

Action Memo on School Health and Nutrition¹

The Global Education Forum (GEF) was established in 2019 to address challenges in the education financing architecture and develop greater collaboration between and coordination of education donors, and to advocate for investment and the acceleration of progress towards SDG4.

Based on the outcomes of the Global Education Forum meeting in September 2020 and the priorities identified in the COVID-19 recovery packages of the GEM and the Save Our Future White Paper, **the April 2021 Forum meeting will focus on a selected number of urgent Action Areas for the coming year as schools reopen and countries turn their attention to building back better in education.** The Action Areas for discussion in the April 2021 meeting include: School Health and Nutrition, Teachers and Vaccination as part of School Reopening, Foundational Learning, and Digital Learning for All.

To facilitate progress on each of these action areas, three Forum working groups have been established, led by Forum members (World Food Programme for School Health and Nutrition, World Bank for Foundational Learning, and UNICEF for Digital Learning) and including Forum members from bilateral and multilateral donors. The special issue on teachers and vaccination was developed by the Technical Advisory Group of Experts on Educational Institutions and COVID-19, which is co-convened by UNESCO, UNICEF, and the WHO.

The aim of the thematic working groups is to develop concrete proposals for action and build consensus between Forum members on how to move specific themes forward. To support this process, **each working group developed an Action Memo** including a statement of the problem, key priorities to build back better, and concrete proposals for multi-agency action.

In this Action Memo, we consider proposals for more effective donor investment in school health and nutrition. The proposals were developed by a working group, led by the World Food Programme, and including representatives from BRAC-USA, Global Affairs Canada, Dubai Cares, the Education Commission, the Ministry of Foreign Affairs of Finland, UNESCO, UNICEF, and the United States Department of Agriculture.

¹ Drafting of this action memo was led by Dr. Donald Bundy (London School of Hygiene & Tropical Medicine), with the close collaboration of Carmen Burbano (World Food Programme). It reflects the discussion in the working group comprised of representatives from the above organizations as well as BRAC, Global Affairs Canada, Dubai Cares, the Education Commission, the Ministry of Foreign Affairs of Finland, UNICEF, and the United States Department of Agriculture.

Introduction

Recovering from the pandemic and building a more sustainable, equitable and smarter world will require scaling up or implementing through multisectoral platforms that can change many parts of the system, creating a virtuous cycle across the board. Investment by countries and development partners is needed in solutions that will help tackle several challenges at once. Scaling up school health and nutrition programs for vulnerable children globally is one such game-changer.

This paper is directed at Ministers of Cooperation and Development from donor countries and leaders of multilateral agencies who will meet in April at the Global Education Forum and asks two things from these leaders: 1) commit to advocating for the scale up of school health and nutrition programs as a key response to the crises caused by the pandemic; and 2) provide leadership to rethink coordination and financing for school health and nutrition, an issue that can yield outcomes for at least four sectors – education, health, social protection, and agriculture – but that needs a new, multisectoral approach.

On the advocacy front, the request is to:

1. Work towards common objectives which include: i) supporting countries to re-establish effective school feeding and school health programs and repair what was lost during the pandemic; ii) expand access to the most vulnerable, especially 73 million girls and boys living in extreme poverty and hunger in 60 lower-middle-income and low-income countries; and iii) improve the quality and efficiency of school feeding and school health programs everywhere. Specific advocacy opportunities include The Group of Seven (G7), The Group of Twenty (G20), Global Education Summit, Global Food Systems Summit, Nutrition for Growth Summit and RewirEd
2. Support the creation of the School Feeding Coalition, to be launched at the United Nations Food Systems Summit in September 2021. Led by Finland, members of the coalition that is being formed will aim to urgently re-establish, improve and scale up school feeding programs in high-, middle- and low-income countries as a key response to the pandemic and a long-term investment in human capital, stronger and more resilient communities, and more sustainable food systems.

On the coordination and financing front, the request is to:

3. Establish a multisectoral donor task force for school health and nutrition to rethink the funding mechanisms that help low- and lower-middle-income countries expand, accelerate, and broaden their efforts to build back school-based services. The Task Force for School Health and Nutrition is not envisioned as a new structure, but as a time-bound, goal-oriented activity. Expanding access to school health and nutrition can be achieved not simply through new resources, but more especially through the efficiency gains from more innovative approaches to financing, including breaking down silos, reducing fragmentation, and promoting synergy across sectors. The GEF stakeholders can help in generating knowledge and data, especially around finance, in support of the development

by UNESCO of a new SDG4 architecture. Concretely, the task force would undertake a landscape analysis of global financing for School Health and Nutrition Programs and develop a Road Map exploring options for long term financing.

Before the pandemic, global school health and nutrition programs provided the most extensive social safety net worldwide, and they must be re-established. This holistic and synergistic approach, which includes hygiene, sanitation, health interventions, nutrition education, and good dietary preferences alongside school meals, provides a whole school approach that optimizes the benefits for child health, growth, learning, and development.

There is clear evidence², guidance, and tools for what needs to be done in the area of school health and nutrition, but this needs to be supported by more deliberate, innovative and better targeted financing from multiple sectors, including education, health, agriculture, and social protection, with both humanitarian and development goals. It is time to change the way we support education, and significantly step up efforts at the global and country levels, across the health, education and other sectors, and within and across agencies.

Such a multi-sectoral approach can contribute to achieving at least eight of the Sustainable Development Goals related to poverty (SDG 1), hunger (SDG 2), health (SDG 3), education (SDG 4), gender equality (SDG 5), consumption and production (SDG 12), and climate change (SDG 13). Taking a multisector approach also leverages the inclusion and protection of vulnerable populations, especially the forcibly displaced, by enhancing coverage and supporting efforts to “leave no one behind.”

The state of school health and nutrition programming worldwide in 2020 and the need to prioritize this issue in response to the pandemic

At the beginning of 2020, national school health and nutrition programs benefitted more children than at any time in human history, making these programs the most extensive social safety net in the world. One in every two schoolchildren enrolled in primary school, or 388 million children, received school meals every day from national programs in at least 161 countries from all income levels. More than 90% of programs also delivered additional, complementary health and nutrition interventions in the same schools, providing a holistic approach to support child health, well-being, and development.

