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Global School Feeding Report 2006



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Acronyms

CSB	Corn-Soya Blend	LIFDC	Low-Income Food-Deficit Country
CHILD	Children In Local Development	NEPAD	New Partnership for Africa's Development
DSM	is a company active worldwide in nutritional and pharmaceutical ingredients	NGO	Non-governmental organization
EEPC	Ethiopian Electrical Power Company	STH	Soil Transmitted Helminths
FAO	Food and Agricultural Organization of the United Nations	TNT	is a global mail and logistics company
FFE	Food for Education	UN	United Nations
HGSFP	Home Grown School Feeding Programme	UNDP	United Nations Development Program
IDD	Iodine Deficiency Disorders	UNESCO	United Nations Educational, Scientific and Cultural Organization
IFAD	International Fund for Agricultural Development	UNICEF	United Nations Children's Fund
KAPE	Kampuchean Action for Primary Education	VAD	Vitamin A Deficiency
LDC	Least Developed Country	WFP	World Food Programme
		WHO	World Health Organization

Preface

Thanks to robust support from donors, the World Food Programme (WFP) continues to overcome massive challenges to support children's education in areas where conflict and food insecurity are rife. In 2005, we helped 21.7 million students in 74 countries, five million more than in 2004.

Since it was founded, WFP has provided food to children in school as a way of contributing to child development through better access to education, better learning, and better health and nutrition. Rather modestly, we referred to this as school feeding, but it included take-home rations for poor families that sent their children to school, deworming campaigns, school gardens and health, and hygiene training.

'Food for Education' is probably a more accurate description of the work we do to attract poor and hungry children to school and ensure that they get the nutrition, education, health and other basic services they need to thrive. WFP's school feeding projects often serve as the platform from which an 'Essential Package' of school based interventions can be launched.

Together with other UN agencies, Non Governmental Organizations, host governments and the private sector, we were able to enhance the quality of our assistance and to share the challenge of providing it quickly and more effectively. Thanks to our partners, we have now coupled WFP school feeding with Essential Package interventions in most WFP assisted schools.

At WFP, we see school feeding as one of the most profitable forms of development investment. Many studies agree with us. Educated children tend to have more choices in life, earn more, marry at a more mature age and have fewer and healthier babies; a hungry child does not grow and cannot learn as well and faces many risks in the future.

2005 was the most challenging year for international aid organisations since World War II. With emergency relief needed for the massive devastation caused by the Indian Ocean tsunami, the earthquake in Kashmir region and the crisis in Darfur, our capacity was truly tested.

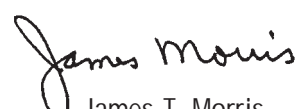
Despite these massive crises, we were able to put in place school feeding programmes to make sure children's education was not interrupted in most of the affected areas. With support from its donors, WFP was able to rapidly deliver food for victims of emergencies, and simultaneously increase the number of children benefiting from school feeding within development operations.

While emergencies represent a significant portion of WFP school feeding activities, it is the longer-term development programmes that measure and demonstrate progress made. Feeding and educating the current school generation on the one hand, and building local capacity and increasing government commitment on the other, are key to setting in motion the future sustainable commitment to the Millennium Development Goals (United Nations General Assembly 2005).

Graduation is always a joyous occasion, and it is even more gratifying when WFP can hand over responsibility for Food for Education programmes to local communities and government. Over the past 40 years, WFP has handed over school feeding operations to host governments in over 30 countries. By taking responsibility for the education and nutrition of even the poorest children, host governments enable WFP to focus its limited resources on children in countries with even greater needs.

With an estimated 351 million hungry children in the world, and about 115 million school-age children not attending school, there is clearly a lot more to do to address the long-term implications of hunger and lack of education for children, their families and societies (Boston Consultant Group 2005; UNESCO 2006).

There is no better single investment in future development than education. But schools, textbooks and teachers are not enough if the classrooms are empty and children are too hungry to fill them. Food for Education can bring children into school and out of hunger. Only together with donors and host governments can we hope to see significant and long-lasting results.


James T. Morris
Executive Director

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Food Encourages Learning

For many of us just skipping one meal can affect our ability to focus and learn. For millions of children however, hunger is one of the most pervasive and damaging phenomena today. It has far-reaching effects on the development of individuals and nations.

Building capacity to learn

The rapid development of the brain during the early months and years in life is crucial and influences learning, behaviour and health throughout the life cycle. Currently, 126 million children under five are underweight and therefore disadvantaged (UNICEF 2006).

Hunger negatively affects the brain development of children and sets back their chances of educational success later on. For example, studies show us that

“...hungry children are at greater risk of non-productive behaviour in class”

iron deficiency anaemia among children under two can be associated with poor performance on intelligence tests once they reach school age. Similarly, stunted children can lose several years of education simply because they start school years later than they should. By contrast, children receiving a high-protein supplement perform significantly better on cognitive tests and grow up faster and stronger. And better nourished children perform significantly better at school because of greater learning productivity per year of education. Food for Education programmes and education strategies should be integrated with early child survival and development interventions in order to achieve the most impact.

Hunger and learning

Worldwide, more than 350 million children are undernourished. Children need to consume sufficient food of the right quality in order to thrive (FAO 2005).

An extensive body of research shows that both acute and chronic hunger affect children's access to school, attention span, behaviour in class and educational outcomes. Several studies have shown that children suffering from short-term hunger, like that caused by skipping breakfast, have difficulty concentrating in class and performing complex tasks. This is true even of children who are otherwise well nourished but is most serious in children already affected by malnutrition.

Stunting, an indicator of chronic malnutrition, is widespread amongst school-age children, with negative effects on their education. While stunting occurs largely during the first three years of life, some evidence suggests that children can exhibit catch-up growth if their environment improves. Interventions in school-age children can thus complement efforts early in the life cycle to reduce levels of stunting.



Micronutrient deficiencies are widespread among school-age children, a kind of 'hidden hunger' that affects even more children than those who do not get sufficient calories each day. Iron deficiency anaemia affects about 210 million school-age children worldwide; vitamin A deficiency (VAD) affects 85 million children; and iodine deficiency disorders (IDD) affect about 60 million children. These problems seldom occur in isolation but rather as multiple micronutrient deficiencies (Drake and others 2002).

Deficiencies in critical micronutrients also impair learning in school-age children.

In particular, deficiencies in iron, iodine and vitamin A cause growth retardation, brain damage, learning disabilities and visual impairment. They can impair mental and motor development, shorten attention and concentration spans. There is also some evidence that hunger leads to psychosocial dysfunction of children, particularly increasing their levels of aggression and anxiety. This means that hungry children are at greater risk of non-productive behaviour in class.

“...deficiencies in iron, iodine and vitamin A cause growth retardation, impairment of mental and motor development, brain damage, learning disabilities, shortened attention and concentration span and visual impairment.”



Hunger and Education Are Linked

"School age is also a sensitive period in children's development. Their fundamental capacity to learn is still being shaped, and hunger can prevent them from making the most of their opportunities to learn at school" (WFP 2006).

"Schooling strengthens a person's cognitive capacity to deal with hunger in later life through several pathways related to future livelihoods, timing and size of families, nutrition, empowerment and views towards learning" (WFP 2006).

One of the prerequisites to fighting poverty in the long term, as study after study has shown us, lies in education. We know that in the course of the past century those countries most committed to universal primary education - for boys and girls - have also been among the most successful in escaping poverty. They have enabled their people to lead more fulfilled, productive lives.

Education is one of the most effective ways to improve food security for the longer term and strengthen coping strategies for times of crisis. Providing Food for Education helps break the poverty cycle and by encouraging education gives hope to the future generations.

Educational Challenges 2005

“Given the need to accelerate progress immediately ... we resolve to urgently identify and implement country-led initiatives ... that promise immediate and durable improvements in the lives of people and renewed hope for the achievement of the development goals. In this regard, we will take such actions as ... the expansion of local school meal programmes, using home-grown foods where possible, and the elimination of user fees for primary education”

2005 World Summit Outcome

The ambitious educational targets set by the Millennium Development Goals and the Education for All goals are still far from being met. In many of the least-developed countries, education for children aged three to five is

“A significant number of children who start primary school drop out too early to acquire the basic skills needed to lead a better life and be less affected by hunger as they grow up.”

almost non-existent, with participation levels below 10 percent. Most of these countries are highly indebted, with high levels of HIV/AIDS and poverty. They face the greatest challenges in providing adequate care, nutrition, education and

development for young children, but stand to gain the most from freeing the next generation from hunger.

At the primary education level, despite much improvement in enrolment and completion rates over the 1990s, there are currently still 115 million children out of school, 96 percent of whom are in developing countries. Sub-Saharan Africa and South and West Asia together account for almost three quarters of children not enrolled in school. A significant number, 25.5 percent, of children who start primary school drop out too early to acquire the basic skills needed to lead a better life and be less affected by hunger as they grow up (UNESCO 2006b).

Although the balance between girls' and boys' enrolment is one of the areas where the greatest progress is being made, 57 percent of the children who still do not attend school are girls. Roughly one in four girls is likely to drop out of school before completing primary education compared to just less than one in seven boys. Generally, gender disparity goes hand in hand with low enrolment overall which, in turn, is correlated with poverty.

Unfortunately, gender disparities are not limited to primary school - women account for 64 percent of the nearly 800 million illiterate people worldwide. Given the importance of female education for the eradication of hunger and improvements in a wide range of development indicators, this is a particular concern.

WFP's response

Hunger, poverty and poor education are interdependent. Where children are hungry, they have fewer chances to



go to school and learn, and without education their chances of breaking out of the poverty trap are greatly reduced. WFP concentrates on breaking this vicious poverty cycle by investing in child development, by using food instrumentally to get children -- especially girls -- into pre- and primary school and keeping them there.

Education, health and nutrition cannot be considered in isolation. A holistic approach to children's wellbeing must be pursued in partnership with UN agencies such as FAO, IFAD, UNDP, UNESCO, UNICEF, WHO, and the World Bank along with governments, non-governmental organisations, religious institutions, communities and individuals.

In 2005, WFP's Food for Education programmes reached 21.7 million children in 74 countries, an increase of 5 million children compared to the year before (16.6 million children, 72 countries). This was the largest increase since the year 2000.

However, this achievement is still a small proportion of the total number, 351 million, of chronically hungry school-age children in the world. In most countries where WFP

“...girls are still the majority of out-of-school children (57 percent) and are less likely to complete a full primary education cycle.”

operates, current programmes can only respond to a part of the need for school feeding, because lack of funds, access or insecurity prevents it from reaching

all of the children in need. Forty six percent of all WFP beneficiaries can be found in sub-Saharan Africa. The needs and coverage were significantly expanded in two countries in particular: Angola and Zimbabwe. The Middle East, Central Asia and Eastern Europe region recorded the largest jump in beneficiaries due to increases in Iraq and Afghanistan.

