe malnutrition and iron deficiency anaemia, the two major causes of death among children under five years of age. In older children, helminth infection can result in stunted growth, cognitive impairment, weight loss, reduced physical fitness, increased susceptibility to other infections, and as with younger children, iron deficiency anaemia.

Schistosome or fresh-water worm infections can have equally serious consequences. In children who are repeatedly infected, the parasite can damage the liver, intestines, lungs, bladder and in some cases the brain and spinal cord. The potential benefits school feeding provides to a child are effectively wiped out by the presence of intestinal worms.



In 2004, WFP played an important role in implementing the world's largest ever de-worming campaign, treating nearly 4.5 million children in 8,000 schools in Afghanistan, where 20 years of conflict had left the education sector virtually neglected. The inter-agency de-worming campaign targeted children aged 6 to 12. The goal was to reduce disease, improve physical and intellectual growth in children and help to achieve the objectives of school feeding. A joint study found that most of the children lacked basic hygiene awareness and practices; thus, a health and hygiene awareness campaign targeting the children, teachers and government officials was developed along with a drug distribution system to ensure longer-term sustainability of the treatment. An assessment of the campaign showed positive results; a follow-up campaign targeting untreated and non-enrolled children is planned in 2005.

Another encouraging example comes from Niger. A May 2004 evaluation study of the de-worming pilot programme introduced in 2002/2003 showed very successful and significant results. The average prevalence rate of schistosomiasis in the most affected areas dropped from 67 percent to 4 percent. In all WFP-assisted schools, the average prevalence rate of schistosomiasis dropped from 29 percent to 2.6 percent and the previous occurrence of heavy intensity (6.3 percent) was reduced to zero.





HIV/AIDS Education in Schools

A 2004 World Bank study indicates that young people with a primary school education are 2.2 times less likely to contract HIV than those with little or no education. The study also found that in comparison to their peers, more highly educated students were less likely to engage in risky behaviour if they had access to HIV prevention information.

The impact of education on young girls is particularly impressive — in Zimbabwe (Gregson, 2001), girls aged 15-18 who had dropped out of school were six times more likely to be HIV-positive than those who were still enrolled. Reacting to the statistics, a delegate to the 2002 International AIDS Conference in Barcelona said: “The education vaccine is the only vaccine we’ve got.”

School feeding attracts hungry children to school and education. Education is critical for gaining access to information. It empowers poor children, especially girls, raising their status in their families and societies and enabling them to take control of their lives. Education is the key to breaking the cycle of poverty and it is proving to be one of the most powerful weapons in the fight against HIV/AIDS.

Improving food security can help slow the spread of HIV, because malnourished people are more vulnerable to HIV and because adequate nutrition helps to slow down the development of full-blown AIDS. When a parent or guardian is sick, it is harder for them to work and earn a living. Family income declines, more money is needed to pay medical bills and less is available for food. Children are taken out of school to help care for the sick adults and to help earn money by any means available. For girls, particularly, this can mean being forced into risky activities.

School feeding can make the difference at these critical times, saving a child from the streets and HIV while giving her a chance to lead a healthy, productive future. At the same time, nutritious take-home rations help HIV-positive parents to stay healthy, working, and involved in their children’s education while giving them a valuable incentive to see that their daughters remain in school. Take-home rations can also be an effective means to keep orphans in foster families, off the streets and in school.

Phase-out strategy

WFP works with poor countries to make education a national priority and to plan for the eventual assumption of programme costs and management responsibility. Among the poorest countries, requests for up to five years of initial support can be considered. If resources permit and the government has met fundamental programme requirements, it can request another five years of support. However, it is made clear from the start that WFP support to school feeding will be temporary.

After analyzing the experiences of the countries that have been through the phase-out process, reviewers have concluded that planning for the phase-out of WFP

assistance should be part of initial school feeding programme design. From a long-term perspective, the most successful operations have planned for the cessation of external aid from the onset. In addition, each operation has involved active government participation, leadership and funding; community involvement with some form of in-kind or cash contribution; operational and oversight training for government officials, teachers and parents; and complementary health and sanitation training for the preparation and distribution of meals. Viewing these elements as critical predictors of success, WFP has incorporated them into phase-out guidelines which must now be integrated into all new school feeding programmes. ■





School Feeding, by numbers

Total number of countries with WFP school feeding operations:	72
Total number of children benefiting from WFP school feeding programmes in 2004:	16,574,460
Increase in the number of children fed under WFP school feeding programmes from 2003 to 2004 (percentage):	9
Number of countries where increases averaged more than 10 percent:	7
Increase in beneficiaries in Yemen, the school feeding programme with the largest increase from previous year (percentage):	18
Number of Yemeni girls who benefited from WFP school feeding in 2003:	70,805
Number of Yemeni girls who benefited from WFP school feeding in 2004:	120,620
Increase in absolute enrolment in sub-Saharan African schools when school feeding has been recently introduced (percentage):	32
Global target ratio of girls to boys enrolled in WFP-assisted schools:	1
Actual ratio of girls to boys enrolled in WFP- assisted schools	1.05
Target rate for global attendance, expressed as a percentage of boys and girls in WFP-assisted schools who attended classes during the school year in 2004:	80
Actual global attendance rate in WFP-assisted schools in 2004:	92
Percentage of WFP-assisted schools in Madagascar with HIV prevention activities:	100
Number of children between the ages of 6 and 12 who received de-worming treatment worldwide in WFP-assisted schools:	8,845,766
Percentage of surveyed WFP-assisted schools with sanitary facilities:	62
Percentage of WFP-assisted schools surveyed which do not have separate sanitary latrines for girls:	51
Percentage of pupils in WFP-assisted schools surveyed who need to bring their own water to school:	55
The amount of energy (calories) in a WFP school meal biscuit:	459
Average cost of feeding one child for one year through WFP school feeding, in US dollars:	34
Number of countries where WFP school feeding assistance will have been phased out by the end of 2005 and who manage their own school feeding programmes:	28

Global School Feeding Campaign Update

Tailor-made solutions to unique challenges

With over 40 years of experience in school feeding, WFP continues to build on its insight and lessons learned. Meanwhile, with ever more complex challenges emerging, the programme design is done closer to the ground, addressing specific challenges of any one group of beneficiaries.

In 2004, WFP partnered with the Government of Georgia, other UN agencies and NGOs to launch a one-year pilot school feeding project, called de-institutionalization, to assist children to return home from state-run orphanages and

boarding schools. After three months, the project saw increased enrolment and attendance by the 2000 primary school-aged children, the return home of some children and no new admissions of children into institutions in the catchment communities.

In Lesotho, WFP helps orphans and other vulnerable children to attend school. However, even with free education, many poor households send children out to work simply to survive. Hiring boys as herders is a common survival mechanism among resource-poor households. Boys tend



to drop out of school, while girls continue schooling more regularly. Working with the ministries for education, health and social welfare and NGOs, WFP gives herd boys a take-home ration of 1 kg of maize-meal for each day they attend the specially designed non-formal schools, averaging up to 20 kgs a month per pupil.

School feeding in emergencies

The objectives of school feeding programmes do not change in emergency situations. However, there are additional challenges posed by the disruption, danger and trauma brought on by the onset of a crisis. School feeding



programmes can help to restore a sense of normality and community in the midst of turmoil. In order to build on past experiences and to harmonize programming, WFP recently developed guidelines for school feeding programmes in an emergency setting; WFP school feeding programmes are committed to ensuring that children or generations do not miss out on education, and to ensuring that education is a viable option, takes place in a safe environment, and that our programmes promote psychosocial recovery.

Walk the World!

To increase the visibility and awareness of the problem of hunger, WFP and its largest corporate partner, TNT, have launched Fight Hunger: Walk the World, a global event now spanning over 90 countries. In 2005, over 200,000 people took part in sponsored walks in cities ranging from Athens to Montreal and Santiago, and from Cairo to Jakarta and Wellington. Additional walks – not organized by either WFP or TNT – were organized by interested members of the public in various countries and locations, sometimes because security concerns limited large-scale participation.