Between 2013 and 2020, the number of children receiving school meals grew by 9 percent globally and 36 percent in low-income countries. This growth reflected new national development policy:

² There is now substantial evidence of the value of school health and nutrition programs, including school feeding. There remains a need for further mission-critical research, including: analysis of the links between school meals and the nutritional status of school-age children; implementation research to identify the optimal package of school health and nutrition interventions; and evidence for the benefits and costs in relation to education outcomes. To pursue this research agenda, the School Feeding Coalition proposes the creation of an independent Global Research Consortium.

more than 90 percent of the cost of school feeding programs came from domestic funds. Additionally, it demonstrated concerted action not only by countries and development partners, but also non-state actors, including NGOs, CSOs and parents. Despite these unprecedented gains, the programs remained least effective where they were needed most: 73 million of the most vulnerable children, including many forcibly displaced populations, were still to be reached.

The COVID-19 pandemic brought an end to this decade of global growth in school feeding programs and has sharpened global resolve to restore access to these vital safety nets as a priority. At the height of the crisis in April, 161 countries had closed their schools and an estimated 370 million children were suddenly deprived of what for many was their main meal of the day. This loss highlighted the importance of school feeding as a social safety net which protected the well-being of the most vulnerable children and supported their future. The loss also highlighted the need to expand the concept of education to address the health and well-being of children, and to build back equitable, quality school-based health and nutrition services in every school for every schoolchild.

In a post-COVID-19 world, school health and nutrition programs are even more of a priority investment because they help countries to build back better: creating human capital; supporting national growth; and promoting economic development. Effective programs help countries to support children not only during the first 1,000 days of life, but also the next 7,000 days leading to adulthood. They sustain early gains, provide opportunities for catch-up, and address critical phases of vulnerability throughout childhood and adolescence.

Joint action by countries and development partners is needed to support and strengthen both *learning* (expanding digital access, teacher support, catch-up for vulnerable children) and the *learner* (nutrition, health, psychosocial support, social safety net). This is especially true for girls: where there are school health and nutrition programs, girls stay in school longer, their nutrition improves, child marriage rates go down, and teen pregnancies fall. We need to ensure that building back better includes support for the wellbeing of vulnerable children to achieve their individual potential and contribute to the creation of national human capital.

By improving the health and wellbeing of the learner specifically, effective school health and nutrition programs improve both access to school and learning outcomes. This is an important additional benefit for the education sector over programs, such as cash transfers, which primarily benefit access. Efficient programs yield returns of up to US\$9 for every \$1 invested, creating value across multiple sectors, including social protection and local agriculture, and directly create about 2,000 new jobs for every 100,000 children who are fed. The programs particularly benefit girls' education, and, by building a healthy and educated population, they create human capital and lay the foundations for national growth and development (see Annex One for the full Executive Summary from this analysis).

The School Feeding Coalition: a unique opportunity to come together to support children and build more sustainable food systems

Member states are starting discussions to form a school feeding coalition as part of the Food Systems Summit process. Convened by Finland, which has committed through its Minister for Development Cooperation to lead the coalition discussions, at least 20 countries are joining forces to position the expansion of school feeding programs as a key initiative of the Summit.

The goal of the Coalition is to urgently re-establish, improve, and scale up school feeding programs in high-, middle- and low-income countries. Evidence demonstrates that school feeding programs are impactful because they advance the health and well-being of all children, provide a safety net for a generation, promote gender equality and poverty reduction, create human capital, support more sustainable food systems, and promote economic development, with most benefits accruing to more disadvantaged boys and girls.

Specifically, the Coalition will aim to:

- *Support countries to re-establish effective school meal programs and repair what was lost during the pandemic:* Due to school closures, an estimated 370 million school children lost access to meals in rich and poor countries, increasing hunger among school children and leaving families without a safety net. We want to ensure that all countries, regardless of income level, restore access to school feeding programs
- *Expand access to the most vulnerable:* reach 73 million girls and boys living in extreme poverty and hunger in 60 lower-middle-income and low-income countries that need support to scale up these programs
- *Improve the quality and efficiency of school feeding programs, to maximize the impacts of school feeding for children everywhere:* provide more nutritious and diverse food, link to local production, ensure climate- and nutrition-sensitive approaches that are linked to nutrition education and other health interventions. Increase the efficiency of programs so low-income countries become more self-reliant.

The Coalition will have a “big tent” approach, where all stakeholders interested in this topic or already planning actions can converge. Many countries, such as Finland, Iceland, and Japan have long lasting, legacy programs that have supported the health and nutrition of school children during this pandemic and for generations.

Leaders in the global north and south have mobilized to protect children from the socioeconomic effects of the pandemic and school closures. More than 70 countries have adapted their programs to support children during school closures. President Macron of France has recently committed to the scale up of the national school feeding program and to support the establishment of this global coalition. School feeding is also a key pillar in the recovery efforts of the United States, and it is also debated in the United Kingdom, supported by a grassroots campaign led by Marcus

Rashford and others. Germany has committed to promote sustainable and healthy school nutrition as part of the Decade of Action on Nutrition.

School feeding was also the topic of an African Union Declaration issued on the 1st of March of 2021, which calls for the prioritization of these programs in the continent and for support from donors and partners to make this objective a reality. The African Union has expressly called for the creation of this coalition and for it to be prioritized at the Food Systems Summit. Leaders in Rwanda and Senegal have committed to scaling up their national programs.

This coalition is about building on the substantive political will that already exists to expand access to these vital policies for children globally. It is also about working together to address the challenges that are preventing low-income countries from scaling up these programs. Thus, members of the Coalition will be asked to make commitments that are related to their domestic agendas but that also support the effort to leave no one behind, especially in low-income countries.

The Coalition is expected to grow and include other partners that have already been supporting this agenda: academia, civil society, NGOs, UN agencies, and the private sector.

Building back better: Setting up a task force to rethink the funding mechanisms to help low-income countries expand, accelerate, and broaden their efforts to build back school-based services

As the world seeks to build back from the COVID pandemic, countries and the development community have the opportunity to rethink their current investment in this area. The role of school health and nutrition programs in getting children into school and improving learning has gone beyond proof of principle. There is robust evidence of the benefits of school health and nutrition programs in terms of health, education, human capital, addressing barriers to girl's education, and economic outcomes. The questions remain around "how" to implement them most cost-efficiently, and even here there is abundant evidence of what works. We also know what the bottlenecks are to meaningful scale up and improving quality.