The number of beneficiaries dropped in ten of the countries where WFP worked last year. Those beneficiaries were not lost – their own governments assumed responsibility for running the programmes. The Government of Peru phased-in during 2005 while Cuba, El Salvador and Guatemala are in the process of taking over.

Over the past 40 years WFP's Food for Education programmes have been handed over to host governments in more than 30 countries, enabling WFP to focus its efforts on a growing number of children and schools most in need.

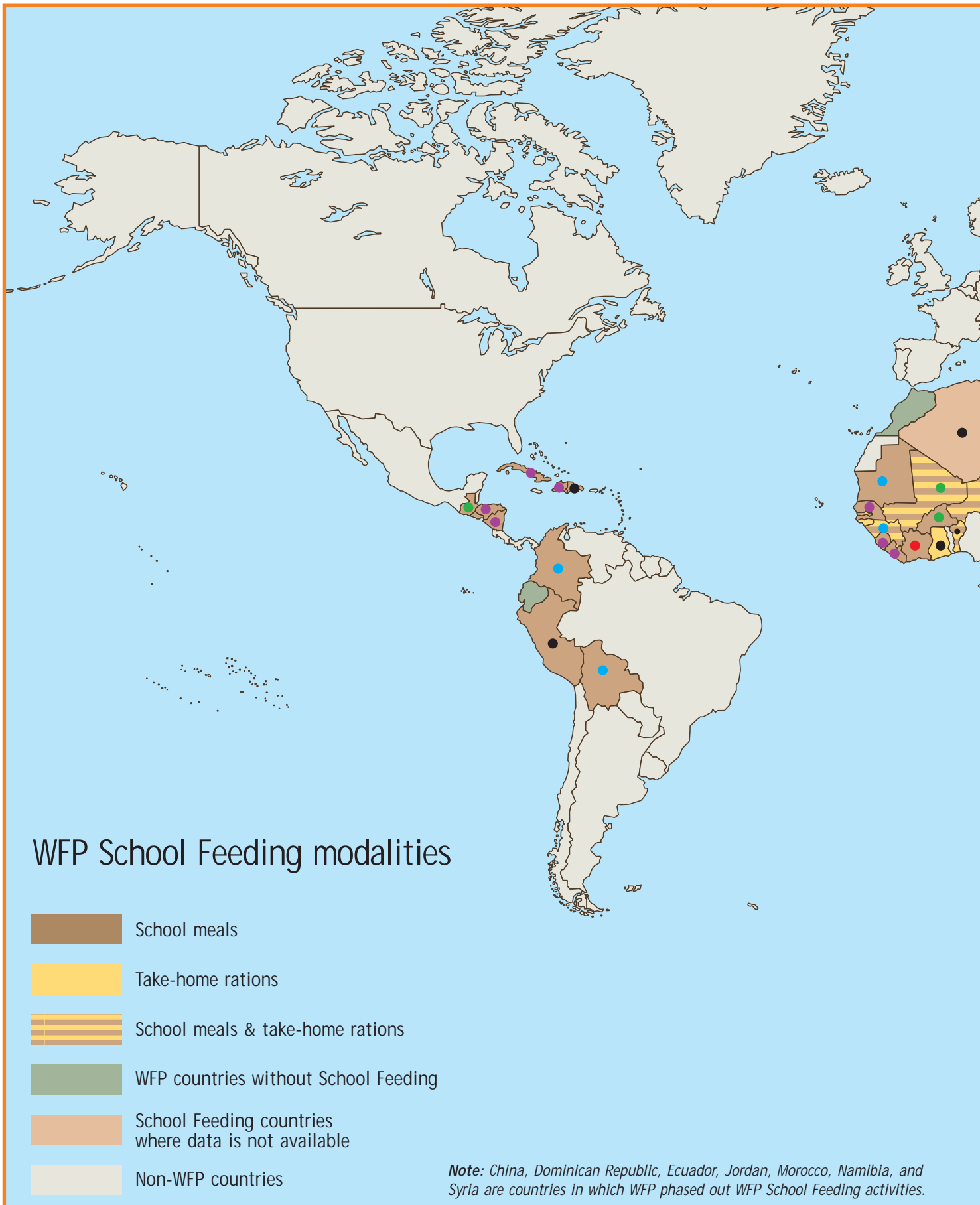


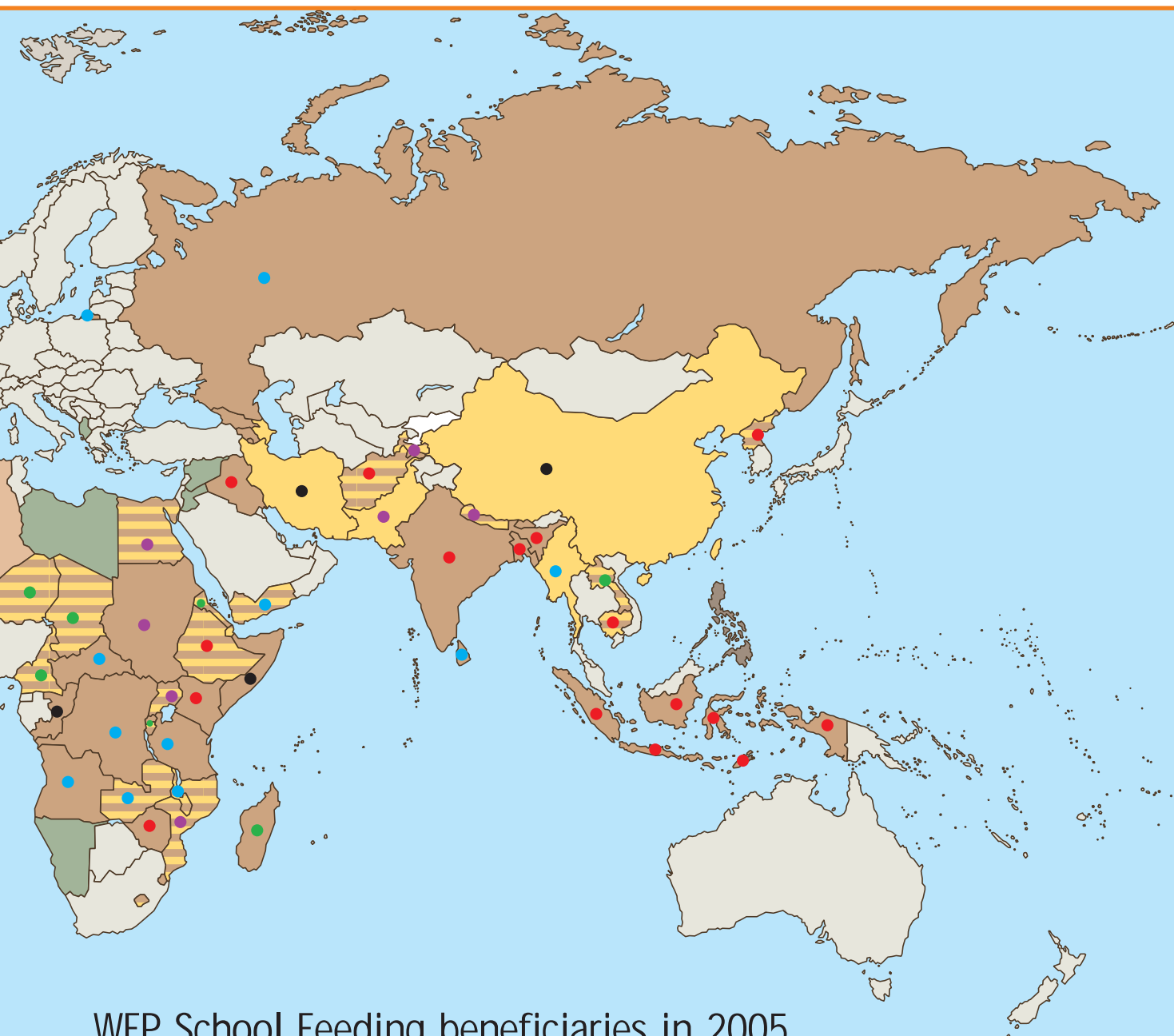
Year	Children receiving Food for Education	Number of Assisted Countries
1999	11.9 million	52
2000	12.3 million	54
2001	15.0 million	57
2002	15.6 million	64
2003	15.2 million	69
2004	16.6 million	72
2005	21.7 million	74

In 35 Countries WFP has phased out Food for Education

- Albania
- Antigua and Barbuda
- Barbados
- Botswana
- Brazil
- Chile
- China
- Cyprus
- Comoros
- Dominica
- Ecuador
- Equatorial Guinea
- Gabon
- Guyana
- Jamaica
- Jordan
- Mauritius
- Mexico
- Morocco
- Namibia
- Paraguay
- Portugal
- Singapore
- Saint Kitts and Nevis
- Saint Lucia
- Thailand
- The Democratic People's Republic of Korea
- The Dominican Republic
- The Philippines
- The Syrian Arab Republic
- Togo
- Tonga
- Turkey
- Uruguay
- Venezuela

Food for Education Global Atlas





WFP School Feeding beneficiaries in 2005

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

Data source: Global School Feeding Report 2005, WFP under the Food for Education Global Atlas Initiative. Map produced by WFP VAM, Map projection: Robinson. "WFP countries" refers to countries where WFP has operations.

Locating Children in Need

“...we start by looking for viable partners to work with. Of course, our schools almost always have support from the government (and sometimes from the local community) but this is often not enough to make a viable educational experience for the children. When a local mission is involved - and UNICEF provides inputs, etc. - you are suddenly faced with an institution that is functional, productive, and has absorptive capacity for additional assistance such as Food for Education”.

West Africa Regional Bureau

WFP concentrates its efforts and resources on the neediest people and countries. WFP's governing body, the Executive Board, requires that at least 50 percent of WFP's development assistance be directed to least developed countries (LDCs) and at least 90 percent to Low-Income Food-deficit countries (LIFDCs). The criteria for providing emergency and recovery assistance are broader and based on assessment of need.

WFP works hard to identify where Food for Education is most needed and will be most useful. A detailed but flexible process is used to target specific schools or institutions:

1. Identify food-insecure areas,
2. Select those food-insecure areas with the most urgent educational need (e.g. low enrolment/attendance, high gender disparity, high drop out, etc.),
3. Apply additional criteria to ensure that WFP food aid is used in the schools where it can be effective and efficient. These include:
 - a) is it possible to form effective partnerships with national and international agencies who work in the same area?
 - b) is it possible to guarantee a minimum standard of hygiene, buildings, safety (especially for female staff and students)?
 - c) is strong community involvement, including a parents and teachers association, likely?
 - d) is it possible to store and prepare food adequately?
 - e) is the project likely to be cost effective?