What is in a WFP biscuit?

Vitamin and mineral content per 100g (1 package)

Energy	459 kcal	Panthonthenic acid	1.5 mg
Fat.....	15 g	Vitamin D.....	1.0 mcrg
Protein.....	10-15 g	Vitamin B1	0.25 mg
Moisture.....	max.4.5 g	Vitamin E.....	2.5 mg
Calcium.....	125 mg	Vitamin B2.....	0.35 mg
Vitamin B6	0.5 mg		
Magnesium.....	75 mg		
Vitamin B12	0.25 mcrg		
Iron.....	6 mg		
Niacine	3 mg		
Iodine.....	35 mcrg		
Vitamin C.....	10 mg		
Folic acid.....	40 mcrg		
Vitamin A-Retinol	125 mcrg		



Home-grown school meals are the key to sustainability

To enhance developing countries' self-reliance and the sustainability of school feeding programmes, WFP promotes the home-grown school feeding programme. This programme – jointly conceived by the New Partnership for Africa's Development (NEPAD), and the UN Millennium Hunger Task Force – aims to tap into unused potential for improving soil quality in highly food-insecure

areas. A joint objective of the programme is on the one hand to boost local smallholder farmers' production and, on the other, to create markets through expanded school feeding programmes, while working towards achieving the second *Millennium Development Goal (MDG)* and *Education for All (EFA)* by 2015. So far, ten countries – Ethiopia, Ghana, Kenya, Malawi, Mali, Mozambique, Nigeria, Senegal, Uganda and Zambia – have been selected to pilot the home-grown school feeding programme.

Monitoring and data collection go digital

In 2004, the school feeding evaluation surveys underwent a series of reviews. In addition, Argos, a parallel, satellite-based system for ongoing monitoring of key indicators, such as distribution of meals and school attendance, was implemented in five more countries; there are now over 1,700 Argos devices – more than double the number in 2003 – in 15 countries.



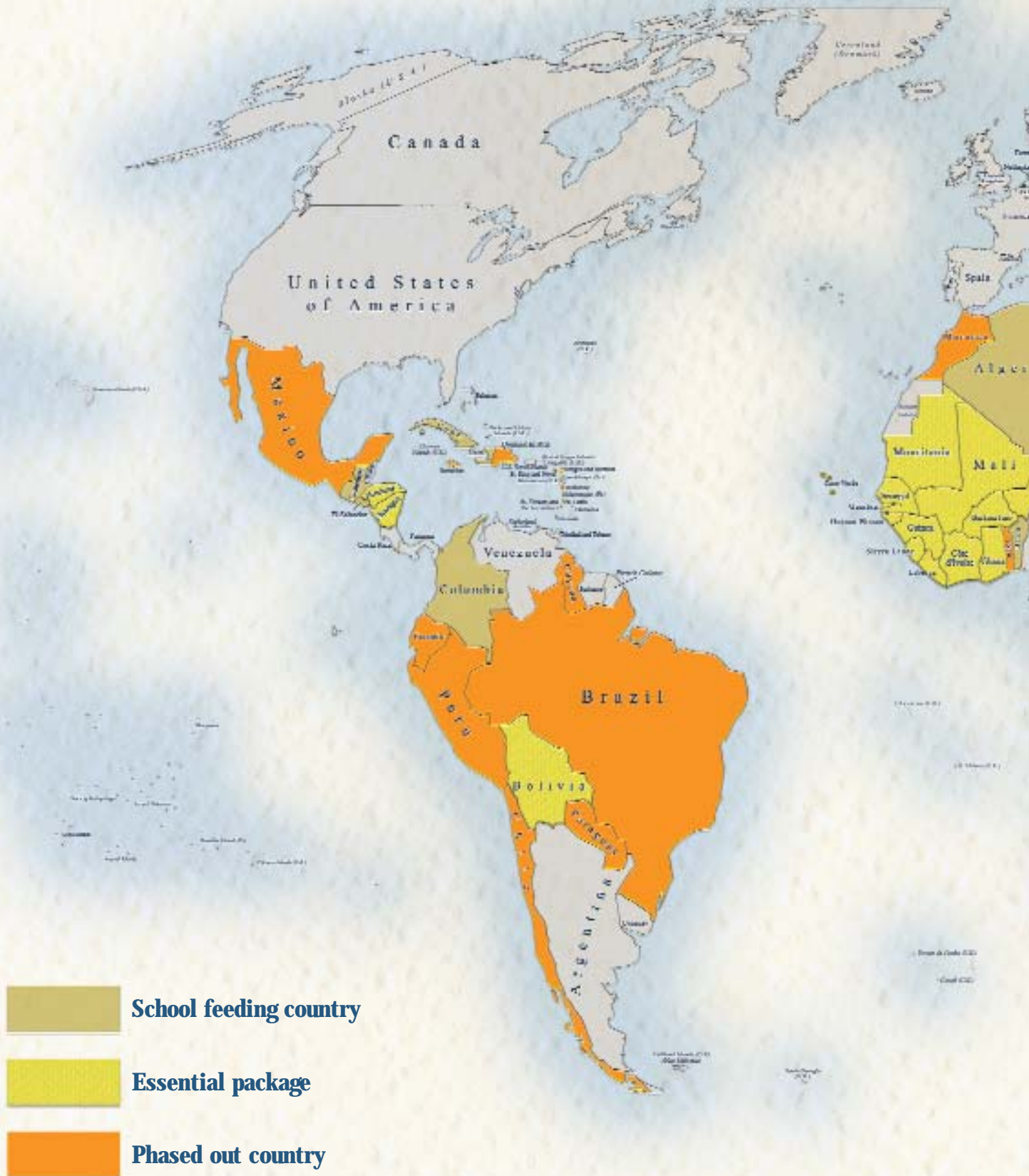
Debt swapping helps school children

WFP school feeding programmes benefit increasingly from a number of debt-swap programmes. Money that developing countries spend on repaying their foreign loans is re-channelled into specified programmes in the developing countries in question. Such debt-swap arrangements exist currently, for example, between Italy and Egypt, and between France and Cameroon. In both cases, the loan repayments received by Italy and France are re-invested to expand school feeding programmes in Egypt and Cameroon.

Aid Matrix: donation tool

In addition to giving food, WFP tries to ensure that schools are able to use and, ideally, benefit from it. WFP raises money for the most critical non-food items such as cups, plates and other utensils, for building kitchens, fuel-efficient stoves and latrines, and for providing water filters, gardening tools and de-worming treatment. To this end, the School Feeding Service launched the Aid Matrix, an online donation facility allowing individuals and groups to select the non-food items they wish to donate via the internet site, <http://wfp.aidmatrix.org>

Food for Education map



Food For Education

In 2004, WFP school feeding programmes fed 16.6 million hungry children in 72 countries, a nine percent increase from 2003. The Essential Package initiative has been adopted by 40 countries.

By the end of 2005, a total of 28 countries will have phased out and taken over their school feeding programmes. The ongoing school feeding programmes in China, Dominican Republic, Ecuador and Peru will be phased out in 2005.