In this section we propose that a time-bound donor task force could help tackle several of the systemic challenges related to financing, which is one of the main bottlenecks for scale up in low-income countries.

The working group would, in turn, be one of the six flagship initiatives of a broader coalition being formed as part of the Food Systems Summit process. The other flagship initiatives of the Coalition are: 1) an advocacy and outreach group for global and regional events; 2) a research consortium to improve evidence for decision-making; 3) a community of practice for stronger guidance and tools to improve the quality and efficiency of programs; 4) a monitoring and accountability mechanism

to track progress; and 5) a Secretariat to support and communicate the activities and progress of the Coalition.

Current estimates suggest that there is a \$5.7 billion gap in financing for school health and nutrition programs in low-income countries. The answer is not simply to increase the amount of funding from development partners, but to enhance the effectiveness of the existing investments, find innovative solutions by involving private sector and other partners, and putting in place transitional mechanisms for funding until countries become self-reliant. The following are five game-changing ways in which countries and development partners can enhance the effectiveness of their investments in school children and adolescents.

[→ Invest in the learner as well as in the learning](#)

Deliberate, targeted investments in education, health, and nutrition would have synergistic and mutually reinforcing benefits for both sectoral outcomes. Yet almost all current investments in the health and education of school children and adolescents are planned and implemented independently by the two sectors.

There is currently under-investment in both education and health, and a major mismatch in the scale of the investment by the two sectors in the same young people: in low- and lower-middle-income countries, the investment in education of school children and adolescents is circa \$210 billion per year and in health and nutrition is only \$4 billion per year. The investment in both sectors is sub-optimal, and small changes would make a big difference; for example, doubling the investment in health, which would still leave health at only 4 percent of the investment in education, is estimated to be sufficient to leverage the education investment and have a substantive and simultaneous impact on both health and education outcomes. This is not an argument for moving funds from education to health, which would harm education and so be self-defeating, but it is a strong argument for greater investment in both sectors simultaneously.

Recent analyses by education economists suggest that the single largest accessible source of new revenue for education is increased efficiency. Smarter approaches to teaching and management will bring benefits in the medium to long term but investing in the health and well-being of the learner offers the potential for immediate significant returns.

A specific aim of the Global Research Consortium on School Health and Nutrition is to develop a more robust evidence base around the specific impacts of nutrition and health interventions on learning and cognition, in order to optimize the benefits and enhance program efficiency in terms of education outcomes.

[→ Match the financing models to country contexts](#)

There are very different education and health demands from populations at different stages of economic development, and different responses are required to meet needs. Two of the most important divisions are between humanitarian and development investments.

- *Humanitarian focus in fragile states:* much of the current donor investment in school health and nutrition is in the humanitarian response. Programs are implemented by UN Agencies

and NGOs on behalf of governments. Marginalized populations, including the forcibly displaced, are often not included in national plans and thus are unable to access national and humanitarian support: 74 percent (32 out of 43) of refugee-hosting countries surveyed had national school feeding programs while only 37 percent (16 out of 43) included refugees. Humanitarian funding supports refugee school feeding in 14 countries. There are concerns here that the funding is often disconnected, uncoordinated, and insufficient: the majority of the 73 million children whose needs are not being met currently are in this category.

- *Development focus in stable, low- and lower middle-income contexts:* this category receives much less international interest and investment, appropriately so because the needs are less urgent. Yet this is where the greatest payoffs are in terms of long-term sustainability and institutionalization of school health and nutrition programs. Some 44 countries have demonstrated that this transition can be successfully completed, provided that there is careful financial management and a long-term (approximately 5 to 10 years) commitment from donors. Paying more donor attention to this development area could help countries move more efficiently towards self-reliance, and free-up resources for more urgent humanitarian needs (see box in Annex Four for the story of Nepal).

School health and nutrition programs can contribute to the triple humanitarian-development-peace nexus. School feeding is part of an essential package to bridge immediate response and long-term development efforts; for children living in fragile and conflict-affected areas and refugee settings, school feeding can become an essential safeguard by contributing to a sense of normalcy and educational continuation.

This is a strong argument for humanitarian/development integration: ensuring that school health and nutrition systems are robust and can provide a fast localized response to both development and emergency needs and mitigate further harm from disasters. Rethinking the approach also provides the opportunity to incorporate areas that are currently under-represented, including gender and climate-sensitive approaches.

[→ Engage sectors beyond health and education](#)

There is now clear evidence that health and education sectors would both gain substantial returns from investing together in school-age children and adolescents. But school health and nutrition programs also offer significant returns on investment to other key sectors, as well as supporting the holistic development of the child.

- **Social Protection:** a major response by lower-middle-income countries to the 2008 financial crisis was to substantially scale up school health and nutrition programs. For many countries, these programs were the most effective safety net already in place, and the most cost-efficient way to expand social protection into the most vulnerable communities. This trend has continued since then, and data from the World Bank has shown that by 2018 school health and nutrition programs had become the most extensive social safety net worldwide in terms of number of countries and number of children protected. Forcibly displaced populations often do not have access to national Social

Protection programs; and expansion of these efforts should explicitly include these populations.

- **Agriculture and local economies:** purchasing of food for school meals from national sources, and especially sources local to the schools where feasible, helps create stable and predictable local markets. This home-grown school feeding approach helps ensure that small holder farmers, many of whom are women, are able to plan for the predictable demand which is so important for small production units. Local production and procurement also shortens supply chains and helps reduce food wastage, both of which have major positive implications for climate change and provide opportunities for promoting green skills and local adaptation. The importance of home-grown school feeding for local economies was formally recognized by the African Union in their Comprehensive African Agricultural Development Programme (CADDAP) Agreement of 2006 and remains the priority approach of the African Union today. But context is also vitally important, and there are many countries and regions of countries that cannot produce the food they need, and where appropriately long supply chains are literally lifesavers.

Other relevant sectors include: Water, Sanitation and Hygiene (WASH), peacebuilding, gender, and child protection, all of which contribute to the holistic development of the child.