Where schools do not meet the basic criteria, WFP does its best to bring them up to the required standard. When such needs go beyond WFP's capacity, schools are assisted to mobilize other sources of support.



Importance of Girls' Education



In cultures where men traditionally work in paid professional positions, education may be deemed “wasted” on girls because it is not perceived to lead to paid work. Moreover, there may be concerns about girls walking a long way to schools or being away from the protection of their homes and families. Likewise, the lack of sanitary facilities and privacy for girls in schools sometimes creates anxiety about jeopardizing the girls’ morality.

Low school attendance is often due as much to tradition or culture as to poverty. Poverty often prevents parents from sending some or all of their children to school because they cannot afford the indirect costs (e.g. uniforms, books) or the loss of the child’s labour.

Education influences girls’ economic opportunities, their participation in community decision-making, HIV infection rates and the level of literacy and child malnutrition in the next generation.

Facts about Girls:

1. In some poor countries girls marry as early as 11 years of age and have on average six children. Girls who go to school marry later, practice greater restraint in spacing births and have an average of 2.9 children (King, 1994).
2. Each additional year of schooling for a mother results in a 5-10 percent decrease in mortality among her children (King, 1994).
3. A study by the International Food Policy Research Institute concluded that 44 percent of the reduction in child malnutrition between 1970 and 1995 is attributable to increases in women’s education (Smith, L. and others, 2000).

Types of Food for Education

The Hunger Task Force of the Millennium Development Goals recommended: “... homegrown school-based feeding programmes as an effective way of creating agricultural, educational and market benefits and addressing gender inequality in chronically hungry communities. Nutritious food offered at school will attract hungry children to attend school and improve both attendance and school performance. Providing take-home rations will also offer economic incentives for families to send their children to school.”

UN Millennium Project 2005

In-school feeding

In-school meals are used to attract children to school, alleviate their hunger and help them learn. The meals aim to:

- increase primary school children’s enrolment and attendance, especially among girls, orphans and vulnerable children;
- reduce the imbalance between girls’ and boys’ school attendance;
- reduce primary school drop-out rates; and improve learning and concentration by providing a meal early in the day.

Each in-school meal menu is chosen according to local tastes and customs, nutritional needs, local foods available, ease of preparation and resources available.

There are four options for on-site feeding meals: breakfast, mid-morning snack, lunch, and dinner (only for boarding schools). The timing and nature of the meal depends on the length of the school day, the local customs, availability of trained cooks and a well-equipped kitchen, clean water and many other factors.

On-site meals are particularly helpful when children go to school without a morning meal, often after walking a long distance. By mid-morning, their attention and concentration drop off sharply and learning suffers.

A nutritious meal or snack early in the school day enables these children to learn better and gain the most from school. The opportunity for a nutritious meal is an incentive for parents to send their children to school.

“A nutritious meal or snack early in the school day enables these children to learn better and gain the most from school.”

WFP encourages community members to donate fresh produce for the menu. Some countries have established school gardens and use the harvest from the gardens in meal preparation.

Food for Education is a term that is increasingly being used to describe the broader concept of providing food to encourage education. This includes on-site school feeding, take-home rations and can be extended to include early childhood education programmes, non-formal education and vocational training for young people not enrolled in traditional schools.

Below is a sample of menus for each type of meal:

Type of Meal	Menu Sample	Total Kilocalories	Country Example
Breakfast	Corn-Soya Blend porridge 8g, sugar 8g, vegetable oil* 8g	404	Timor Leste
Mid-morning snack	High energy biscuits 100g	450	Iraq
Breakfast and lunch	Maize meal 150g, pulses 40g, vegetable oil* 10g, Salt 3g	955	Rwanda
Breakfast, lunch and dinner	Cereals (rice or maize) 450g, pulses 45g, canned fish 25g, vegetable oil* 20g	2,027	Benin

* Vegetable oil fortified with Vitamin A



WFP/Stephanie Savaradau/Malawi

Take home rations

In poor countries, children are often required to help their families make a living. Their parents depend on them to work in the family fields or livestock, to care for younger siblings, to gather firewood or to search for food. This means they don't have the time, the economic means or the energy to attend school.

When on-site school feeding is impossible to implement or insufficient to reach particularly vulnerable children such as girls and orphans, WFP provides take-home rations of basic food items, like a sack of cereals or several litres of vegetable oil, which are distributed to families in exchange for the schooling of their children and to help offset the loss of the child's contribution to the family's livelihood.

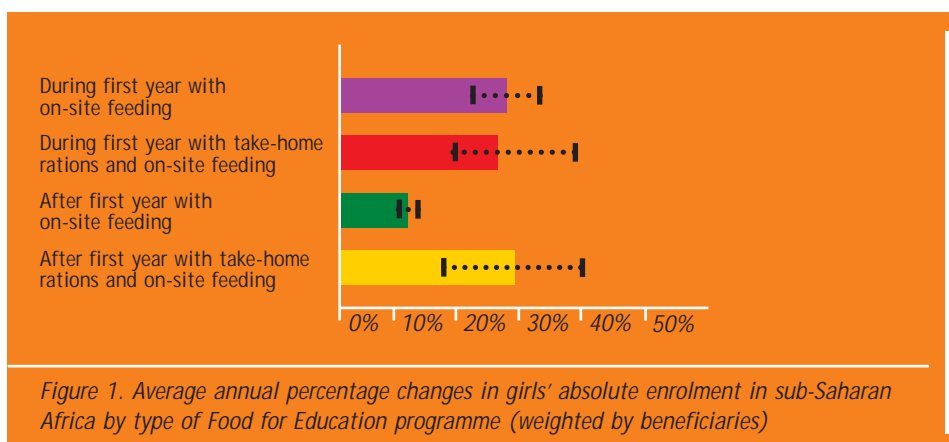
Combining take-home rations and in-school feeding

Countries implementing a Food for Education programme frequently combine school meals and take-home rations. In 2005, this strategy was adopted by Afghanistan, Benin, Burundi, Cameroon, Chad, Egypt, Eritrea, Ethiopia, Guinea, Laos, Malawi, Mali, Mozambique, Nepal, Niger, Tajikistan, Uganda and Zambia. Sixty seven percent of the WFP-assisted countries in Southern Africa region and Middle East, Central Asia, and Eastern Europe region had a take-home ration component in their Food for Education programmes; 64 percent of programmes in East and Central Africa provided take-home rations, as did 50 percent in West Africa, 43 percent in Asia and 9 percent in Latin America and the Caribbean.

Which approach works best?

Between 2002 and 2005, WFP studied more than one million students in over 4,000 schools in 32 countries in sub-Saharan Africa. The results suggest that Food for Education has a strong impact on absolute enrolment in WFP-assisted schools, especially during the first year of programmes, when the average absolute enrolment increased by 28 percent for girls and by 22 percent for boys. However, after the first year of implementation, increases in absolute enrolment were found to vary substantially by the type of Food for Education programme.

Food for Education programmes that combined take-home rations for girls with on-site feeding for all pupils (as opposed to only on-site feeding programmes) saw a sustained increase in girls' absolute enrolment of 30 percent from year to year. In schools with on-site feeding alone, the increase in absolute enrolment after the first year of the programmes reverted back to the rate of increase prior to implementation of the Food for Education programmes (see figure 1).



“... results suggest that take-home rations can significantly both sustain girls' absolute enrolment and reduce girls' drop-out rates from higher primary school grades.”

Figure 1. Average annual percentage changes in girls' absolute enrolment in sub-Saharan Africa by type of Food for Education programme (weighted by beneficiaries)

Food for Education in Emergencies

When disaster strikes, education is not always at the top of the humanitarian agenda. However, getting children back into school as soon as possible and restoring education systems are critical to restoring livelihoods, ensure long-term success and security, and promote recovery and self-sufficiency. Education is a priority that follows closely behind the meeting of physical needs (food, water, shelter and health).

Food for Education programmes focus directly on children in an emergency, providing psychosocial

support as well as a signal of stability. School feeding can enable adults to focus on rebuilding their livelihoods in the knowledge that their children's nutrition and education is catered for.

“Emergency education” is a term used to refer to education in situations where disaster robs children of access to their national education system. Even where national systems continue to operate, support may be needed to ensure an effective education system.



WFP/Caroline Chaumont/Pakistan

Earthquake in Kashmir

On October 8, 2005, a 7.6 magnitude earthquake struck South Asia, claiming over 70,000 lives and leaving 2.5 million people homeless. The epicentre was just west of the line of control between the Pakistan- and Indian-administered parts of Kashmir, where people live scattered across remote, high-altitude areas that are difficult to reach. Landslides blocked roads and hindered access. People who lost everything were in critical need of food, water, and shelter. WFP mobilized immediately to deliver life-saving food aid to over one million of the most vulnerable victims - 400,000 of them living in tents in hard-to-reach, high-altitude areas.

During the immediate aftermath of the earthquake the schools remained closed for a few months, however, upon reopening, WFP provided high-energy biscuits and dates to the tented schools. This was an important part of the emergency operation as it created a sense of normalcy and encouraged children

to continue their studies. The tremors continued for many months after the initial shock and most of the houses and other buildings were destroyed. Parents as well as students felt happy and safe in the tented schools. The incentive of giving dates and biscuits to students at school was well received and it kept enrolment intact.

Because of the rough terrain, harsh winter climate and remote location of the communities affected, air operations played a vital role in reaching people in need. To overcome logistical challenges, WFP conducted the largest helicopter operation in its history. A fleet of helicopters worked overtime to pre-position food in high altitude areas (over 5,000 feet/1,670 meters) that became inaccessible due to snowfall.

In spite of enormous logistical challenges WFP managed to get food to the neediest, and through emergency school feeding reached 110,000 school-aged children in their time of crisis.

School Feeding after the Indian Ocean Tsunami

On 26 December 2004, a powerful earthquake measuring 9.1 on the Richter scale struck off the coast of Aceh in Indonesia, setting off a series of large tsunamis across the Indian Ocean. The massive waves had a devastating impact on the city of Banda Aceh, spreading to Thailand, Myanmar, Sri Lanka, India, the Maldives and Somalia. The toll from the tragedy was estimated at some 260,000 people dead or missing. Around two million people were affected, losing their homes, jobs, tools or crops in the disaster.

Sri Lanka

Before the tsunami, the Government of Sri Lanka was already providing school feeding programmes to foster education and combat hunger. WFP had planned to further support Food for Education programmes in conflict-affected areas, targeting the most vulnerable and food-insecure communities.

Following the tsunami, hundreds of schools were damaged or destroyed. However, by May 2005 school feeding had been initiated for 160,000 primary school children in the northeast and 91,000 students in the south, with plans to expand by the end of 2005.

In the absence of regular school feeding, a one-time distribution of two months take-home rations of Corn-Soya Blend (CSB) was provided to all school-age children in tsunami-affected districts between March and May 2005. A school feeding ration consists of fortified biscuits, with each child receiving one packet per day. Children and their families interviewed at the time expressed their appreciation for the biscuits, with many acknowledging the important income transfer the school feeding ration offered.