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

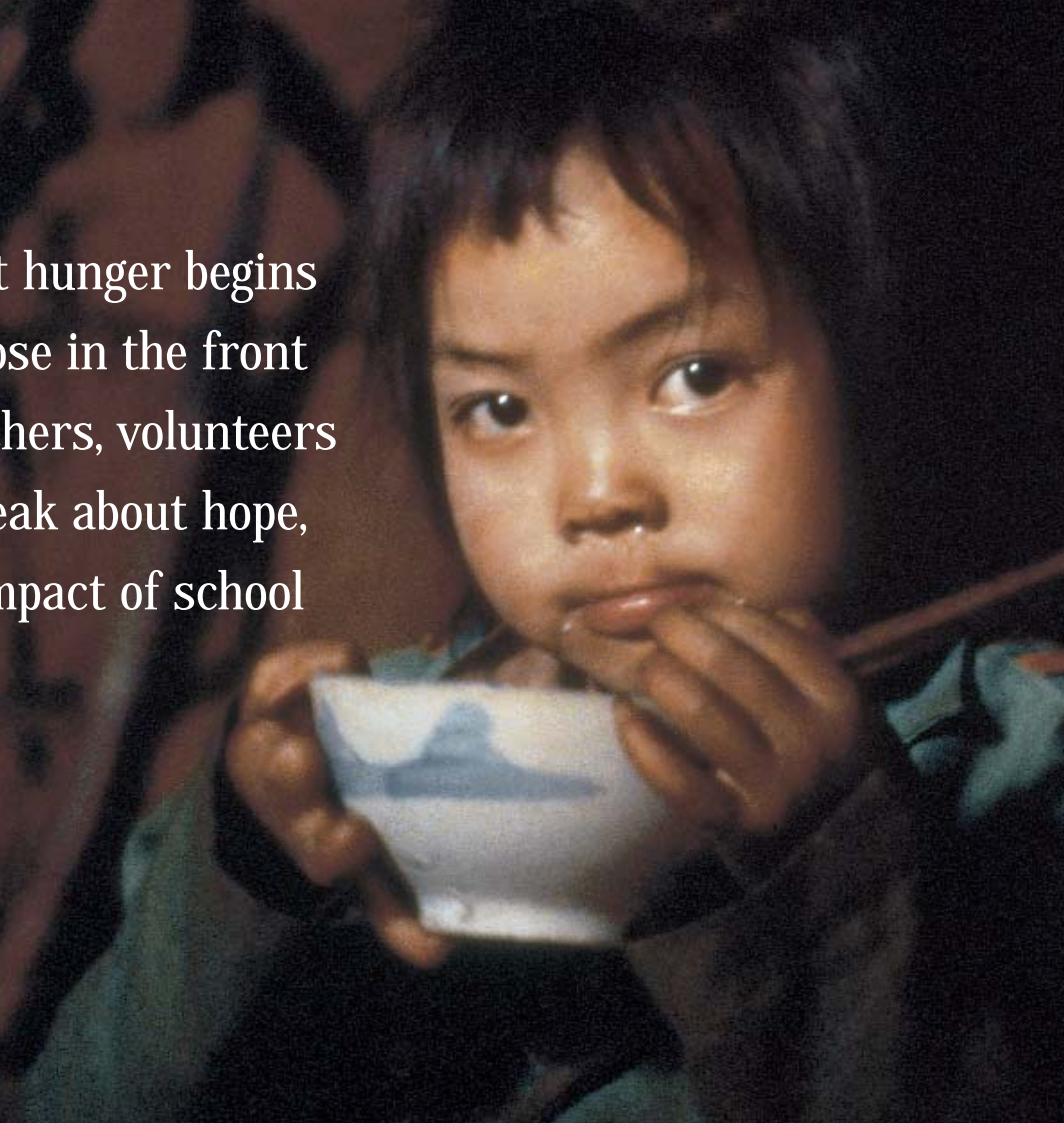
The dotted line represents approximately the Line of Control in Jammu and Kashmir agreed by India and Pakistan. The final status of Jammu and Kashmir has not yet been agreed by the parties.

* Disputed borderlines (India/China)



Voices

The battle against hunger begins and ends with those in the front line. Parents, teachers, volunteers and survivors speak about hope, hunger and the impact of school feeding.



Student

Pang Weina

Pang, 11, is a student in the Zhaisuo Village in China, where WFP provides take-home rations to encourage families to send their young girls to school. Families receive a ration of 100 kg of wheat per year.

I come from Zhaisuo village, Huining County. There are four people in my family: my father, mother, elder brother and I. My hometown is dry and it seldom rains; we always have big sand storms.

My school is Zhaisuo Centre Primary School. The environment of the school is good and the quality is very high. I like it. My favorite course is Chinese. My Chinese teacher is Ms Wang; she is in charge of our class. Our mathematics teacher is Mr Li. They are both very good teachers.

There are 59 students in my class; 28 of them are girls and 31 are boys. I started to go to school when I was six. I can go to school all the time, except when I am sick.

When I was sick I couldn't go to school. I dropped out of school in the spring of 2003 because of illness.

In the daytime I study and play with my classmates and in the evening I stay with my parents and my elder brother. I also help my parents with farm work that I am strong enough to do. Sometimes I play kick the sand bag with my friends. At home, we mostly eat noodles, coarse cereals and potatoes. I also get food in school each term. It's wheat. The World Food Programme supports me. It helps me.

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Parent

Duan Caixia

Mother, 43, of four from Zhaisuo village, China.

There are six people in my family: myself, my husband and four children. It's terrible here. Dry, lacking rain and we always have big sand storms.

The school is very good; the school has good teaching quality. My second and little daughters can walk to school; my son will take a bus to school and come back home once a week. I go to the primary and middle schools, but I've never been to my son's school.

It's not very expensive but because we are poor, it's not easy for us. Three children will cost around 2,000 to 3,000 yuan annually [approximately USD 240-360 per year for three children]. I have no work. The little daughter is supported by the World Food Programme. Each term we can get 50 kg of wheat. My son needs to take food from home to eat at school.

Although I'm not a member of the parent-teacher committee, I do see some of the other parents and teachers. My children perform very well in the school and are very serious about studying. I'll try every means to let them go to school. I hope they can have formal work to do – work that is full-time, not temporary. I'm very worried about their future. I'd like them to have formal work and to have a better life.

It's not very expensive but because we are poor, it's not easy for us.

Volunteer

Alejandro Vallano

Alejandro, Deputy Chief Engineer from Madrid, Spain, 38, spent three months in Nicaragua as a TNT volunteer helping a WFP-assisted school to build a school canteen. In Nicaragua, WFP provides 389,437 school children with breakfast and mid morning snack consisting of rice, maize, legumes, corn-soya blend and oil.

It's mid-May and the rainy season has just begun. That's what they call winter in Nicaragua. Sometimes we ask ourselves where so much rain comes from. In the community of Las Mesas it is raining too. There is no drinking water available. No one has the means to collect it or filter it. The well where the 42 families go to look for water is some distance away and not clean. A well project is still pending. The children and adults work hard to survive and to get the water. The children still smile in spite of the hardship. For them, it is commonplace.

Their homes are sort of huts made of wooden boards, some small tree trunks and a few plastic sheets. Some are without roofs, some without walls, many without furniture. In most of the houses a large pot is boiling red beans over a wood-burning pit during the day. That will become dinner for the whole family, usually seven or more. This will be their only meal of the day.

Normally they wear the same clothes for days and none of the 254 neighbours have water or electricity. They know of television because one of the villagers has a small one





powered by a car battery. Out of the 92 children who attend kindergarten and primary school, nearly ten are sick with dengue fever, malaria, diarrhoea or malnutrition. A doctor visits the community once every three months, but it is difficult to fight these diseases.

Government support, which is limited because of the country's high foreign debt, is not enough. Thanks to TNT employees' fundraising, the new kindergarten classroom has recently been finished, but the bigger classroom for primary pupils is still made of wooden boards. The boards have big gaps through which the cold wind blows and heavy rains fall from the constant winter clouds. Students receive a daily ration of

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food on school days before lessons that helps them pay attention and keep their concentration. Nevertheless, days are long, especially when after these rations, their hands remain empty. Like their homes, empty. But the children smile.

"Nicas", as Nicaraguans like to be called, say that their world is like that, a place full of contradictions. A place where the soil is fertile and food is scarce. Where childhood is difficult and children smile.