[→ Rethink how donors can work more efficiently together](#)

Changes in three areas of how donors invest could be game changers for future programs:

- *Multi-year investment:* although transition to self-reliance is a priority goal for most donors, providing support for the several years required to make this transition is not. An important exception is the United States Department of Agriculture (USDA) McGovern-Dole Program which provides support on the 5-10 year time frame needed, and as a result has contributed to the transition process of Kenya, Rwanda, Nepal, and Cote d'Ivoire, to name a few (see box 1 below for the example of Nepal).
- *Co-Investment within development partners by health/agriculture/social protection and education departments within the same organization:* this implies co-location (e.g. United States Agency for International Development (USAID) Education learning materials being provided to students in schools supported by McGovern-Dole) and coordination (e.g. joint support of national level advocacy, roll-out of curriculums) of investment by multiple sectors within a donor agency in the same communities to achieve the same goals. This should be straightforward administratively: there are many examples where the same organizations invest in both health and in education: e.g. the World Bank Group (WBG) Health, Nutrition and Population/Education/Agriculture (HNP/ED/Agriculture), bilaterals such as USDA McGovern-Dole/USAID, and philanthropies such as the United Arab Emirates (UAE) Abu Dhabi Fund/Dubai Cares. There could be significant efficiency gains from more deliberate co-investment by these sibling sectors.

- *Co-Investment across development partners by health/agriculture/social protection and education agencies*: this implies two agencies working together on a common project to share their skills and finances across the sectors. For example, UNICEF and WFP have a joint program that links health interventions, school feeding and education, and WFP also has a partnership with the Food and Agriculture Organization (FAO) which links agriculture with school meals programs, but these are exceptions.

→ Be specific, and exclusive

Language is often a barrier in this discussion. Definitions of education systems are usually clear and well specified: e.g. primary education, secondary education, and tertiary education. Health, however, often has a confusing taxonomy, based around overlapping categories such as infections (e.g. malaria, coronavirus), conditions (e.g. cancer, pneumonia) and/or services (e.g. surgery, hospitals). To ensure that finances are invested wisely, it is important to be clear on what should be included in a school health and nutrition program, and what would be more appropriately funded by other routes.

- *Be specific about selecting health and nutrition interventions* that have a demonstrated benefit for education outcomes and which can be delivered by the school platform without being a tax on the education system. The list here is long (school feeding, deworming, prevention of anaemia or micronutrient deficiencies, hygiene education, sanitation etc.) but manageable and affordable. Further research, especially around the nutritional benefits for primary school children of health and nutrition programs, could further enhance efficiency. We also now know that more than 90% of countries already choose to deliver these complementary health interventions alongside school feeding: in the policy world, the terms “school health and nutrition” and “school feeding” are now essentially synonyms. School feeding represents some 80 percent of the overall costs of SHN and is the major contributor to the high Benefit Cost Ratio, especially through returns to agriculture, social protection, and learning components of education. Effective school health and nutrition efforts require both school feeding and health and nutrition interventions, together providing the necessary holistic and synergistic support to child growth, well-being, and learning. For these reasons, we look to the GEF to take full advantage of the opportunity presented by the Food Systems Summit to strengthen school feeding, health and nutrition, while also progressively accelerating financing more broadly for school health and nutrition programs, driven by the roll-out of four key initiatives and public goods to enhance the quality of school health and nutrition programs.
- *Be exclusive of interventions* that would be better delivered by other means. For example, health and education can and do work better together to ensure schools provide a safe and sanitary environment. Schools also can provide a center for the provision of vaccines, but it might be argued that vaccine delivery itself should be primarily the task of the health sector on the grounds of complexity, clinical requirements for oversight and delivery, and the existence of Gavi, the Vaccine Alliance/COVID-19 Vaccines Global Access (GAVI/COVAX) and other specialist agencies better equipped to lead on this task.

Proposal for consideration by the Global Education Forum

Three actions are proposed for consideration:

1. Work towards and advocate for common objectives

In line with recent calls for action (such as the Save Our Future White Paper, the 2021 African Union School Feeding Declaration, and the WFP School Feeding report) and growing political momentum led by Finland, Iceland, and France, development partners commit to advocate for and/or invest in the following three key areas.

- **Support countries to re-establish effective school meal programs and repair what was lost during the pandemic:** Due to school closures, an estimated 370 million school children lost access to meals in rich and poor countries, increasing hunger among school children and leaving families without a safety net. We want to ensure that all countries, regardless of income level, restore access to school feeding programs, as well as increasing access to health and nutrition services
- **Expand access to the most vulnerable:** reach 73 million girls and boys living in extreme poverty and hunger in 60 lower-middle-income and low-income countries that need support to scale up these programs. This includes forcibly displaced children, and the delivery of health and nutrition services.
- **Improve the quality and efficiency of school feeding programs, to maximize the impacts of school feeding for children everywhere:** provide more nutritious and diverse food, link to local production where possible, and ensure climate- and nutrition-sensitive approaches that are linked to nutrition education and other health interventions. Increase the efficiency of programs so low-income countries become more self-reliant.

GEF stakeholders could usefully advocate for these common objectives at the following upcoming events:

The Global Food Systems Summit, September; The G7 (especially through the linkage to girls' education); The G20; Nutrition for Growth Summit, Japan; RewirEd, UAE.

2. Support the creation of the School Feeding Coalition at the Food Systems Summit in September 2021

The Food Systems Summit provides an exceptional opportunity to engage new sectors in the financing of health, well-being, and learning of schoolchildren.

The Global School Feeding Coalition aims to help advocate, conduct research and monitoring, provide peer-to-peer support and guidance development, and support resource mobilization (see Annex 1 for initial proposal). This coalition will be launched at the Food Systems Summit.

The Coalition intends to support key aspects of school health and nutrition systems that are also education sector priorities: responding to the COVID pandemic, re-establishing what was lost, reforming financing, and recognizing the primacy of country context. The Coalition takes an inclusive “big tent” position and addresses both humanitarian and development goals.

GEF stakeholders could play a key role in supporting the creation of the Coalition at the Food Systems Summit, especially with regard to encouraging more innovative approaches to financing (see proposal 3 below for details).

3. Establish a multisectoral donor task force for school health and nutrition to rethink and coordinate the funding mechanisms to help low-income countries expand, accelerate and broaden their efforts to build back school-based services

This activity would be led by a **Multi-Sectoral Donor Task Force for School Health and Nutrition** consisting of focal points nominated by key GEF stakeholders, especially representatives of the major multilateral and bilateral donors. This Task Force would require the allocation of appropriate expertise and resources by its membership to support its activities. The Task Force will undertake a landscaping analysis of the current availability of financing of school health and nutrition programming, involving the following three elements:

- External financing would be estimated for key multilateral and bilateral donors, covering probable multi-sectoral sources (education, health, social protection, agriculture). Estimates would include: the scale of the envelope, by donor and by sector
- Domestic financing would be estimated from available survey data (including the WFP State of School Feeding Worldwide 2020 and the African Union Biennial Report on Home Grown School Feeding in Africa)
- Opportunities for synergy and efficiency gains across sectors will be explored by the nominated focal points within each of their organizations.