Aceh Province, Sumatra

With over 177,000 school-age children who survived the tsunami in need of support to continue their education, over 450 primary schools destroyed and 1,870 teachers lost, massive efforts were required to re-establish the primary education system.

In March 2005, the school feeding programme was initiated with approximately 50,000 beneficiary children. In April, the programme tripled to over 150,000, and by May, had grown to over 270,000 children (also including teachers) and continued to expand over the following

months. Thus, under an emergency operation, and in consultation with the School Health Coordinating Board, 340,000 primary school children in Aceh were provided with micronutrient fortified biscuits and nutrition and health awareness sessions for a period of one year.

WFP provided a daily ration of 75 grams of biscuits per child, distributed free of charge to all students and staff in identified schools. Schools targeted included those in districts damaged by the tsunami and earthquakes, those located near internationally displaced person camps, those without any food assistance and those logistically accessible. The programme required a strong commitment from the school staff and parents.

Major constraints to the school feeding programme included lack of adequate sanitation and hygiene facilities in damaged schools and insufficient drinking water. WFP worked with UNICEF and NGOs to provide schools with a water supply and sanitation facilities.

Biscuits were seen as a direct income transfer, freeing resources that households usually spent on a meal or snack for school children. For people with no source of income, the fortified biscuits for school children were undoubtedly an important source of food and additional micronutrients. The teachers, students and families contacted by an evaluation team at the time welcomed the school feeding programme and teachers reported improved attendance.

WFP Aceh Food Security And Nutrition Response for Tsunami-Affected Areas

- General food distribution through relief and food-for-assets programmes for 790,000 beneficiaries (rice, canned fish and vegetable oil) for all affected areas (January to March)
- Food to support training of 2,000 teachers (March/April)
- Fortified biscuits and noodles for 340,000 primary school children, 130,000 children under five and 55,000 pregnant and nursing mothers
- Assistance to 8,000 orphans and children in day care centres starting April 2005

Food Alone is not Enough

The “Essential Package”

Food for Education interventions have greater impact when linked to comprehensive school nutrition and health interventions and particularly when combined with systematic deworming and micronutrient supplementation.

The “Essential Package of school based interventions”, established in collaboration with UNESCO, UNICEF, WHO and other partners, aims to deliver complementary nutrition, health, and basic education inputs in all WFP-assisted schools.

During 2005, WFP’s focus on Essential Package interventions was on micronutrient supplementation and systematic deworming. To help promote these activities, relevant partners were sought to provide additional funding or resources to carry out both activities at the local level.

Micronutrient supplementation

School-age children, like most vulnerable populations in the developing world, suffer from multiple micronutrient deficiencies. Deficiencies of three micronutrients – Iron, Vitamin A and Iodine are particularly common in children in developing

“Iron deficiency anaemia is a particularly pervasive problem of schoolchildren rendering them inattentive and uninterested in learning.”

countries and are among the most harmful types of malnutrition with regard to cognitive function and school achievement. Iron deficiency anaemia is a particularly pervasive problem for schoolchildren, rendering them inattentive and

uninterested in learning. Multiple micronutrient supplementation or fortified foods can be a cost-effective way to address nutrient deficiencies in school-age children. Micronutrient supplementation may be obtained through WFP fortified foods or alternatively through micronutrient supplements or natural foods found in the local markets (Drake and others 2002).

Deworming

Supplying the right nutrients is not enough. Worm infections such as Soil Transmitted Helminths (STH) can result in stunted growth, cognitive impairment, weight loss, and iron deficiency anaemia. Schistosome infections can damage the liver, intestines, lungs, bladder and even the brain and spinal cord. Worms

Sprinkles

A simple sachet containing micronutrients in powdered form, Sprinkles can be easily added to any cooked food and may be the key to addressing micronutrient deficiency in school age children.

In mid 2005, WFP held fruitful discussions with a private sector partner – DSM - that agreed to support a pilot project to test the acceptability and use of Sprinkles in WFP assisted Food for Education programmes.

During the pilot phase Sprinkles will be tested in two countries - Tanzania and

Cambodia. Ten schools with a total beneficiary number of 5,000 children aged 3 to 15 in each pilot country will participate in this project to evaluate the acceptability of Sprinkles within the community and to school children. Sprinkles will also be viewed as an alternative to current food fortification provided in the food basket supplied by WFP for pre- and school age children.

Other Partners for this project include: Sight&Life, DSM, Ministries of Education, World Vision, KAPE and Helen Keller Foundation.





WFP/Mario Di Bari/Ethiopia

infect more than one third of the world's population, with the most intense infections in children in the 5 to 14 years range. It is estimated that 400 million school age children are infected with STH or Schistosomes.

Deworming is an exceptionally low-cost intervention that can help to reduce anaemia while improving the overall health of the individual.

WFP's goal is to expand deworming activities to include all its school-feeding programmes where intestinal parasites are a serious problem. Deworming is an exceptionally low-cost

intervention that can help to reduce anaemia while improving the overall health of the individual. With one US Dollar, 50 children could be treated against STH (one tablet of Mebendazole 500mg costs approximately two US cents); with one US Dollar, five children could be treated against Schistosomiasis (one tablet of Praziquatel 600mg costs 20 US cents).

Schools offer a readily available platform where teachers as a skilled workforce in close contact with the community, can work together to eliminate parasitic infection. In 2005, WFP supported the deworming of 11 million school children, a significant expansion from the 7 million treated in 2004.

Deworming Partnerships

This year, WFP has been working closely with Johnson & Johnson to support the J&J Mebendazole Donation Initiative to incorporate large scale and long-lasting deworming treatment into school feeding programmes. Through this initiative, WFP-assisted school feeding programmes can extend their support to national deworming interventions to other school children in addition to those receiving WFP assistance. There are promising results for approval of up to 13 million tablets through this initiative that will benefit the following WFP-assisted countries: Afghanistan, Angola, Bangladesh, Cameroon, Ecuador, Uganda, Tanzania and Zambia.



WFP/Karla Heshney/Tanzania

Food Alone is not Enough

Local community involvement

School feeding relies on the involvement of parents through School Committees. Daily cooking of food is usually performed by mothers or other community members who voluntarily or for a small compensation come into schools to cook for the children throughout the school year.

Primary schools are often the only real outreach sites in remote parts of a country so in practice they are at the heart of a network that links local government agencies, international aid organizations, national and international non-profits, community based groups, parent associations and children.

One successful example of such a network of local partners is the Children In Local Development (CHILD) planning framework that was originally created by the Ethiopian Ministry of Education together with WFP to increase the impact and sustainability of the school feeding programme. It is now implemented by a consortium of partners in Ethiopia that includes UNICEF, UNDP, Ethiopian Environmental Protection Authority, Project Concern International and the Nile Basin Initiative. These partners bring complementary resources to the school feeding programme through the CHILD framework.

As a capacity building tool to strengthen multi-sector coordination within existing local structures, CHILD has been initiated in schools where school feeding is being implemented and it facilitates the involvement of the entire community, including local governments, in the identification of opportunities and resources the communities have, or may develop and benefit from, utilising the school as a meeting place.

The community plans activities felt to be most suitable and achievable in their environment, using the school as a focal point for community discussions, planning exercises and a training ground for various activities from farming to primary healthcare. Schools are significant because they offer the learning ground for future generations and the best way to spread knowledge to the adult community.

CHILD facilitates the mobilization of the community to support their local school and create an enabling



environment for both education and development that will allow the school feeding programme to exist in the future. Since problems are prioritized by the community themselves and they develop their own solutions based on the resources available, a sense of ownership and achievement is built that can ensure the impact of CHILD is maintained in the future.



Children in Local Development

Mr Teffera, a school director in Goda Chele, Ethiopia, has embraced the CHILD framework. His latest achievement is the provision of fresh, disease-free water pumped from ground sources in volumes large enough to sustain the entire community and the school. Before CHILD, the community of Goda Chele was forced to drink surface water infested with water-borne diseases, causing community members continuously to be sick. The surface water availability also posed a huge problem as inter ethnic conflicts would arise when the community of Goda Chele competed with neighbouring communities for water. The resourceful Mr Teffera recognised the potential of the CHILD project in overcoming this problem.



The community and local government planned to utilise a borehole next to the school grounds which had been abandoned, but this borehole still required an electrical pump and a connection to pump water from the 53m depths. Since the cost of activating the borehole far exceeded the capacity of the community, Mr Teffera went straight to the Ethiopian Electrical Power Company (EEPC) armed with the Goda Chele community CHILD plan and explained the situation. The EEPC representatives were impressed by the plan and its validation by the local government and agreed to connect Goda Chele School to the national power supply free of charge, at a cost to the EEPC of US\$1,150. The local government then supplied the community with pumping equipment costing US\$2,700. Goda Chele School now has fresh water available every day as a result of the hard work of the community, Mr Teffera and the organisation provided by the CHILD project (CHILD CD-ROM, WFP).

Food for Education Partnerships

Partnerships are a priority to WFP's work as evidenced by the Executive Director's stated vision of WFP becoming the "best possible partner". Underlining this principle is WFP's management objective in the Strategic Plan for 2006-2009: Build Strong Partnerships to End Hunger. Partnerships with governments, United Nations organizations and international and national, private sector and communities are crucial. In 2005, WFP collaborated with more than 2,200 NGOs in 74 countries in almost 200 projects around the world.

What can be achieved in partnership?

UN agency partners:

- **Food and Agriculture Organisation** - WFP collaborated with FAO in supporting countries implementing the Home Grown School Feeding Programme (HGSFP) launched in September 2005 and led by the New Partnership for Africa's Development (NEPAD). This is one of NEPAD's flagship programmes that seeks to increase food supply and reduce hunger by using locally/domestically produced food, school gardens and the incorporation of agriculture into school curricula. WFP provides expertise in implementation, monitoring and evaluation.

“In 2005, WFP collaborated with more than 2,200 NGOs in 74 countries in almost 200 projects around the world.”

- **United Nations Children's Fund** - WFP partners with UNICEF to support provision of water and latrines in 30 countries, and hygiene education in 23 countries. As a result of the WFP/UNICEF partnership, Essential Package interventions in Cambodia have increased from 350 to 630 schools, including implementation of 1,308 vegetable gardens in WFP-assisted schools to improve the health and nutrition of school age children.

- **World Health Organisation** - WFP worked together with WHO which provided technical

assistance for WFP-supported deworming programmes for school children in 31 countries. In targeting deworming for 6.1 million children in Afghanistan, WFP also helped organise training for 9,000 teachers to distribute tablets and deliver training for basic health, hygiene and life skills to school children. In Haiti, the deworming campaign covered 500,000 children in the first phase in May 2005.