Student

Weleedah Ahmad Abdallah

Weleedah, 14, attends a small school in the Taiz Governate in Yemen, not far from the Red Sea. She receives take-home rations. WFP school feeding provides take-home rations to 120,620 girls in Yemen.

I live in Al Horki village in Taiz Governorate, Republic of Yemen. My home is a shack made of wood and dry bushes. Our home has two rooms, one for my mother and father and another one for me and my brothers and sisters. The weather is very difficult in summer. Very hot. The temperature becomes very high, about 44°C. In wintertime, it's very windy.

I have three sisters and four brothers. All of my brothers and sisters are out of school for different reasons. The boys work with my father as fishermen. One of my sisters is married. She married very early when she was 14 years old. Two of my sisters are working in the field with my mother as well as taking care of the needs in our home like bringing water or wood and cooking.

My school is located inside the village, not far from home. There are eight girls and eight boys in class. I try to go to school every day. Sometimes I cannot go to school when my family needs me to help with chores, like bringing water or wood from far areas.

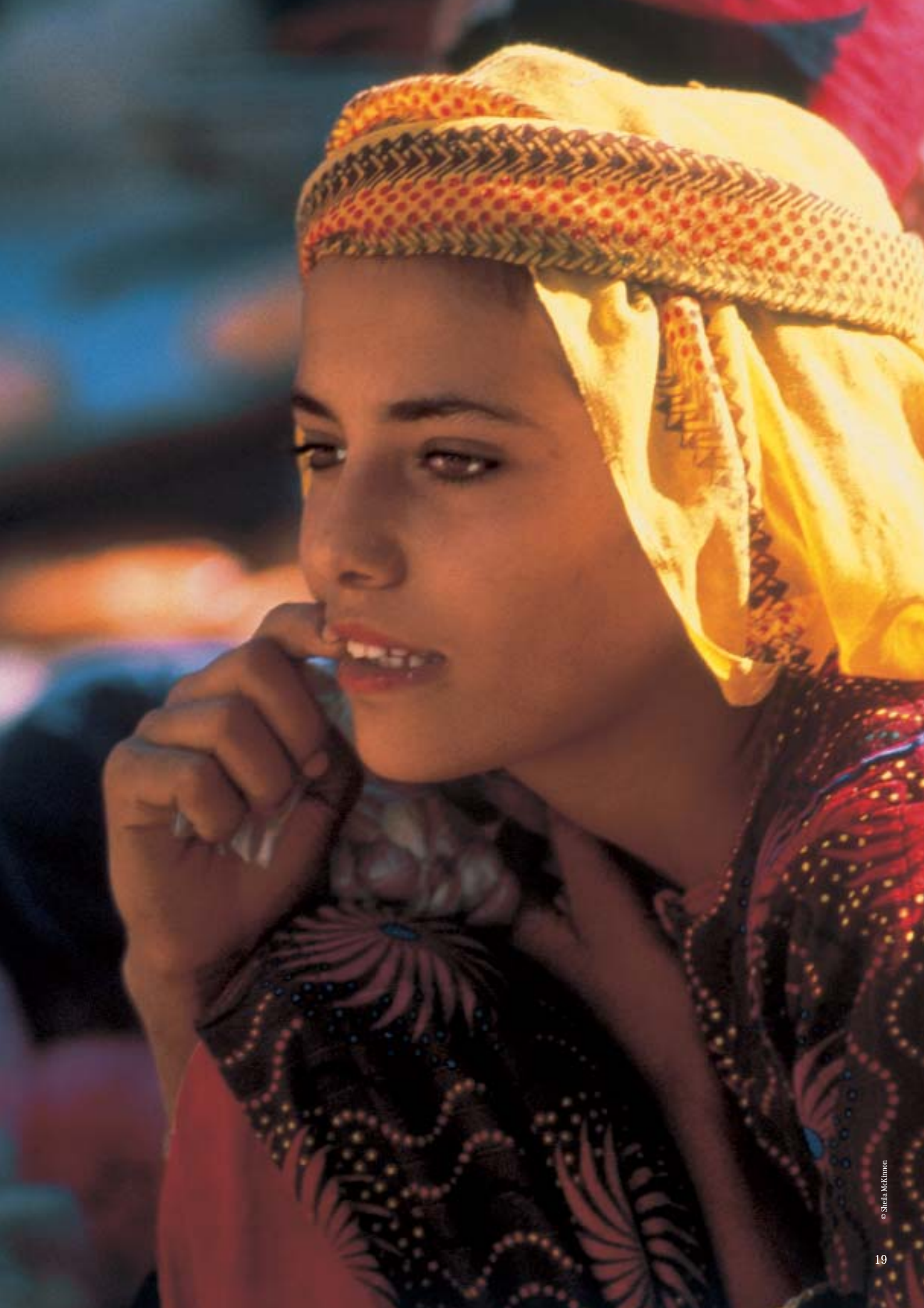
I usually have breakfast at school during the break time. There is not any kind of food available in the school. Sometimes we have no food when my father gets sick and he cannot fish. I get hungry then.

Usually, we eat only bread with tea. Sometimes we eat fish when my father comes back from the sea, and occasionally rice. We don't have any kind of sports activities, only when we have time we sing and dance with our classmates.

My favorite subject is the Arabic language, especially poetry. I have four teachers; all of them are nice and kind. I enjoy school and will continue coming.

I would like to become a nurse.

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Parent

Mary Banda

Mary, 52, is a mother of five. She lives in Misisi compound in Lusaka, Zambia, and has a daughter in Cobet Community school, where WFP provides fortified porridge mixed with vegetable oil as the mid-morning meal. Community schools, which are less expensive than government schools, are good ways to target the most vulnerable.

My family comes from around Lusaka; we are Lusaka people. We grow food but there is no good rain here around Lusaka. We can plough, but food doesn't grow well.

I come from a poor family. I just have two rooms. I live with my children. I have five children and two grandsons. The youngest is 11 years. The oldest is 21. They are all in school. Two are in the government school and three are in the Cobet School. They receive school meals through WFP.

I speak with the teachers once a month, during parents' meetings. My children are doing nicely. But the government school is too expensive. We pay 20,000 kwacha in a month per child [equivalent to USD 2]. In the government school there are pupils, but there is this sort of paying, that is why we are failing to take children there. I may even have to take them out because of this fee paying. I don't have a job; I only sell vegetables in my yard. I sell kapenta fish, pumpkin leaves and tomatoes. The children just eat porridge in school. I think that school feeding helps us really, because I know when they go to school, they come back with good knowledge.



Teacher

Peter Mumba

Peter, 34, is a headmaster at Cobet Community School. Community schools are alternatives to government-funded schools which are sometimes economically out of the reach of the poorest. WFP supports the most vulnerable populations through these schools.

The school was set up in 1996. It was actually the result of our UNESCO Club. We had been trying to look at what we could do as a UNESCO Club for the community. We looked at the five components of UNESCO, so we thought, "Let's involve the community." We asked the parents and they suggested that we work together for a school.

Before the school feeding programme, children would come from their homes with empty stomachs, sleepy.

We invited volunteer teachers to start with and they were people from form 5 or grade 12. We have 14 volunteer teachers. I personally handle the Grade 5 Class. I teach maths, English, social studies, science, vernacular, home economics and technology. We are running side by side with the government curriculum.

Our school has 1,267 children. It has 19 classes from grades 1 through 7. Then there is what we call "PAC" classes. These are vocational training schools. In the vocational classes, we are doing book-keeping, office practice and home economics.

School feeding actually runs throughout the school calendar, every day, including holidays, because our children have come to like being at school. We





are very grateful to WFP and PCI. When the school feeding programme started in 2003, we only had about 400 children. Through school feeding, a lot came in and we just had to increase our capacity. Our families have really been relieved of poverty. They look forward each month to receiving a bag of maize.

We started in 1996. We started providing school meals in February 2003. Before the school feeding programme, children would come from their homes with empty stomachs, sleepy. With school feeding, they tend to stay longer, thinking that we will feed them a second time.