The Task Force will consider these findings and deliver as follows:

Within 6 months: deliver a mapping of funding sources, including the current and potential landscape of financing options for school health and nutrition: estimated amounts, funding lines for school health and nutrition, including research; this report should be available for consideration at the Global Food Systems Summit.

By one year: deliver a road map of potential opportunities for joint action, joint and/or coordinated funding, and consensus on benchmarks and ground rules, supported by an evidence base for these actions, which would:

- Identify exemplary models of cross-sectoral actions by donors

- Explore examples of actual and potential cross-sectoral investment by sibling sectors within agencies: e.g. WBG HNP/SPJ/Education; USDA McGovern-Dole-USAID Education; Abu Dhabi Fund/Dubai Cares
- Identify good practice in supporting the transition to self-reliance, including long-term funding models, such as USDA McGovern-Dole (see Annex 3)
- Explore new models for interagency action at the country level, especially how to engage health and other sectors in the Local Education Groups.

Annex 1

STATE OF SCHOOL FEEDING WORLDWIDE 2021: EXECUTIVE SUMMARY

Source: **WFP, 2020. *State of School Feeding Worldwide 2020*. Rome, World Food Programme. Pages 21-29.**

This publication by the United Nations World Food Programme (WFP) provides an analysis of the State of School Feeding Worldwide in 2020. A report on the State of School Feeding Worldwide was first published by WFP in 2013 (WFP, 2013a). This 2020 version follows a similar format and uses the best available data sources to describe key aspects of coverage, implementation practices and costs of school-based health and nutrition programs worldwide. In addition, the 2020 version seeks to analyse the direction and scale of change between 2013 and 2020, and to provide an update on advances in evidence and understanding of school feeding programs.

Long planned for, the report is being published with an even greater sense of urgency as the outbreak of the COVID-19 pandemic in February 2020 dealt a blow that brought an end to a near decade of global growth in school feeding programs. At the height of the crisis in April 2020, 199 countries had closed their schools and around 370 million children were suddenly deprived of their daily school meal. This loss highlighted the importance of school feeding as a social safety net, protecting the well-being of children and supporting their future. The sudden social shock of the crisis, and the experience of trying to cope without national education systems, has sharpened global resolve to restore access to education and to build back better systems.

We need to learn from the COVID-19 crisis. The time is ripe to redefine “education”, and to recognize that investing in schoolchildren is investing in the future. When schools closed, we realized that education is much more than textbooks and classrooms. The crisis has taught us that the education system is perhaps one of the most important pillars of our communities, and fundamental to how societies are structured: that schools support both learning and the learner. As the world responds to and recovers from the pandemic, it is time to expand the concept of education to address the health and well-being of children, and to build back equitable, quality school-based health and nutrition services in every school for every schoolchild.

Before the COVID-19 pandemic, national school feeding programs delivered school meals to more children than at any time in human history, making school feeding the most extensive social safety net in the world.

Before, during and beyond the COVID-19 pandemic

At the beginning of 2020, school feeding programs were delivered to more children in more countries than at any time in human history. Nearly half the world’s schoolchildren, about 388 million, received a meal at school every day, and 90 percent of those meals were complemented by a package of interventions to improve health.

Comparison with 2013 data shows that this substantial growth reflected a rising trend in coverage throughout the previous decade, especially in low and lower middle-income countries. School feeding programs have increasingly become part of the fabric of national institutional structures, with more than 80 percent of programs being incorporated into national policies, becoming the world's most extensive social safety net. \$41-43 billion is spent annually on these programs, of which more than 90 percent comes from domestic funds. These investments not only create human capital to secure future national economic growth, but are also an important investment in local economies, opening markets for local farmers and creating 1,668 new jobs for every 100,000 children fed.

This publication provides an analysis of the state of school feeding programs before the COVID-19 pandemic; it describes the damage caused by the pandemic; and presents what can be done to restore this remarkable global safety net – not only to get back to where the world was in January 2020, but to build back better.

MAIN FINDINGS

School feeding is the largest and most widespread social safety net in the world, benefitting 388 million children globally.

Data from 163 countries show that 99 percent of these countries deliver school feeding programs. Globally, one in every two schoolchildren, or 388 million children, now receives a school meal, although there are wide disparities between countries. The expansion and institutionalization of these programs was greatest in low-income countries, improving the sustainability of efforts.

Low-income countries have considerably strengthened their financial and policy efforts in relation to school feeding, leading to increased coverage.

The 2013 report highlighted that the coverage of school feeding was least where it was needed most. This was still true in 2020, but the gap was closing.

Between 2013 and 2020, low-income countries made great strides in policy and funding for school feeding. The proportion of countries that have a school feeding policy increased from 20 percent to 75 percent. Over the same period, low-income country governments have also increased their budgets: the share of domestic funding in overall spending for school feeding increased from 17 percent to 28 percent, reducing reliance on international donors.

Consequently, the number of children receiving school meals increased by 36 percent in low-income countries, compared to a 9 percent increase globally. Despite huge population growth, the proportion of schoolchildren receiving meals in low-income countries increased from 13 percent to 20 percent over the same period. In middle and high-income countries, school feeding programs are almost universally supported through domestic funds, with overall domestic investment exceeding 95 percent of total costs.

The world needs to prioritize safely reopening schools, including restoring access to school meals.

The negative effects of school closures could be lifelong. This is especially true for the most vulnerable children, who rely the most on school meals and for whom home schooling is least available. This not only has tragic consequences for the hopes and achievements of the individual, but also undermines a nation's human capital and helps perpetuate a vicious cycle of poverty and inequality. The protracted closure of schools creates greater risks for children relating to abuse and inappropriate employment. This is especially concerning for girls because long-term school dropout is linked with increased child labour and child marriage.