- **World Bank** - 11 WFP country offices have formal agreements with the World Bank and 13 country offices have agreements in preparation. The collaboration focuses on the preparation of poverty reduction strategy papers (prepared by governments in low-income countries), Food for Education programmes, food aid distribution to HIV/AIDS-infected people and their families, and post-disaster reconstruction, for example in Indonesia. Under the World Bank-led Education for All Fast-Track Initiative, education sector funds are channelled to support school feeding programmes in Mauritania and Madagascar.

Private Sector partnerships:

- **TNT**, WFP's largest global corporate partner and donor to school feeding programmes, sends volunteers to the field for three months to work directly in WFP-assisted schools on Essential Package interventions. To date, this initiative has seen over 1,000 school-based projects implemented in Cambodia, Gambia, Malawi, Nicaragua, and Tanzania, including construction of kitchens, storerooms, classrooms, latrines, water tanks/wells, fuel-efficient stoves, and school gardens.

TNT contributed a minimum of US\$500,000 directly to each country that hosts TNT volunteers. Funds were used for food and much needed school infrastructure. For example, in Cambodia, TNT contributions will fund, along with a significant quantity of food, 137 new wells, 50 well repairs, 1,062 fuel-efficient stoves, and 2,285 cooking pots.

Due to the large success of the volunteer programme within the partnership, many other large corporations have contacted WFP to discuss similar partnering arrangements.



Holiday season online fundraising campaign:

WFP developed its first online holiday season campaign called the "Gift of Hope" (www.wfpgiftofhope.org) in support of school feeding programmes in Nicaragua, Somalia and Cambodia. The pilot campaign was developed to increase private sector revenue and to build an online network for the School Feeding Service to target for future fundraising initiatives. Email, free online advertising, corporate support and the celebrity endorsement of actress Rachel Weisz were all used to drive traffic to the website. The campaign exceeded its original financial goal and resulted in attracting many new online donors.

World Food Programme

Give the gift of hope

Holiday Gift Catalogue

Discover a new world of how you could make that you care. Discover the online version. It's like a gift that you can give to children who are in need. It's like a gift that you can give to children who are in need. It's like a gift that you can give to children who are in need.

- \$10** Can help make a difference in your school.
- \$25** Can help make a difference in your school.
- \$50** Can help make a difference in your school.
- \$100** Can help make a difference in your school.
- \$250** Can help make a difference in your school.
- \$500** Can help make a difference in your school.
- \$1000** Can help make a difference in your school.

Give the gift of hope Holiday Campaign

How can you help? Discover the online version. It's like a gift that you can give to children who are in need. It's like a gift that you can give to children who are in need. It's like a gift that you can give to children who are in need.

How you can Help

Take one or more of the actions below and together we can give the gift of hope by feeding a child and nourishing a mind.

- 1. Donate Now** — Make a donation to help children who are in need.
- 2. Give through our gift catalogue** — Give a gift that you can give to children who are in need.
- 3. Learn more** — Find out more about how you can help.

Give a gift, Send a WFP E-card

It's a wonderful way to give a gift that you can give to children who are in need. It's a wonderful way to give a gift that you can give to children who are in need. It's a wonderful way to give a gift that you can give to children who are in need.

Graduation: Handing Over Food for Education

In more than 30 countries over the past 40 years WFP has handed over its Food for Education activities to the local government, after ensuring that national governments and partners have the capacity and resources required for a successful Food for Education programme. The WFP exit strategy varies according to country-specific circumstances and relies on WFP staff and cooperating partners supporting the national governments and communities.

When do we hand over Food for Education programmes?

Phase-out operations are initiated when countries reach a socio-economic level considered sufficient to guarantee that the most vulnerable populations have access to basic amenities such as health, education and food. The achievement of Universal Primary Education – getting all eligible children into school – can also trigger the phasing out of a WFP-assisted Food for Education programme. Key elements identified by WFP for a successful phase-out include:

- **Milestones for achievement**

The time and conditions for the exit should be identified from the programme design stage, and communicated to all stakeholders and agreed on by all parties involved.

- **Inclusion of the private sector**

Active private sector involvement helps develop support and expertise among key political and economic players. The sooner private sector interests are involved, the earlier and more concrete the support will be.

- **Management and communication**

WFP ensures that the programme leadership is taken over by national actors and the exit plan is understood by all stakeholders including teachers, parents and beneficiaries. WFP also uses its Food for Education programmes within a geographic region to develop networks between countries.

- **Government commitment**

Phase-out is more successful if it involves contributions from the host government, an active role for government in implementation, and capacity development. Political support is strongest when there is a long-term vision and clear plan for sustaining the programme beyond the period of external support.

- **Community involvement**

A commitment from the community, in particular the parents, is essential. It is important that they contribute from the beginning, with cash or in-kind support.

- **Technical support**

Technical support is needed throughout the project, during the phase out and beyond, and is particularly important for ensuring an adequate transfer of skills and maintaining the programme's stream of benefits long after external assistance has ended.



• Programme leadership

All stakeholders must be informed about the phasing out strategy. Clarity and consistency are essential in communications between WFP and its government and project management partners, especially in matters involving project duration and level of support.

Depending on the history of Food for Education in a particular country, a phase-out strategy will have different priorities. WFP can help strengthen and maintain an existing programme or, as the experience in Namibia suggests, WFP assistance can be used as a short-term “start-up” mechanism. Or else, WFP can build national school feeding capacity, while implementing school feeding. For example, WFP is helping to develop a partnership between Cape Verde, Angola, Mozambique and the Government of Brazil so that they may benefit from Brazil’s long experience in school feeding.

WFP handed over Food for Education programmes in Morocco and Ecuador in 2004, and China and the Dominican Republic in 2005.



Stories from the Field

East and Central Africa

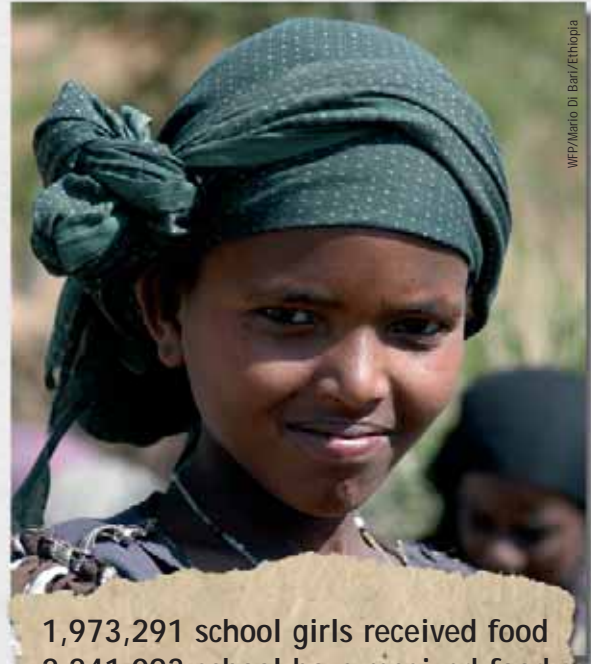
The Long Walk to School - Tanzania

Loaugulya is 15 years old and has noticed a big difference since school feeding started in his school:

"I used to miss a lot of classes trying to get home for lunch. Often I walked to school before breakfast time and by midday I got so hungry I just had to go home...I'd get home during the midday break and there would not be any food, so then I would be too hungry to walk back. Once school meals were introduced I started coming to school on time and staying at school until the afternoon lessons were over.

"Before, school meant feeling hungry and a long walk. Now I've become a top student. When I finish primary school I want to go to secondary school and then I want to become a teacher.

"I have told my parents and I know that they'll support me...they'd be proud to have a teacher in their family."



WFP/Mario Di Bari/Ethiopia

1,973,291 school girls received food
2,241,093 school boys received food
208,457 received take home rations

In 2005, 4,214,384 children in Eastern and Central Africa benefited from Food for Education in WFP-assisted schools in Burundi, Congo (DRC), Congo (Rep), Djibouti, Eritrea, Ethiopia, Kenya, Rwanda, Tanzania, Somalia, Sudan and Uganda.



WFP/James G. Thompson/Kenya

Drew Barrymore, actress, in Kenya

“All the issues here are like endless branches on the tree - education, poverty, and AIDS - but the roots are food. It is the fundamental basis for every single person in every situation we are experiencing.”

Southern Africa

Making a Difference - Mozambique

WFP school feeding programmes have had a remarkable impact on enrolment rates in primary schools across Mozambique. Parents and the communities have played the most important role in their success and sustainability.

A typical example is the Manhene primary school in Manica Province, where the parent-teacher association mobilized community members to build a warehouse and kitchen, and organized a rotation system for cooking and collecting wood and water. The community leader and a literate mother identified orphans and vulnerable children who did not attend school. They organized meetings with parents and orphan caregivers to motivate them to enrol every eligible child in school and to raise awareness of the need for girls' continued attendance. "After the school feeding started, all school-age children began to attend school," said Joao Cumbeza, Manhene's community leader. "We visited all the households where families were taking care of orphans to urge them to send the children to school." This participation increases the community's sense of ownership and the parents' awareness of the importance of education.

Final Exam - Malawi

Enrolment at Sharpe Vale Primary School in Malawi has almost doubled to 2,588 students since the introduction of school feeding. One of the brightest pupils, Allinnah Gumboh, has just completed her leaving certificate and will move on to an all-girl secondary boarding school in 2006.

Allinnah isn't aware the food comes from WFP but she does know that it stops girls from dropping out of school and helps them all concentrate in class.



1,149,020 school girls received food
1,149,032 school boys received food
333,310 received take home rations

Like everyone in the school she receives a daily plate of Likuni Phala (porridge). Along with other girls and boys who have lost both parents, she also takes home a ration at the end of the month.

Allinnah's eyes shine as she confides that she dreams of becoming an air hostess.

Various foods can be added while making the thin porridge, such as vegetables, fruits, local grains or ground nuts. Cooking oil can increase the calories, thicken the porridge and add taste.

In 2005, 2,298,052 children in Southern Africa benefited from Food for Education in WFP-assisted schools in Angola, Lesotho, Madagascar, Malawi, Mozambique, Swaziland, Zambia and Zimbabwe.



Maria Grazia Cucinotta, actress

WFP has taught me that each one of us can make a difference. Indifference is the worst enemy of the fight against hunger.

West Africa

Energy to Concentrate - Senegal

Fatouma is the oldest of seven siblings. She comes from Backe Backe, a village in the Tambacounda region of eastern Senegal. Fatouma is eight years old but she looks about five because her growth was stunted by inadequate food intake for her growing body. She comes from a very poor family and often has very little to eat. Until a year ago, she spent her days helping her mother and taking care of her younger brothers and sisters.

When her parents finally decided to send her to school, she walked more than 6 km to reach the WFP-assisted school, mostly on an empty stomach. Once reaching the school, she could barely speak and she could not concentrate on her lessons as she was hungry.