We plan to build more classes. We also hope to extend our educational programme to include adult literacy, night schools, etc. We have only two latrines and plan to build more, but that is on standby.



Ambassador

Paul Tergat

Paul Tergat, 35, is the world marathon record holder and an Ambassador Against Hunger for the World Food Programme.

Marathon running has taken me a long way from my roots in the small town of Baringo in Kenya's Rift Valley. I grew up knowing what it was like to be poor and hungry. Whenever I come to London or other cities in the developed world to compete in marathons, I enter a different universe where choice, opulence and opportunity characterize people's lives.

Most kids in Baringo had to help their families earn a living. Education was out of the question or, at best, something only one child in the family could pursue. For the lucky ones like me, who could go to school, the three-mile trek each morning on an empty stomach made it difficult, and sometimes impossible, to concentrate on lessons.

When I was eight, that changed. The UN began distributing food at the schools in the area and a heavy burden was lifted from our shoulders. My friends and I no longer worried about being hungry in class. We ate a simple meal each day and could stay focused during lessons. Those who had dropped out of school came back; others who had never attended were sent by their parents. I often ask myself: without the benefit of school meals, would I have become a literate, healthy, successful long-distance runner?

United against Hunger

To succeed, school feeding programmes must be about more than just food. Teacher training, clean drinking water, disease prevention efforts, adequate sanitary systems, fuel-efficient stoves and structurally secure classrooms all contribute to a positive learning environment. Ensuring that these elements are present in WFP's food-for-education programmes require the involvement of many partners.

For decades, WFP has worked with international development agencies such as the World Bank and sister UN organizations - FAO, UNESCO, UNICEF and

WHO - donor governments, national ministries of health and education and private non-profit organizations in planning and managing school feeding programmes. More recently, WFP has expanded this network to capture the creative energy of the corporate community.

Together, WFP's school feeding partners do what none could do alone. They provide a system of complementary support capable of addressing the full spectrum of health and hygiene improvements, while ensuring psycho-social support in a safe learning environment. ■

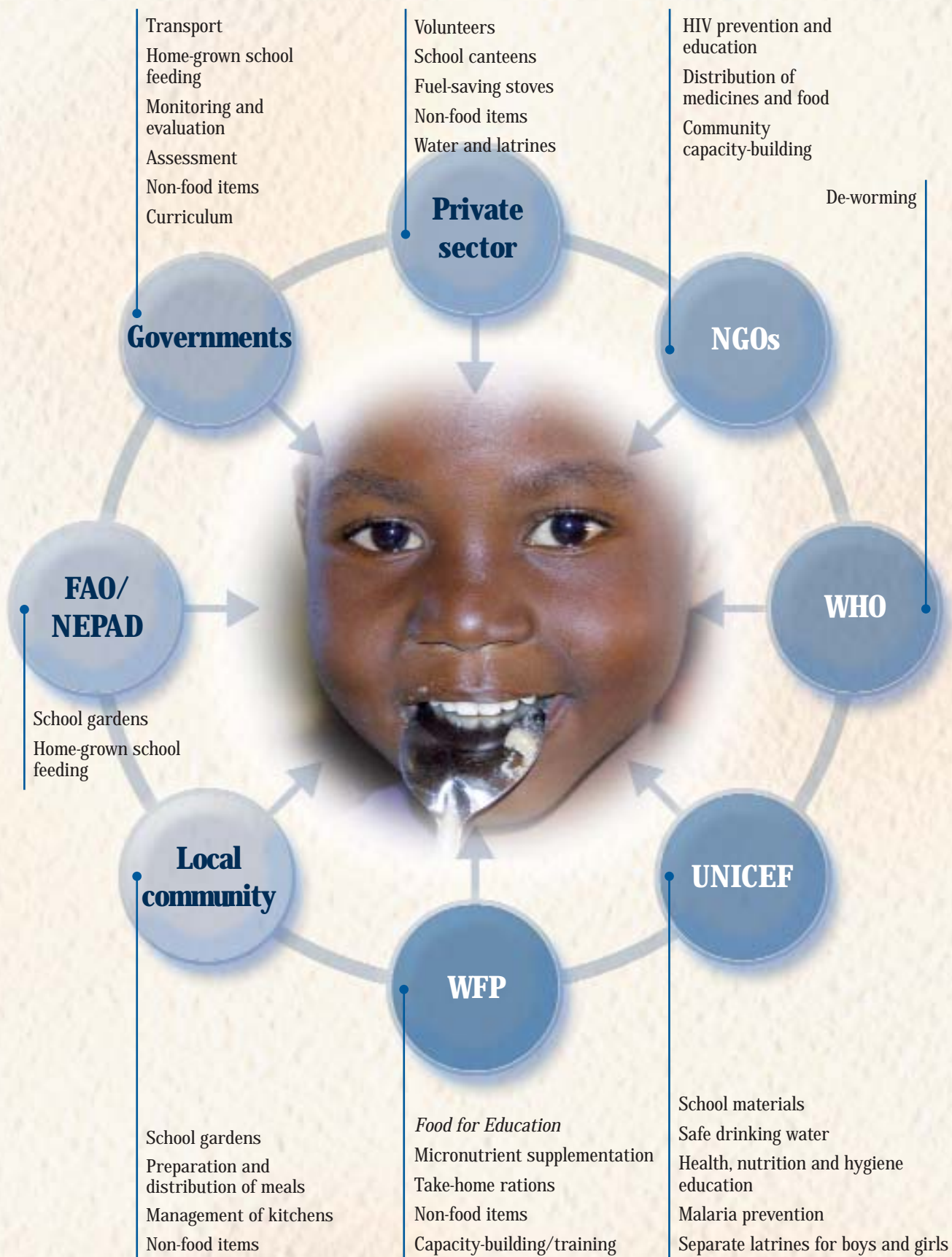
UNICEF/WFP collaboration in the education sector

Essential Package of school-based interventions

Country	LOU/MOU	Basic education	Food for Education	Water and sanitation in schools	De-worming	MS	Hygiene, health and nutrition education	Malaria control	HIV/AIDS	School gardens	Improved stoves
Afghanistan	✓	✓	✓	✓	✓						
Angola		✓	✓	✓	✓						
Bhutan	✓	✓	✓	✓	✓	✓	✓				
Bolivia		✓	✓	✓	✓		✓				
Burkina Faso	✓	✓	✓	✓	✓	✓	✓				✓
Burundi	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Cambodia		✓	✓	✓	✓	✓	✓			✓	
Cameroon		✓	✓	✓	✓						
Central African Republic		✓	✓	✓	✓		✓				
Chad		✓	✓	✓	✓						
Côte d'Ivoire		✓	✓	✓	✓						
Democratic Republic of Congo		✓	✓	✓	✓		✓				
Eritrea	✓	✓	✓	✓	✓		✓				
Ethiopia		✓	✓	✓	✓		✓				
Gambia	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Ghana	✓	✓	✓	✓	✓		✓		✓		
Guinea		✓	✓	✓	✓		✓				
Guinea Bissau	✓	✓	✓	✓	✓						
Honduras		✓	✓	✓	✓						
Kenya	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Laos		✓	✓	✓	✓						
Lesotho	✓	✓	✓	✓	✓				✓	✓	
Liberia		✓	✓	✓	✓				✓		
Madagascar		✓	✓	✓	✓						
Malawi	✓	✓	✓	✓	✓		✓		✓	✓	✓
Mali		✓	✓	✓	✓		✓				
Mauritania		✓	✓	✓	✓		✓			✓	
Mozambique	✓	✓	✓	✓	✓		✓		✓	✓	✓
Nepal		✓	✓	✓	✓		✓				
Nicaragua		✓	✓	✓	✓	✓	✓				✓
Niger		✓	✓	✓	✓		✓				
Russian Federation		✓	✓	✓	✓						
São Tomé and Príncipe		✓	✓	✓	✓			✓		✓	
Senegal	✓	✓	✓	✓	✓	✓	✓				
Sierra Leone		✓	✓	✓	✓		✓				
Sudan	✓	✓	✓	✓	✓		✓				
Swaziland		✓	✓	✓	✓		✓		✓	✓	
Tajikistan		✓	✓	✓	✓		✓				
Uganda		✓	✓	✓	✓		✓				
Zambia		✓	✓	✓	✓		✓		✓	✓	