More than 70 countries have implemented coping and mitigation measures to deal with the effects of the COVID-19 pandemic, with mixed results. Countries and partners have sought to mitigate the most damaging effects: supporting education by e-learning, TV and radio; and by replacing school-based safety nets with community services, such as take-home rations and cash transfers. However, coping mechanisms can exacerbate inequities: less than 10 percent of households in Africa have access to e-learning; and cash or in-kind transfers to households may not equate with support to children, especially girls. WFP alternatives to school meals, such as take-home rations and cash-based transfers, have reached some 6.9 million children, or about 40 percent of the 17 million children who used to receive meals through WFP-supported programs before COVID-19.

Countries are supporting “back to school” efforts to reverse the harm caused by school closures. School health and nutrition programs, especially school feeding, are now recognized as playing a key role, acting as a strong incentive for parents to send their children back to school, and for children to stay in school.

Three recent developments may significantly affect school closure policy by the time this report is published: the mass roll-out of licensed vaccines; the emergence of variant virus strains some of which may be more transmissible among children; and the increasing evidence that the long-term cost of lost education outweighs the health benefits of school closures.

The COVID-19 pandemic brought an end to a decade of global growth in school feeding programs and has sharpened global resolve to restore access to these vital safety nets as a priority.

There is growing consensus on the need to support children throughout their development to adulthood. Investment in human capital is essential for individuals to achieve their full potential and contributes to national growth and economic development.

There has been a paradigm shift towards investing in children throughout the first 8,000 days of life (roughly until age 21). The window from conception to 2 years of age, known as the first 1,000 days, is critical to child health and development. A focus on this period is a well-established policy in many countries, but it is also important to support health and nutrition for the next 7,000 days to sustain the early gains; provide opportunities for catch-up; and to address phases of vulnerability, especially puberty, the growth spurt and brain development in adolescence. School health and nutrition programs provide important means for governments to intervene cost-effectively in the next 7,000-day period.

School feeding during middle childhood and adolescence contributes to human capital, i.e. the sum of a population's health, skills, knowledge and experience. A well-nourished, healthy and educated population is the foundation for growth and economic development: in high-income countries some 70 percent of national wealth is due to the output of their population, but in many low-income countries this proportion is less than 40 percent. This inequity has lifelong consequences for society and the individual: poor societies develop and perform well below their capacity, and individuals fail to achieve their potential in life. Programs that invest in the learner are key to creating human capital.

As nations increasingly experience budget shortfalls as a result of the damage caused by COVID-19, budgets for social programs and education are likely to be reduced, affecting the futures of children all over the world. Countries need to recognize that these programs are crucial investments in the human capital of the next generation, the generation that will bear the greatest burden of paying for the current response to the crisis.

As most national school feeding programs are supported by domestic funds, better understanding of the underlying cost drivers could help more countries transition to self-reliance.

Globally, more than 90 percent of support to national school feeding programs comes from domestic funds. As previously highlighted, in low-income countries, the proportion of domestic support has risen from 17 percent to 28 percent between 2013 and 2020, even as coverage has increased from 13 percent to 20 percent over the same period. Low-income countries with the least fiscal space and the greatest need for school feeding depend disproportionately on donor funding. Nevertheless, several low-income countries have transitioned to majority domestic funding. Understanding where external support is crucial and where transition is possible, will be central to future growth in sustainable school feeding.

The annual cost of a school feeding programme per child per year has changed little since 2013. The median cost of school feeding remains unchanged in 2020 at \$57 per child per year. Data indicate a cost of US\$55 (up from US\$50 in 2013) in low-income countries and US\$41 (down from US\$46) in lower middle-income countries. Trend data between 2013 and 2020 support the interpretation that there is a basic minimum price to be paid to provide a meal for a child.

The relative cost of school feeding is greatest for those countries which invest least in education and which have the lowest Gross Domestic Product (GDP). Poor countries that need school feeding the most will struggle most to meet the costs; as countries increase their GDP, they are increasingly able to become self-reliant and meet the costs from domestic funds. These observations support WFP's new strategic direction, which focuses external resources for programs on the poorest countries and enhances technical support to countries transitioning to domestic funding.

School feeding is a cost-effective intervention, which yields high returns on investment in education, health, social protection and local economies.

Increasingly rigorous trials show both economic and non-economic benefits of school feeding programs. Pre-2015 studies show improvements in children's education, as well as their physical

and psychosocial health, with most benefits accruing to more disadvantaged children. Recent studies find effects on learning, maths and literacy scores, with larger effects for girls, and for children below the national poverty line. A recent meta-analysis in Sub-Saharan Africa, by the French Development Agency and the World Bank, ranked school feeding third at boosting learning outcomes, only exceeded by pedagogy-focused interventions, and out-performing the construction of new schools and education support interventions such as scholarships and cash transfers. There is increasing evidence that effective school feeding programs improve both access to schools and learning, while cash transfers primarily affect access.

Benefit-cost analysis studies also show that school feeding programs yield returns on education, health and nutrition, social protection and local agriculture. The return on investment can be as high as US\$9 for every US\$1 invested in implementing school feeding programs.

In light of recent data on the costs and benefits of school feeding, more technical assistance is needed to support governments further improve cost-efficiency and maximize the impacts of their school feeding programs.

Global coalitions of partners have formed over the past two decades to support better coordination and capacity strengthening. These platforms have supported governments to accelerate policy, funding and operational change.

Governments have increasingly engaged with other stakeholders, such as donors, International Financial Institutions (IFIs), international agencies and Non-Governmental Organizations (NGOs) at the regional and international levels to coordinate on technical and policy matters. Most regions now have a school feeding thematic network, bringing together policymakers and practitioners. Agencies such as WFP are fostering international cooperation among governments (e.g. South-South Cooperation) and promoting the adoption of sustainable and high-quality programs.

The Focusing Resources for Effective School Health (FRESH) Framework emerged in 2000 as an effort by multiple agencies to develop a consensus on how to promote the health and nutrition of the learner as part of overall investment in learning. The school health and nutrition agenda was revitalized in 2019 when UNESCO re-convened an inter-agency group on School Health and Nutrition with the objective of strengthening global collaboration and promoting a more effective multi-agency school health and nutrition approach. This has led to new initiatives, such as the partnership launched in 2020 between WFP and UNICEF to help ensure that children receive a school-based package of essential health and nutrition services.