Fatouma's teacher has noticed a dramatic improvement in her condition over time. She is slowly recovering her weight but her height is unlikely ever to become normal for her age. With the meals she receives, she has more energy to concentrate on her classes. She has also started to talk and even has energy to play with her classmates. Fatouma says she enjoys the nutritious daily meal prepared by a group of mothers at the school.

When she comes home from school, Fatouma no longer presses her mother for food. She urges her parents to send her siblings to school too. When she grows up, she says she wants to work for the World Food Programme.



1,573,945 school girls received food
1,916,483 school boys received food
218,422 received take home rations

In 2005, 3,490,428 children in West Africa benefited from Food for Education in WFP-assisted schools in Benin, Burkina Faso, Cameroon, Cape Verde, Central Africa Republic, Chad, Côte d'Ivoire, the Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, Sao Tome and Principe, Senegal and Sierra Leone.



Cesaria Evora, singer

“ We need to educate our children if we want our continent to prosper, but they can't learn if they go to school hungry. ”

Latin America and the Caribbean

Enjoy Learning - Honduras

A couple of years ago, Yhaquelin Hernandez, a lively nine-year-old girl from the community of Rancho El Obispo, dropped out of school to help her mother because her family had hardly anything to eat. Her father's wages were not enough to provide food for the family of eight.

In 2005, Yhaquelin and her sister were able to go back to school. Through the WFP school feeding programme, both are slowly regaining weight, but it is unlikely they will recover from almost three years of stunted growth. Today Yhaquelin walks six km to school. She is very happy for the turnaround in her life and enjoys learning and playing with her classmates again.

Social Stability Starts at School

Each year, an estimated 38,000 Haitian children between the age of zero and five die – one out of three because of malnutrition.

For WFP, the way to fight the violence and poverty in Haiti begins with the children. By teaching a child how to read and write, they learn other ways to solve problems – without resorting to weapons. Giving food to poor children gives them healthy bodies and healthy minds.

364,000 Haitian children received WFP school feeding in 2005.



WFP/Laura Malo/Haiti

965,205 school girls received food
995,265 school boys received food
221,142 received take home rations

In 2005, 1,960,470 children in Latin America and the Caribbean benefited from Food for Education in WFP-assisted schools in Bolivia, Colombia, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Nicaragua and Peru.



Penélope Cruz, actress

“ We need to stop the dying and start the living; stop the hunger and start the hoping. ”

Middle East, Central Asia and Eastern Europe

Dare to Dream - Yemen

Fourteen-year-old Waleeda dreams of becoming a nurse. She lives in Al Hokri village by the Red Sea in Taiz Province. Most people in that area are poor and have few opportunities. She has three sisters and four brothers who all live in a house made of wood and dry bushes. Waleeda is the only member of her family who goes to school. Her brothers work with their father as fishermen while her sisters help their mother do the housework and tend a small piece of land.



Waleeda says "I try to go to school every day but sometimes I have to help my family in their work. Sometimes we have no food when my father gets sick and cannot fish. I get hungry then."

Since WFP started to assist her village under its school feeding programme, Waleeda's attendance has improved significantly. Waleeda's mother says "Many families have been encouraged by the food ration to send their daughters to school."

The food package contributes towards the family's meagre budget. It has also started changing conservative cultural attitudes towards girls' education in Yemen.

Waleeda was selected to speak on behalf of the children benefiting from Food for Education at the 4th Childhood Conference that took place in Dubai, UAE, in June 2005. The Conference was about communication and child development. Participants from different countries in the region talked about their experience in using information technology in school. They also talked about satellite TV channels, the environment and limits of their freedom. Waleeda considered herself an "ambassador" for millions of poor children, so she spoke of how people in her



2,113,637 school girls received food
2,189,158 school boys received food
1,598,003 received take home rations

village have no electricity or running water; of how her parents cannot afford to send all their children to school; of the many children who have to work to support their families and miss out on an education; and how many children in her village now have an opportunity to go to school with the help of WFP.

Waleeda captivated her audience; they could not believe that such contrasting worlds could exist within the same region. The Conference took on a different dimension after she spoke and several participants pledged to support Waleeda's long-term goal to become a nurse, to help her village and WFP's school feeding projects in Yemen.

In 2005, 4,302,795 children in the Middle East, Central Asia and Eastern Europe benefited from Food for Education in WFP-assisted schools in Afghanistan, Algeria, Armenia, Azerbaijan, Egypt, Georgia, Iran, Iraq, Pakistan, Russia, Tajikistan and Yemen.



Deworming in Afghanistan

In 2003, a survey showed that STH were a major problem for children in Afghanistan. According to the report, 61 percent of school age children in Kabul alone and nearly 50 percent nationwide were infected by one or more types of intestinal worms.

In collaboration with other UN agencies and NGOs, WFP developed a campaign to regularly treat people infected by worms, reduce transmission with educational activities and improve sanitation, water supply and waste management. In 2004, 4.1 million

children in Afghanistan were treated. That number increased to 5.5 million in 2005.

Three months after the initial round, school teachers and parents confirmed that the tablets had really worked and recommended more treatment. Overall, teachers from 8,800 schools were trained to treat children for intestinal worms and 152 staff from the Ministries of Education and Public Health participated in the exercise. A manual has been produced which includes guidelines on how to implement the deworming exercise at the national level.



HRH Princess Haya Bint Al Hussein, UAE

“ I want to talk to people and understand what they are going through so I can speak to the world on their behalf. ”

Asia

A Long Way from Home - Laos

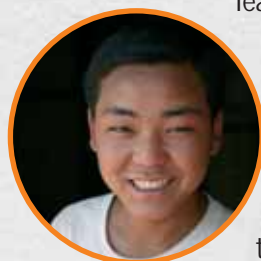
15-year-old Kham Sai leans against the doorway of his simple hut dwelling built by the villagers on the parched grounds of Photong village in Bountay district, Phongsaly. He shares the hut with six other boys from remote villages across Bountay.

The school in his home village only offered classes up to second grade, so Kham Sai had to leave and travel to the nearest school with lessons up to grade five, an eight-hour walk away.

Kham Sai is one of eight children, but only two attend school. "Both my older brothers had to

leave school to take care of my parents and my younger brothers and sisters," says Kham Sai.

"One of my younger brothers is in second grade at home. I am not sure if he will come and study at Photong school but I tell him that he should."



Kham Sai's cousin also boards at Photong and every night after helping each other with their homework they cook dinner together with the food they have brought from home, along with the rice, tinned fish and iodised salt that WFP provides them each month. "I only go home once every four months," says Kham Sai, "I miss my family but I am happy I go to school."

Kham Sai wants to continue studying and dreams of one day becoming a teacher, "I want to help my younger brothers and sisters to learn," he says.

Appetising Snack – Laos

A meal or snack has to be both tasty and high in nutrients. WFP delivers fortified CSB for school feeding projects across the world. But children across the world have different tastes and customs.

In the Lao People's Democratic Republic, villagers follow some unique recipes to prepare it. The CSB is



2,670,978 school girls received food
2,729,466 school boys received food
1,239,318 received take home rations

steamed in a wok over a stove or open fire by the cooks who are usually the mothers of the schoolchildren involved. Local ingredients such as bananas or pumpkin are added, creating different flavours.

Many villagers add coconut or wrap the CSB in a parcel of banana leaves before cooking. This sort of creative food preparation adds to the taste and, often, also to the nutritional value.

In 2005, 5,400,444 children in Asia benefited from Food for Education in WFP-assisted schools in Bangladesh, Bhutan, Cambodia, China, East Timor, India, Indonesia, Korea (DPR), Laos, Maldives, Myanmar, Nepal, Sri Lanka and Thailand.



Recipe

Steamed Rolls/Dumplings

Ingredients

- 1 part fortified blended food (i.e. CSB or wheat-soya blend)
- 1 medium onion (optional)
- 1/2 part water (enough to make a stiff dough)
- 1 tsp salt

Method

Mix fortified blended food with salt. Add water to make dough. Form dough into small balls or rolls, set aside. Bring a pot of water to boil. Drop the balls into the boiling water. Allow to cook and serve hot.



HRH Princess Maha Chakri Sirindhorn,
Thailand

“ During school visits, I have noticed that food plays an important part in the success of students.”

Where Do We Go From Here?

School feeding has been a part of the World Food Programme since it was founded. It started out small when a much needed nurse training programme in Bolivia was on the verge of collapse due to lack of food to feed the aspiring nurses. WFP was called upon to provide food. It turned out to be a success and it has played an essential part in WFP activities ever since.

School feeding and take-home rations, when used in combination, increase school attendance by up to 30 percent, enhancing learning opportunities and reducing dropout rates.

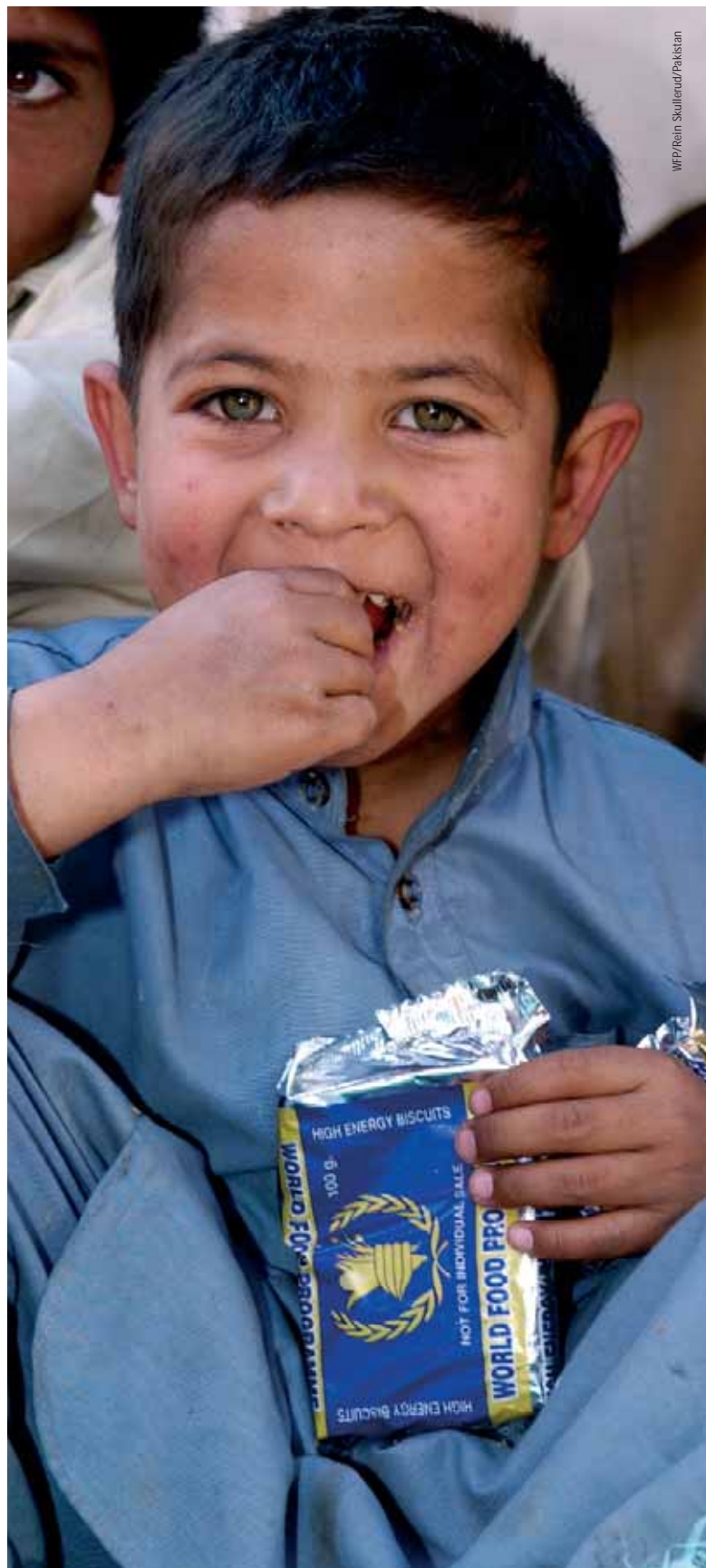
Over the years, many partnerships have been forged to address broader issues of education and child hunger. Slowly but surely the transition is being made from on-site school feeding to more comprehensive Food for Education programmes.