Legend: Countries in red: part of the 25 pilot countries of the United Nations Girls' Education Initiative (UNGEI), selected for accelerated progress on girls' education by 2005 • MS: Micronutrient supplementation • LOU: Letter of Understanding • MOU: Memorandum of Understanding

Partnerships for better schools

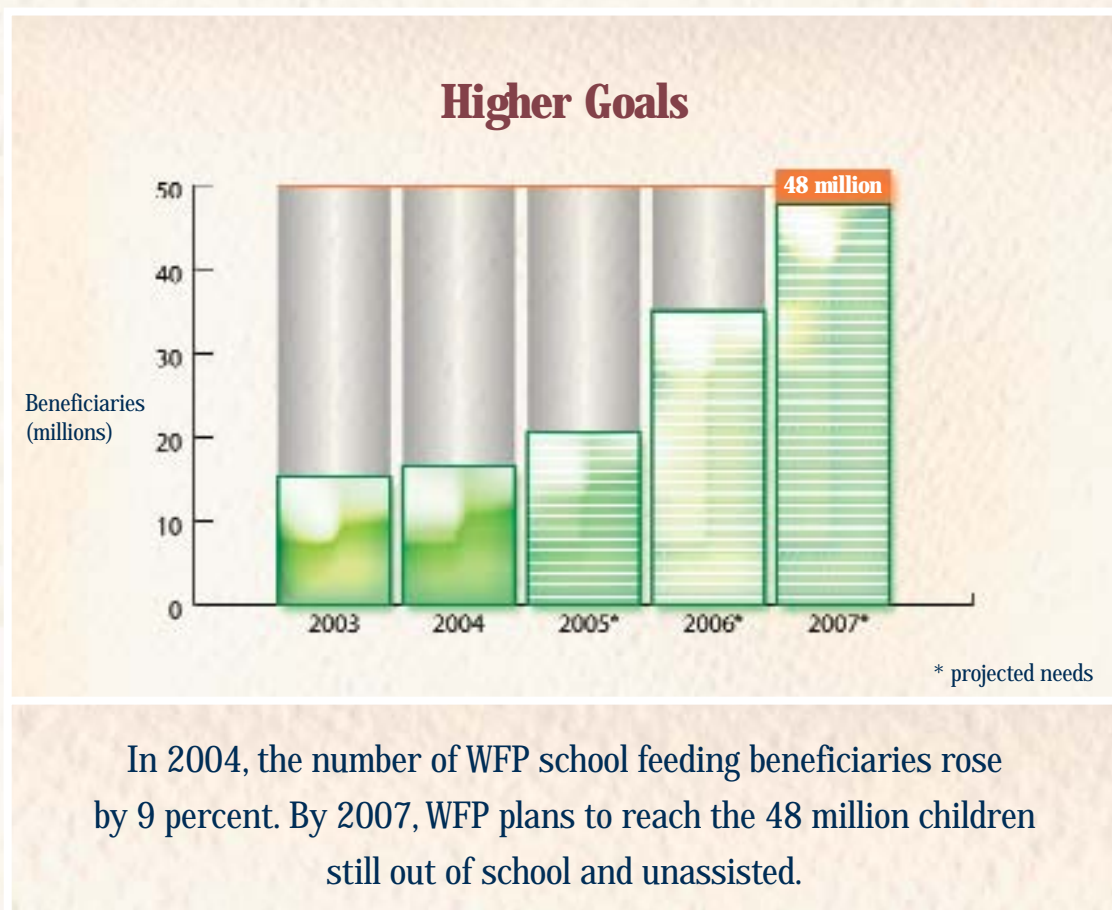


Tables

In 2004, WFP provided food for 16.6 million school children in 72 countries, a 9 percent increase from the 15.2 million beneficiaries in 2003. The success of the school feeding programme extends beyond numbers; it is the emerging trends and qualitative feedback that are truly inspiring.

The results continue to prove that with school meals, more children enrol, attend and complete their primary schooling, and that take-home rations can significantly boost girls' school enrolment, extending the benefits of education to women and future generations. 2004 also saw recipient governments take firm steps in their commitment to primary education and school feeding.

However, help is still very much needed. Even not counting Brazil, China and India, there are an estimated 48 million hungry children who are out of school and do not currently receive government or other assistance. WFP's Global School Feeding Campaign aims to extend its activities – health and nutrition intervention and facilitating education – to these children by the end of 2007. This will take place under a number of consultative and collaborative arrangements, with various stakeholders sharing the financial commitment. But more funds are required to make the Millennium Development Goals – eradicating hunger and achieving universal primary education – a reality. WFP has the capacity; the resources are all that is required to achieve this. ■



East and Central Africa

	Meals in school			Take-home rations			Total			Meals in school/ take-home rations overlap
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	
Burundi	13 542	11 127	24 669	13 542	0	13 542	13 542	11 127	24 669	13 542
Congo (Brazzaville)	7 698	8 910	16 608	0	0	0	7 698	8 910	16 608	0
Congo D.R.(Kinshasa)	47 573	47 948	95 521	0	0	0	47 573	47 948	95 521	0
Djibouti	4 359	5 330	9 689	1 274	0	1 274	5 633	5 330	10 963	0
Eritrea	36 087	54 674	90 761	36 087	0	36 087	72 174	54 674	126 848	0
Ethiopia	291 737	427 284	719 021	40 000	0	40 000	309 021	427 284	736 305	22 716
Kenya	690 305	801 128	1 491 433	0	0	0	690 305	801 128	1 491 433	0
Rwanda	93 494	85 671	179 165	31 051	0	31 051	93 494	85 671	179 165	31 051
Somalia	1 945	5 275	7 220	0	0	0	1 945	5 275	7 220	0
Sudan	171 957	238 379	410 336	0	0	0	171 957	238 379	410 336	0
Tanzania	81 164	89 679	170 843	0	0	0	81 164	89 679	170 843	0
Uganda	222 573	248 383	470 956	18 895	0	18 895	222 573	248 383	470 956	18 895
Regional Total	1 662 434	2 023 788	3 686 222	140 849	0	140 849	1 717 079	2 023 788	3 740 867	86 204

West Africa

	Meals in school			Take-home rations			Total			Meals in school/ take-home rations overlap
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	
Benin	32 390	37 349	69 739	4 465	0	4 465	32 390	37 349	69 739	4 465
Burkina Faso	17 783	22 601	40 384	0	0	0	17 783	22 601	40 384	0
Cameroon	49 874	84 774	134 648	14 452	0	14 452	49 874	84 774	134 648	14 452
Cape Verde	48 335	59 142	107 477	0	0	0	48 335	59 142	107 477	0
Central Africa Republic	41 626	62 397	104 023	0	0	0	41 626	62 397	104 023	0
Chad	29 121	44 418	73 539	15 459	0	15 459	29 121	44 418	73 539	15 459
Côte d'Ivoire	237 533	333 866	571 399	0	0	0	237 533	333 866	571 399	0
Gambia	67 408	65 494	132 902	0	0	0	67 408	65 494	132 902	0
Ghana	0	0	0	34 368	0	34 368	34 368	0	34 368	0
Guinea	74 771	100 594	175 365	15 248	0	15 248	74 771	100 594	175 365	15 248
Guinea-Bissau	55 695	68 842	124 537	55 695	0	55 695	55 695	68 842	124 537	55 695
Liberia	186 149	201 481	387 630	0	0	0	186 149	201 481	387 630	0
Mali	40 042	51 096	91 138	32 785	207	32 992	40 222	51 096	91 318	32 812
Mauritania	38 680	39 520	78 200	0	0	0	38 680	39 520	78 200	0
Niger	15 585	23 192	38 777	5 173	0	5 173	15 585	23 192	38 777	5 173
São Tomé & Príncipe	13 747	14 533	28 280	0	0	0	13 747	14 533	28 280	0
Senegal	116 799	133 881	250 680	0	0	0	116 799	133 881	250 680	0
Sierra Leone	125 645	151 741	277 386	0	0	0	125 645	151 741	277 386	0
Regional Total	1 191 183	1 494 921	2 686 104	177 645	207	177 852	1 225 731	1 494 921	2 720 652	143 304