Historically, civil society networks have played a strong role, especially the Global Child Nutrition Forum (GCNF) and the Partnership for Child Development. New initiatives are also being established by the Russian Federation, working with the other BRICS countries (Brazil, Russia, India, China and South Africa) and by Germany; while knowledge networks are emerging at the regional level, especially in Latin America and South Asia. The African Union (AU) is a key partner in supporting the scale up of nationally owned school feeding programs throughout the continent of Africa.

WFP is strengthening its strategic role in school health and nutrition globally.

WFP has continued to work with countries and other development partners at a global level on school health. There is evidence, especially since the State of School Feeding Worldwide 2013 report, that WFP's strategic role has contributed to key changes in policy in low-income countries, which have helped strengthen and accelerate government-led efforts.

Through a new strategy, A Chance for Every Schoolchild, launched in early 2020, WFP is taking deliberate steps to strengthen its role as a partner and to act as a catalyst for policy change. A global needs analysis determined that 73 million vulnerable children need school feeding in 60 priority countries, with a focus in Africa.

WFP will enhance its support to governments to help address national goals and challenges, and in countries' transition to self-reliance. WFP will help find solutions by working with others and by convening partners, leveraging its six decades of experience in supporting school feeding. Based on current in-country capacity, WFP technical and policy support to national programs could potentially influence the quality of life of some 155 million schoolchildren in 74 countries.

The new strategy also calls for more research and knowledge sharing to improve the quality of programs. WFP aims to stimulate more research on the health and well-being of schoolchildren, including creating evidence-based intervention designs which are more gender sensitive and responsive to climate change challenges. The State of School Feeding Worldwide series is part of this plan to enhance access to knowledge, and to track roll-out of the strategy.

School feeding programs play a key role in resilience to conflicts and emergencies. In the long term, they may contribute to minimizing the impacts of climate change through environmentally sensitive food systems.

School health and nutrition programs are recommended by the Global Panel on Agriculture and Food Systems for Nutrition. Home-grown school feeding programs, whereby food is purchased from local farmers, are also particularly responsive to climate change as they shorten food chains and minimize food waste, the largest single preventable cause of carbon emissions. Gender-sensitive programs enhance girls' enrolment in education; help keep girls in schools at vulnerable ages; and improve the diets of adolescent girls. There is growing evidence that even in conflict settings, school feeding programs can enhance enrolment and reduce inappropriate labour, especially for girls.

WFP was awarded the 2020 Nobel Peace Prize in part because of the role of its school feeding programs in supporting national resilience to conflict and emergencies. WFP envisions a future where environmentally sensitive school feeding programs, which engage effectively with agriculture and the environment, make a major contribution to creating more resilient, new-generation approaches to public food and education systems.

MAIN CONCLUSIONS

We identify five future priority actions for school feeding, starting with a key role in helping to safely reopen schools following the COVID-19 pandemic, and then focusing on new ways to improve the quality and cost-effectiveness of national school feeding programs.

1. **The most immediate priority is to help countries re-establish effective school feeding programs.** How can we accelerate global efforts to safely reopen the schools closed in response to the COVID-19 pandemic?
2. **Before the pandemic, school feeding programs were least present where they were needed most.** Can innovative approaches to financing bring new hope to the 73 million children who are most in need?
3. **The available data on school feeding focus on public-sector programs in low and lower middle-income countries.** What more might we learn from programs managed by the BRICS and high-income countries, and the private sector?
4. **Home-grown school feeding programs have proven their worth in middle-income countries.** How can low-income countries, which have the most to gain from this approach, scale up home-grown school feeding efforts as part of their national programs?
5. **School feeding programs provide the world's most extensive safety net and play a key role in the response to conflicts and emergencies.** Can we further sustain and enhance the resilience of food systems through a new generation of school feeding programs that are more cost-efficient and more environmentally-sensitive?

Annex 2

HOW MUCH WOULD IT COST TO SCALE UP SCHOOL FEEDING AND THE INTEGRATED SCHOOL HEALTH AND NUTRITION PACKAGE?

Source: WFP, 2020. *A Chance for Every School Child: Partnering to scale up school health and nutrition for Human Capital. World Food Programme School Feeding Strategy 2020-2030. WFP, Rome; January 2020. page 26; Part II: An Evidence-based Integrated Response to the Needs of Schoolchildren*

There are 73 million primary schoolchildren most in need of school feeding programs,³ based on the inadequacy of current provision, the prevalence of indicators of poor nutrition, and the relative lack of financing for the countries to implement the programs themselves. The majority (66 percent) of these children live in low-income countries, but there is also a substantial minority who live in pockets of poverty in middle-income countries.

The cost of feeding these children in need was calculated based on benchmark costs for low- and middle-income countries (see Table 1).

Table 1 School feeding and school health costs for the 73 million primary school-aged children in extreme poverty without access to national school feeding programs in low- and middle-income countries

	Countries	Enrolled children in need (million)	Cost of school feeding per child per year (USD) ⁴	School feeding budget (USD millions)	Additional school health budget (USD millions)	Total integrated package of support (USD millions)
Middle-income countries	32	26	82	2 132	618	2 750
Low-income countries	28	47	54	2 538	507	3 045
Total	60	73	-	4 670	1 125	5 795

³ Drake LJ, Lazrak N, Fernandes M, Chu K, Singh S, Ryckembusch D, Nourozi S, Bundy DAP and Burbano C (2020) Establishing Global School Feeding Program Targets: How Many Poor Children Globally Should Be Prioritized, and What Would Be the Cost of Implementation? *Frontiers in Public Health* 8:530176. doi: 10.3389/fpubh.2020.530176

⁴ Costs of school feeding include costs associated with food procurement, transportation and storage, and monitoring of implementation. They were drawn from a sample of 74 low-, middle- and high-income countries. These estimates are standardized for several parameters to support cross-country comparability, including the number of kilocalories in the ration and the number of days school feeding was provided. Source: Drake, L., Fernandes, M., Aurino, E., Kiamba, J., Giyose, B., Burbano, C., Alderman, H., Mai, L., Mitchell, A., and Gelli, A. 2018. School Feeding Programs in Middle Childhood and Adolescence. In D.A.P. Bundy, N. de Silva, S. Horton, D.T. Jamison and G.C. Patton, eds. *Re-Imagining School Feeding: A High-Return Investment in Human Capital and Local Economies*. Washington, DC, World Bank.

Table 1 shows that the cost of covering 73 million children in need of school feeding is USD 4.7 billion, an average of USD 64 per child per year. Benchmark costs of school feeding are taken from *Disease Control Priorities* 3rd edition, Volume 8.