Food for Education programmes are now focusing on:

- Strengthening local development by basing school meals on locally produced food, e.g. the Home Grown Food For Education.
- Strengthening educational achievement by ensuring that the Essential Package is available. This includes improving infrastructure (classrooms, potable water and latrines), fortifying food with micronutrients, training teachers, systematic deworming, promoting girls' education, health, nutrition, hygiene, HIV-AIDS and malaria prevention.

WFP has increased the number of beneficiaries it reaches to 21.7 million children - one in five of WFP's total beneficiaries. But the Food for Education goals are even more ambitious - to reach 50 million children by the end of 2008.

It can be done and it will be done. It will not be easy and we need all the help we can get. We are grateful for the partnerships with other UN organizations, we appreciate working in close collaboration with NGOs and governments, and we are looking forward to more partnerships with motivated companies from the private sector.



World Food Programme Related Publications



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, improved stoves.

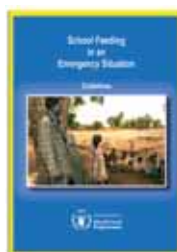
School Feeding Works for Girls Education-

An explanation of the reasons why girls' education is so important for individual families and beyond. There are several case studies proving the benefits of take-home rations programmes.



School Feeding in an Emergency Situation

– This is a guideline for WFP country offices deciding whether to utilize school feeding in an emergency setting and if so, how best to design and implement such a programme.



Supporting Girls Education

– This is a study of the impact of WFP Food for Education programmes on school enrolment, particularly of girls.

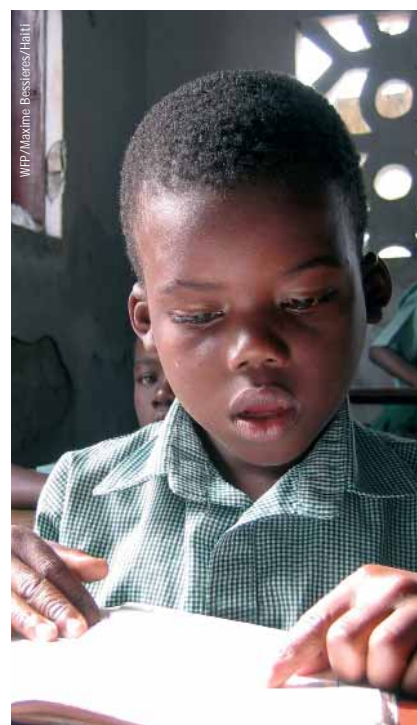
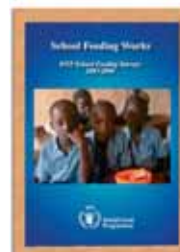


An Essential Package of School-Based Interventions in Southern Africa

– An outline of the core interventions on the strategic level in Southern Africa, this booklet recognises the existing problems and what package of interventions is needed to ensure education for all.

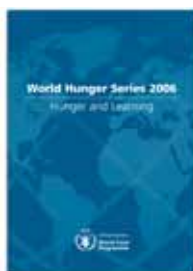
School Feeding Works, WFP

School Feeding Surveys 2001-2003 and 2003-2004 – These publications analyse the data collected through the Standardized School Feeding Surveys.



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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 year's 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.

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Tables

Country	Girls receiving school meals	Boys receiving school meals	Total Children receiving school meals	Girls receiving take-home rations	Boys receiving take-home rations
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Asia

Bangladesh	406,288	399,068	805,356	0	0
Bhutan	18,596	22,800	41,396	0	0
Cambodia	258,306	285,990	544,296	8,033	3,787
China	0	0	0	10,820	0
Timor Leste	865	866	1,731	0	0
India	388,326	430,057	818,383	0	0
Indonesia	284,871	300,680	585,551	0	0
Korea (DPR)	823,627	823,626	1,647,253	415,342	415,342
Laos	25,394	30,010	55,404	25,394	4,390
Maldives	12,450	12,550	25,000	0	0
Myanmar	0	0	0	117,486	108,965
Nepal	244,342	233,389	477,731	129,759	0
Sri Lanka	69,156	75,799	144,955	0	0
Thailand	6,055	5,200	11,255	0	0

Middle East, Central Asia and Eastern Europe

Afghanistan	485,579	728,368	1,213,947	674,470	283,337
Algeria	14,925	16,398	31,323	0	0
Armenia	14,711	14,929	29,640	0	0
Azerbaijan	0	0	0	2,771	3,121
Egypt	129,853	128,041	257,894	3,136	3
Georgia	2,271	2,373	4,644	0	0
Iran	0	0	0	4,750	2,250
Iraq	513,839	709,816	1,223,655	142,043	0
Pakistan	55,000	55,000	110,000	326,874	0
Russian Federation	76,708	77,673	154,381	0	0
Tajikistan	140,925	166,896	307,821	18,557	0
Yemen	630	770	1,400	136,300	0

West Africa

Burkina Faso	37,065	48,053	85,118	4,000	0
Cape Verde	47,598	55,377	102,975	0	0
Côte d'Ivoire	421,292	586,868	1,008,160	0	0
Guinea	89,728	129,120	218,848	40,300	0
Guinea Bissau	62,488	68,268	130,756	62,488	0
Liberia	221,318	253,988	475,306	3,453	0
Mali	43,260	52,063	95,323	31,759	0
Mauritania	63,248	51,748	114,996	0	0
Niger	22,059	30,497	52,556	7,472	0
Senegal	121,231	137,626	258,857	0	0
Sierra Leone	173,989	211,472	385,461	0	0
The Gambia	57,034	55,945	112,979	0	0
Benin	14,185	18,640	32,825	0	0
Cameroon	29,468	44,202	73,670	7,200	0
Central African Republic	72,057	105,983	178,040	0	0
Chad	39,422	51,755	91,177	17,040	0
Ghana	0	0	0	44,710	0
Sao Tome and Principe	13,793	14,878	28,671	0	0

Total Children receiving take-home rations	Of whom: Girls receiving both take-home rations and school meals	Of whom: Boys receiving both take-home rations and school meals	Total Children receiving both take-home rations and school meals	Total Girls assisted by WFP FFE	Total Boys assisted by WFP FFE	Total Children assisted by WFP FFE
0	0	0	0	406,288	399,068	805,356
0	0	0	0	18,596	22,800	41,396
11,820	3,637	3,321	6,958	262,702	286,456	549,158
10,820	0	0	0	10,820	0	10,820
0	0	0	0	865	866	1,731
0	0	0	0	388,326	430,057	818,383
0	0	0	0	284,871	300,680	585,551
830,684	415,342	415,342	830,684	823,627	823,626	1,647,253
29,784	25,394	4,390	29,784	25,394	30,010	55,404
0	0	0	0	12,450	12,550	25,000
226,451	0	0	0	117,486	108,965	226,451
129,759	129,759	0	129,759	244,342	233,389	477,731
0	0	0	0	69,156	75,799	144,955
0	0	0	0	6,055	5,200	11,255
957,807	485,579	0	485,579	674,470	1,011,705	1,686,175
0	0	0	0	14,925	16,398	31,323
0	0	0	0	14,711	14,929	29,640
5,892	0	0	0	2,771	3,121	5,892
3,530	2,083	208	2,291	130,906	128,227	259,133
0	0	0	0	2,271	2,373	4,644
7,000	0	0	0	4,750	2,250	7,000
142,043	142,043	0	142,043	513,839	709,816	1,223,655
326,874	0	0	0	381,874	55,000	436,874
0	0	0	0	76,708	77,673	154,381
18,557	0	0	0	159,482	166,896	326,378
136,300	0	0	0	136,930	770	137,700
4,000	4,000	0	4,000	37,065	48,053	85,118
0	0	0	0	47,598	55,377	102,975
0	0	0	0	421,292	586,868	1,008,160
40,300	40,300	0	40,300	89,728	129,120	218,848
62,488	62,488	0	62,488	62,488	68,268	130,756
3,453	3,453	0	3,453	221,318	253,988	475,306
31,759	31,759	0	31,759	43,260	52,063	95,323
0	0	0	0	63,248	51,748	114,996
7,472	7,472	0	7,472	22,059	30,497	52,556
0	0	0	0	121,231	137,626	258,857
0	0	0	0	173,989	211,472	385,461
0	0	0	0	57,034	55,945	112,979
0	0	0	0	14,185	18,640	32,825
7,200	7,200	0	7,200	29,468	44,202	73,670
0	0	0	0	72,057	105,983	178,040
17,040	17,040	0	17,040	39,422	51,755	91,177
44,710	0	0	0	44,710	0	44,710
0	0	0	0	13,793	14,878	28,671

Country	Girls receiving school meals	Boys receiving school meals	Total Children receiving school meals	Girls receiving take-home rations	Boys receiving take-home rations
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Southern Africa

Angola	79,265	84,172	163,437	0	0
Lesotho	82,305	73,099	155,404	17,919	16,552
Madagascar	32,151	29,225	61,376	0	0
Malawi	111,225	102,669	213,894	109,200	12,843
Mozambique	76,770	140,468	217,238	77,772	70,345
Swaziland	34,246	31,461	65,707	0	0
Zambia	83,216	80,980	164,196	14,913	13,766
Zimbabwe	577,550	533,124	1,110,674	0	0