Southern Africa

	Meals in school			Take-home rations			Total			Meals in school/ take-home rations overlap
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	
Angola	17 641	19 548	37 189	0	0	0	17 641	19 548	37 189	0
Lesotho	89 960	86 433	176 393	16 592	16 837	33 429	89 960	86 433	176 393	33 429
Madagascar	30 888	27 507	58 395	0	0	0	30 888	27 507	58 395	0
Malawi	116 894	102 123	219 017	116 894	12 239	129 133	116 894	102 123	219 017	129 133
Mozambique	63 090	106 251	169 341	74 793	56 705	131 498	118 385	157 089	275 474	25 365
Swaziland	18 629	19 520	38 149	0	0	0	18 629	19 520	38 149	0
Zambia	46 490	45 919	92 409	6 151	5 678	11 829	46 490	45 919	92 409	11 829
Zimbabwe	210 336	219 106	429 442	0	0	0	210 336	219 106	429 442	0
Regional Total	593 928	626 407	1 220 335	214 430	91 459	305 889	649 223	677 245	1 326 468	199 756

Latin America and the Caribbean

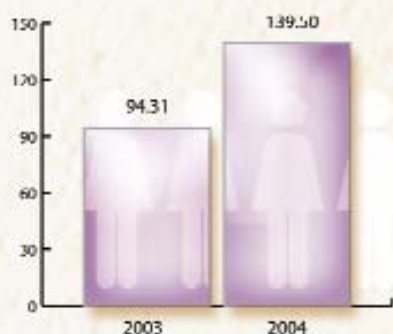
	Meals in school			Take-home rations			Total			Meals in school/ take-home rations overlap
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	
Bolivia	50 783	52 025	102 808	0	0	0	50 783	52 025	102 808	0
Colombia	67 308	68 772	136 080	0	0	0	67 308	68 772	136 080	0
Cuba	224 169	242 848	467 017	0	0	0	224 169	242 848	467 017	0
Dominican Republic	35 907	43 029	78 936	0	0	0	35 907	43 029	78 936	0
Ecuador	69 370	73 073	142 443	0	0	0	69 370	73 073	142 443	0
El Salvador	81 457	85 441	166 898	0	0	0	81 457	85 441	166 898	0
Guatemala	36 043	39 663	75 706	0	0	0	36 043	39 663	75 706	0
Haiti	72 076	67 446	139 522	0	0	0	72 076	67 446	139 522	0
Honduras	468 081	482 693	950 774	0	0	0	468 081	482 693	950 774	0
Nicaragua	185 231	204 206	389 437	0	0	0	185 231	204 206	389 437	0
Peru	103 970	101 467	205 437	0	0	0	103 970	101 467	205 437	0
Regional Total	1 394 395	1 460 663	2 855 058	0	0	0	1 394 395	1 460 663	2 855 058	0

Middle East, Central Asia and Eastern Europe

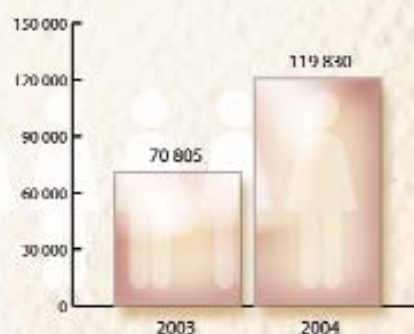
	Meals in school			Take-home rations			Total			Meals in school/ take-home rations overlap
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	
Afghanistan	221 885	332 827	554 712	231 321	346 981	578 302	231 321	679 808	911 129	221 885
Egypt	99 300	103 415	202 715	5 455	2 266	7 721	104 755	105 681	210 436	0
Iran	0	0	0	3 210	0	3 210	3 210	0	3 210	0
Iraq	51 591	53 582	105 173	0	0	0	51 591	53 582	105 173	0
Morocco	7 448	7 448	14 896	0	0	0	7 448	7 448	14 896	0
Pakistan	0	0	0	298 736	0	298 736	298 736	0	298 736	0
Tajikistan	170 384	194 700	365 084	18 702	0	18 702	189 086	194 700	383 786	0
Yemen	790	770	1 560	119 830	0	119 830	120 620	770	121 390	0
Armenia	15 626	15 749	31 375	0	0	0	15 626	15 749	31 375	0
Azerbaijan	0	0	0	2 489	2 762	5 251	2 489	2 762	5 251	0
Georgia	850	1 050	1 900	0	0	0	850	1 050	1 900	0
Russian Federation	47 695	45 824	93 519	0	0	0	47 695	45 824	93 519	0
Regional Total	615 569	755 365	1 370 934	679 743	352 009	1 031 752	1 073 427	1 107 374	2 180 801	221 885

Girls in Yemen

Average number of girls enrolled in WFP-assisted schools



Distribution of take-home rations by WFP



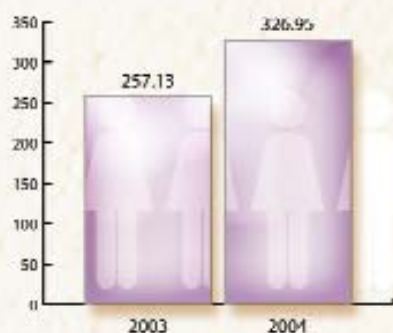
The newly introduced take-home rations in Yemen nearly doubled girls' enrolment in WFP-assisted schools from 2003 to 2004.

Asia

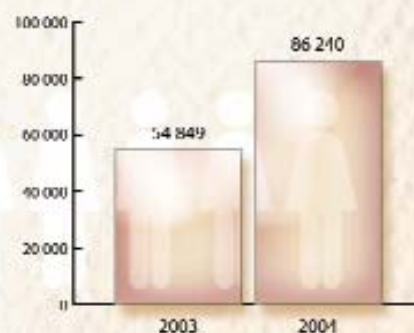
	Meals in school			Take-home rations			Total			Meals in school/ take-home rations overlap
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	
Bangladesh	306 530	305 613	612 143	0	0	0	306 530	305 613	612 143	0
Bhutan	15 418	19 866	35 284	0	0	0	15 418	19 866	35 284	0
Cambodia	178 165	200 737	378 902	2 216	2 096	4 312	179 605	202 833	382 438	776
China	0	0	0	5 100	0	5 100	5 100	0	5 100	0
India	146 732	159 756	306 488	0	0	0	146 732	159 756	306 488	0
Indonesia	15 130	15 129	30 259	0	0	0	15 130	15 129	30 259	0
Korea, DPR	823 627	823 626	1 647 253	415 342	415 342	830 684	823 627	823 626	1 647 253	830 684
Laos	25 766	30 886	56 652	25 766	0	25 766	25 766	30 886	56 652	25 766
Myanmar	0	0	0	86 240	20 560	106 800	86 240	20 560	106 800	0
Nepal	190 713	201 033	391 746	104 813	0	104 813	190 713	201 033	391 746	104 813
Sri Lanka	87 158	89 293	176 451	0	0	0	87 158	89 293	176 451	0
Regional Total	1 789 239	1 845 939	3 635 178	639 477	437 998	1 077 475	1 882 019	1 868 595	3 750 614	962 039

Girls in Myanmar

Average number of girls enrolled in WFP-assisted schools



Distribution of take-home rations by WFP



Take-home rations proved an equally effective incentive for girls in Myanmar.