East and Central Africa

Burundi	33,991	38,879	72,870	33,991	0
Congo (Dem. Rep. of the)	90,597	75,050	165,647	0	0
Congo (Rep. of the)	9,943	11,141	21,084	0	0
Djibouti	4,369	6,515	10,884	1,052	0
Eritrea	37,384	56,911	94,295	37,384	0
Ethiopia	277,540	360,492	638,032	67,702	0
Kenya	850,589	971,940	1,822,529	173	113
Rwanda	130,383	125,284	255,667	41,000	0
Somalia	3,000	7,000	10,000	0	0
Tanzania	91,345	100,425	191,770	0	0
Uganda	217,450	232,743	450,193	27,042	0
Sudan	226,645	254,686	481,331	0	0

Latin America and Caribbean

Bolivia	49,485	52,115	101,600	0	0
Colombia	74,082	75,962	150,044	0	0
Cuba	202,265	210,522	412,787	0	0
Dominican Republic	22,374	26,812	49,186	0	0
El Salvador	61,652	66,788	128,440	0	0
Guatemala	37,172	38,529	75,701	0	0
Haiti	152,563	140,827	293,390	0	0
Honduras	178,680	186,010	364,690	0	0
Nicaragua	184,855	195,534	380,389	106,835	114,307
Peru	2,077	2,166	4,243	0	0
WFP Total	9,517,121	10,748,311	20,265,432	2,769,140	1,049,512



Total Children receiving take-home rations	Of whom: Girls receiving both take-home rations and school meals	Of whom: Boys receiving both take-home rations and school meals	Total Children receiving both take-home rations and school meals	Total Girls assisted by WFP FFE	Total Boys assisted by WFP FFE	Total Children assisted by WFP FFE
0	0	0	0	79,265	84,172	163,437
34,471	1,719	1,543	3,262	98,505	88,108	186,613
0	0	0	0	32,151	29,225	61,376
122,043	109,200	12,843	122,043	111,225	102,669	213,894
148,117	21,680	11,520	33,200	132,862	199,293	332,155
0	0	0	0	34,246	31,461	65,707
28,679	14,913	13,766	28,679	83,216	80,980	164,196
0	0	0	0	577,550	533,124	1110,674
33,991	33,991	0	33,991	33,991	38,879	72,870
0	0	0	0	90,597	75,050	165,647
0	0	0	0	9,943	11,141	21,084
1,052	1,052	0	1,052	4,369	6,515	10,884
37,384	37,384	0	37,384	37,384	56,911	94,295
67,702	67,702	0	67,702	277,540	360,492	638,032
286	118	86	204	850,644	971,967	1,822,611
41,000	41,000	0	41,000	130,383	125,284	255,667
0	0	0	0	3,000	7,000	10,000
0	0	0	0	91,345	100,425	191,770
27,042	27,042	0	27,042	217,450	232,743	450,193
0	0	0	0	226,645	254,686	481,331
0	0	0	0	49,485	52,115	101,600
0	0	0	0	74,082	75,962	150,044
0	0	0	0	202,265	210,522	412,787
0	0	0	0	22,374	26,812	49,186
0	0	0	0	61,652	66,788	128,440
0	0	0	0	37,172	38,529	75,701
0	0	0	0	152,563	140,827	293,390
0	0	0	0	178,680	186,010	364,690
221,142	106,835	114,307	221,142	184,855	195,534	380,389
0	0	0	0	2,077	2,166	4,243
3,818,652	1,840,185	577,326	2,417,511	10,446,076	11,220,497	21,666,573



WFP/Miko Huggins/Horcas

Recommended Reading

WFP is constantly seeking information that will refine its programming to ensure the best possible outcome for hungry children everywhere. New research and studies confirm the importance of education and the ability of food for education programmes to attract children to school and keep them there. Below are some recent studies conducted by independent researchers.

If there is an important publication that you are aware of on any facet of school feeding please inform WFP at schoolfeeding@wfp.org.

Kent G., 2005, Freedom from Want. The Human Right to Adequate Food, Georgetown University Press

Kent sees hunger as a deeply political problem. Too many people do not have adequate control over local resources and cannot create the circumstances that would allow them to do meaningful, productive work and provide for themselves. The human right to an adequate livelihood, including the human right to adequate food needs to be implemented worldwide in a systematic way. Freedom from Want makes it clear that feeding people will not solve the problem of hunger, for feeding programs can only be a short-term treatment of a symptom, not a cure. The real solution lies in empowering the poor. Governments, in particular, must ensure that their people face enabling conditions that allow their citizens to provide for themselves.

Social Science Faculty of Chile University - School Aid and Scholarships National Committee School Feeding Program: Impact Evaluation (unpublished report) Junaeb Chile 2004, www.junaeb.cl

In order to perform the Impact Evaluation School Feeding Program (PAE) a Quasi-Experimental Evaluation Model has been designed to control the effects not attributable to the program and hence determine its net effect.

The evaluation considers the direct users of the program (the students), as well as the indirect users (the tutors). A questionnaire was also applied to the teachers in charge of the School Feeding Program in each Educational Establishment. The Impact Evaluation is based on both qualitative and quantitative information. The latter was collected through a sample design of two stages with primary units selected from the first 11 regions of the country, and the secondary units selected by revising attendance records of the participants (students-tutors) existent in the educational establishments. The qualitative information was collected through focus groups to a structural sample

of the user's population (direct and indirect). In terms of cost-benefit for each dollar invested in FFE, society gained one dollar thirty. About one quarter of the current beneficiaries would drop-out if FFE is stopped.

Duke Center for International Development, Duke University, 2005, School Feeding Programs in Latin America: A review of WFP Interventions in Ecuador, Honduras and Bolivia (unpublished report)

School feeding programs are an important social sector and human development intervention in Latin America and the Caribbean (LAC). They reach vulnerable groups of young children throughout the region, improving their chances for a more productive life.

The enhancement of both health and education that school feeding provides, and the use of the school network as an operational medium and channel for development make this intervention powerful. The study of school feeding programs in Ecuador, Honduras and Bolivia found challenges related to: ensuring and optimizing resource inflows, improving service delivery in the light of changing roles and needs among the stakeholders, and addressing long term sustainability. Its main recommendations are: for WFP to continue evolving as a resource institution and catalyst, providing technical assistance to governments and communities, as they encourage and support them to take lead roles in school feeding programs; for WFP and governments to develop more social partnerships with the private sector and other agencies within the region for creative resource mobilization; and in the longer term, for school feeding programs to be viewed as critical parts of citizens' rights and society's responsibility to develop the human potential for all citizens. It finds that governments can gradually assume a major responsibility for well-targeted school feeding programs, as the total costs represent a fraction of one percent of GDP.

Ahmed, A.U. 2004. Impact of feeding children in school: Evidence from Bangladesh. International Food Policy Research Institute.

The Government of Bangladesh launched the innovative Food for Education (FFE) program in 1993. The FFE program provides a free monthly ration of rice or wheat to poor families if their children attend primary school. This evaluation uses primary data collected from multiple surveys covering schools, households, communities and food grain dealers. The authors first examine the performance of the FFE program, showing that it has largely fulfilled its objectives of increasing school

enrolment, promoting school attendance, and preventing dropout. The enrolment increase was greater for girls than for boys. The quality of education, however, remains a problem. Next, they analyse the targeting effectiveness of the program, its impact on food security, and its efficiency in distributing rations. There is considerable scope for improving targeting, as a sizable number of poor households remain excluded from the program while wealthier households are included. Furthermore, the evaluation results indicate that the functioning of the current private-dealer-based food grain distribution system of the FFE program is not satisfactory.

Ahmed, A.U., Caldes N., 2004, Food For Education: a Review of the Program Impact

A potential impact of FFE programs that has received little attention is the effect of FFE on local agriculture production. Given the numerous factors that affect the agricultural sector, if a positive impact of FFE programs on local agriculture is demonstrated, then FFE programs would have another compelling justification for their existence, particularly in terms of promoting food security and income generation in developing rural areas. This paper studies the effects of FFE programs on education, nutrition and local agriculture production. Because no documented evidence was found that explicitly looks at the effects of FFE on local agriculture production, this paper attempts to outline a theoretical framework to explore such effects.

Vermeersch, C. 2005. School Meals, Educational Achievement and School Competition: Evidence from a Randomized Evaluation

This paper examines the effects of subsidized school meals on school participation, educational achievement, and school finance in a developing country setting. Data used is from a program that was implemented in 25 randomly chosen pre-schools in a pool of 50. Children's school participation was 30 percent higher in the treatment group than in the comparison group. The meals program led to higher test scores (0.4 of a standard deviation), but only in schools where the teacher was relatively well trained prior to the program. Progression rates to primary school were similar in treatment and comparison schools. The school meals displaced teaching time and led to bigger class sizes. Despite improved incentives, teacher absenteeism remained at a high level of 30 percent. Treatment schools raised their fees, and comparison schools close to treatment schools decreased their fees. Some of the price effects are due to a combination of capacity constraints

and pupil transfers that would not happen if the school meals were offered in all schools.

Taras, H. 2005. Nutrition and student performance in school. (J Sch Health. 2005;75(6):199-213)

This article reviews research from studies of the association between nutrition among school age children and their performance in school and on tests of cognitive functioning. Articles are separated into 4 categories: food insufficiency, iron deficiency and supplementation, deficiency and supplementation of micronutrients, and the importance of breakfast. Research shows that children with iron deficiencies sufficient to cause anaemia are at a disadvantage academically. Their cognitive performance seems to improve with iron therapy. This is not the case with either zinc or iodine deficiency, according to the reviewed articles. There is no evidence that population-wide vitamin and mineral supplementation will lead to improved academic performance. Research indicates that school breakfast programs seem to improve attendance rates and decrease tardiness. Among severely undernourished populations, school breakfast programs seem to improve academic performance and cognitive functioning

Kremer, M. and Miguel, E. (2003) 'Worms: Education and Health Externalities in Kenya', Poverty Action Lab Paper No.6

Intestinal helminths - including hookworm, roundworm, schistosomiasis, and whipworm - infect more than one-quarter of the world's population. A randomized evaluation of a project in Kenya suggests that school-based mass treatment with deworming drugs reduced school absenteeism in treatment schools by one quarter; gains are especially large among the youngest children. Deworming is found to be cheaper than alternative ways of boosting school participation. By reducing disease transmission, deworming creates substantial externality health and school participation benefits among untreated children in the treatment schools and among children in neighbouring schools. These externalities are large enough to justify fully subsidizing treatment. We do not find evidence that deworming improves academic test scores. Existing experimental studies, in which treatment is randomized among individuals in the same school, find small and insignificant deworming treatment effects on education; however, these studies underestimate true treatment effects if deworming creates positive externalities for the control group and reduces treatment group attrition.

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