Recommended reading

New research continues to affirm what those in the field have long recognized: school feeding programmes work. Increasingly, studies emphasize the importance of complementary, multi-sectoral strategies in developing successful programmes. Some of the most interesting of the recent publications present results in practical terms that existing programmes can easily build on.

WFP continues to seek information on any recent and credible studies from non-WFP sources for inclusion in its publication entitled *School Feeding Works: an annotated bibliography*. The following abstracts are from research that will be included in this bibliography. If you are aware of any new studies on topics related to school feeding, please inform WFP at schoolfeeding@wfp.org

Breakfast Habits, Nutritional Status, Body Weight, and Academic Performance in Children and Adolescents.

Judi Adams, Beverly L. Girard, Jordan Metz, Mark A. Pereira, Gail C. Rampersaud, *Journal of the American Dietetic Association*. Chicago, USA, 2005.

This paper reviews the results of 47 studies that consider the association of breakfast consumption with nutritional adequacy (9 studies), body weight (16 studies) and academic performance (22 studies) in children and adolescents. The research indicates that breakfast eaters consume more calories daily but are less likely to be overweight and that breakfast consumption may improve cognitive function related to memory, grade and school attendance. The overall conclusion is that eating breakfast as part of a healthy diet and lifestyle can have a positive impact on a child's health and well-being.

Comparing Food and Cash Incentives for Schooling in Bangladesh.

Akhter U. Ahmed, International Food Policy Research Institute. Commissioned by The United Nations University. Washington DC, USA, 2005.

This study compares educational attainment and household food consumption under the original FFE

Programme and the subsequent Primary Education Stipend (PES) Programme that replaced it in Bangladesh. The Government of Bangladesh launched the FFE programme in 1993. It provided a free monthly ration of rice or wheat to poor families in rural areas if their children attended school. In 2002, the Government replaced the FFE programme with the PES programme which provided participating families with cash instead of food.

Both the FFE and PES programmes encouraged poor families to enrol their children in primary school. However, the rate of increase in enrolment was greater for the FFE programme (18.7 percent) than for the PES programme (13.7 percent). This was probably because the FFE programme provided a larger incentive. The annual income transfer per student per year under FFE was USD 29.28 as compared to USD 20.69 under PES. Ninety-five percent of parents of FFE students said that the programme was a major motivation to send their children to school. They also said that the programme attracted more girls to schools than boys. Net enrolment rates in primary schools were higher for girls than boys under both programmes.

Halving Hunger: It Can Be Done.

Coordinators: Pedro Sanchez and M.S. Swaminathan, UN Millennium Project, Task Force on Hunger. London, UK, 2005.

This report, developed by the UN Task Force on Hunger, is designed to help reach the UN Millennium Development Goal (MDG) of halving world hunger by 2015. The authors propose that developing countries create business plans that identify specific hunger interventions, how they will be undertaken, who should be involved, how much the actions will cost and what the benefits will be.

The aspects of the report that relate most directly to school feeding involve the findings that parents' education, especially the mothers' level of education, has a significant impact on child malnutrition. If the mother attended primary school, the child is less likely to be underweight. In addition, agricultural productivity has



been found to increase dramatically when women receive the same education as men. The task force recommends that access to nutritious food along with health and nutrition services should be increased among school age children and adolescents.

‘Nutrition and Education’ in Nutrition: A Foundation for Development.

Matthew Jukes, Judith McGuire, Frank Method and Robert Sternberg. United Nations Administrative Committee on Coordination, United Nations System Standing Committee on Nutrition. Geneva, Switzerland, 2002.

This brief is one of twelve studies addressing barriers to education. It focuses on nutrition and emphasizes the importance of preventing malnutrition in children under the age of two. The paper emphasizes us that it is at the earliest ages that children are most vulnerable to irreversible damage in physical, mental and social development as a result of micronutrient deficiencies.

School Health and Nutrition: A Situation Analysis. A Participatory Approach to Building Programmes that Promote Health, Nutrition and Learning in Schools.

Coordinators: Don Bundy, The Partnership for Child Development; Bruce Dick, UNICEF; Carlos M. Morel, WHO; Bradford Strickland, USAID; and Joseph Cook, Edna McConnell Clark Foundation. Oxford, UK, 1999.

This field-tested situation analysis remains the best practical guide for the design and evaluation of school-based health and nutrition programmes. It measures school participation (enrolment, absenteeism, repetition and drop-out rates) and identifies reasons for absences from school, priority health and nutrition problems with school-age children, practical interventions that are likely to improve students’ health, nutrition, school attendance and educational achievement, and gaps in existing school

nutrition and health services and pinpoints issues that will require further investigation.

Toward Universal Primary Education: Investments, Incentives, and Institutions.

Coordinators: Nancy Birdsall, Amina Ibrahim and Geeta Rao Gupta, UN Millennium Project, Task Force on Education. London, UK, 2005.

This report addresses two UN Millennium Development Goals: realizing universal primary education and reaching gender parity at all levels of education by 2015. Meeting these challenges, the authors conclude, will require a “...new, creative and transformative approach to thinking about both education and the relationship between donors and poor countries...”

The study addresses the problems of access, quality of education and funding. It proposes steps that donor nations and developing countries can take to meet the MDGs. In brief, the authors recommend that donors: i) make firm financial commitments to *Education-for-All*, ii) commit funds in a new way through a strong and coordinated global process that rewards progress, iii) develop a transparent accountability framework that reports on donor commitments and actions, and iv) invest in genuine evaluation of education-sector interventions.

The authors recommend that developing countries i) create or strengthen the national commitment to education, ii) adopt strategies that have been shown to get hard-to-reach children into school, iii) support mothers and maternal education, iv) strengthen the role of civic organizations, v) improve accountability through local control, vi) conduct serious evaluations of educational quality, and vii) improve access to information on the effectiveness of local schools. ■



To help feed a child:

Go to

**<http://www.wfp.org/> and click “Donate Online”,
selecting “WFP School Feeding Projects”, or go to
<http://wfp.aidmatrix.org/>**

In Italy

Donate directly to WFP postal account, C.C. Postale 41730946,
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Or send a cheque to:

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Friends of WFP - PO Box 11856 - Washington, DC 20008
Tel. +1 202 530 1694 - www.friendsofwfp.org

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In Japan

Japan Association for the United Nations WFP (JAWFP)
6th floor, Pacifico-Yokohama, 1-1-1 Minato Mirai, Nishi-Ku, Yokohama 220-0012, Japan
Tel. 81-45-221-2515 (JAWFP)

Toll free no. 0120496819 (for Japanese speakers)

You can also visit JAWFP website and donate online:

<http://www.jawfp.org/donate/online.html>

or donate directly to the WFP postal account 00290-8-37418

Elsewhere in the world

Fundraising and Communications Department - World Food Programme
Via C. G. Viola, 68/70 - 00148 Rome, Italy - Tel. +39-0665132628

Acronyms

EFA	Education for All	PCI	Project Concern International
EP	Essential Package	PES	Primary Education Stipend
FAO	The Food and Agricultural Organization of the United Nations	SF	School feeding
FFE	Food for Education	TNT	WFP's largest corporate partner
LOU	Letter of Understanding	UN	United Nations
MDG	Millennium Development Goal	UNESCO	The United Nations Educational, Scientific and Cultural Organization
MOU	Memorandum of Understanding	UNGEI	United Nations Girls' Education Initiative
NEPAD	New Partnership for Africa's Development	UNICEF	The United Nations Children's Fund
NFI	Non-food item	WFP	The United Nations World Food Programme
NGO	Non-governmental organization	WHO	The World Health Organization
OVC	Orphans and vulnerable children		

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