Adding the other interventions of the school health package for children aged 5–14 years in Table 1 would cost about 29 percent more, or USD 618 million, in middle-income countries and 20 percent more, or USD 507 million, in low-income countries.

The total cost of the integrated package would therefore be USD 5.80 billion annually, with around half that amount for low-income countries alone. Middle-income countries have resources, often substantial resources, that could help close this gap, as illustrated by the cases of Kenya and Bangladesh (see Boxes 2 and 3). Further analyses are under way to explore how this might be accomplished through a combination of transition and co-financing arrangements.

Current investment in basic education is USD 210 billion per year, much of which is from the public sector and is intended to provide pre-primary, primary and secondary education in Low- and lower-middle income countries free at the point of delivery, although some countries still charge fees for education.⁵ The International Commission on Financing Global Education Opportunity calls for governments to increase domestic public expenditures to support universal provision of primary education in low- and lower-middle-income countries by 2030. This requires an increase from 4.0 to 5.8 percent of GDP, which is equivalent to an annual rate of growth in public education spending of 7 percent over a 15-year period.⁶

In contrast to these very large public expenditures for education, the incremental cost of the integrated school health and nutrition package, including school feeding, is 2.76 percent.

⁵ These estimates are from The International Commission on Financing Global Education Opportunity. 2016. *The Learning Generation: Investing in Education for a Changing World*, p. 37. Available at: https://report.educationcommission.org/wp-content/uploads/2016/09/Learning_Generation_Full_Report.pdf. They estimate current public sector spending on basic (primary-level) education in low- and lower-middle-income countries.

⁶ Bundy, D.A.P., de Silva, N., Horton, S., Jamison, D.T. and Patton, G.C. 2018. *Re-Imagining School Feeding: A High-Return Investment in Human Capital and Local Economies*. Washington, DC, World Bank.

Annex 3

TRANSITIONING SCHOOL HEALTH AND NUTRITION PROGRAMS IN AFRICA FROM EXTERNAL TO DOMESTIC FUNDING

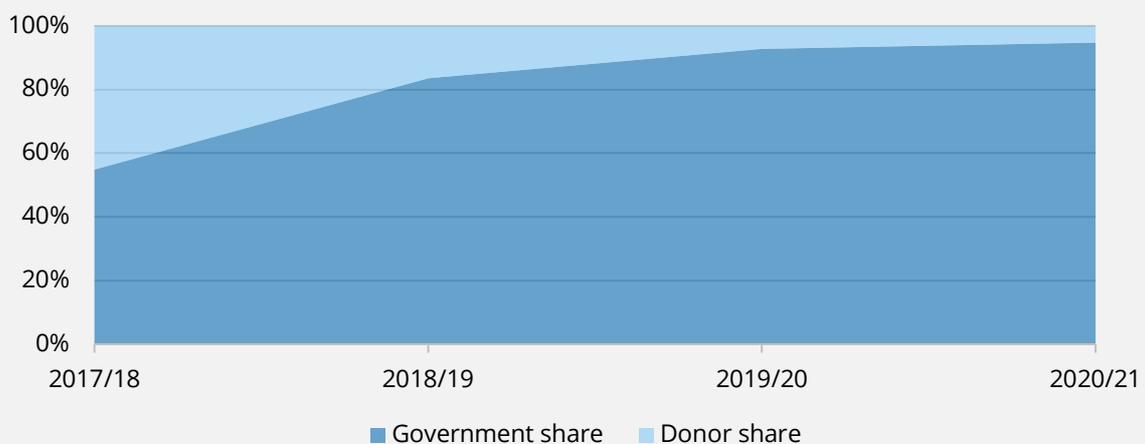
Source: **World Food Programme, 2020. State of School Feeding Worldwide 2020, Rome, WFP. Pages 183-183.**

Box 1. The transition story of Nepal

In 1996, the Government of Nepal took its first step towards ownership and sustainability of its school feeding programme by creating the Food for Education Programme and establishing an institutional framework for an integrated school health and nutrition package. In 2008, the government initiated its own cash-based school feeding programme in five districts. The start of the USDA McGovern-Dole programme in 2009 provided an additional boost to government efforts, allowing WFP to accompany and support the Ministry of Education through the transition. After a 10-year investment from USDA, the integrated school feeding programme was institutionalized and fully embedded in Nepal's national education system.

Over the last four years, the national budget for school feeding has almost quadrupled (from US\$20 million in 2017 to almost US\$70 million in 2020), as external support has decreased (from US\$4.2 million in 2017 to US\$2.8 million in 2020) illustrating a successful transition process.

Cost sharing between external and domestic funding in Nepal



Source: **African Union, 2021. (2019-2020). Addis Ababa, African Union. Pages 21-37 and 104-108.**

This Annex provides the latest data from the African Union on school feeding/SHN programs in Sub-Saharan Africa, and is intended to provide background to the development of a strategic plan for how donors could better assist countries in their transition towards self-reliance.

The African Union Biennial Report on Home-Grown School Feeding provides an overview of the current status of school feeding programs across the African Union. The numbers presented here are intended as an update on the progress towards Agenda 2063 and the Sustainable School Food and Nutrition Initiative adopted by the 31st Ordinary Session of the African Union Executive Council in July 2017 (EX.CL/1025(XXXI)).

This report also serves to establish an initial reporting on the implementation of the Decision 589 XXVI (Assembly/AU/Dec.589). As such, this chapter provides an update on the number and proportion of children receiving school meals, the scale of government investments, the cost of school feeding, and key policy and programme features. Based on a methodology developed by WFP for the *State of School Feeding Worldwide 2013* report and the upcoming *State of School Feeding Worldwide 2020* report, the availability of data allows for reporting and analysis in this report that is intended to provide a snapshot of the current situation and to explore historical trends. It compares the 2020 School feeding results with data from the previous available baseline published in 2013 so as to provide an up-to-date, and estimates of key metrics such as the number and proportion of children receiving school meals; the coverage of national programs; and the scale of government investment.

The indicators presented are based on publicly accessible information gathered from various sources, including the African Union, the Global Child Nutrition Foundation, the World Food Programme, and the World Bank. This constitutes the most comprehensive, available data source for school feeding programs in Africa at the moment. All data has been validated by the respective governments and/or constitutes official data published by international organizations.

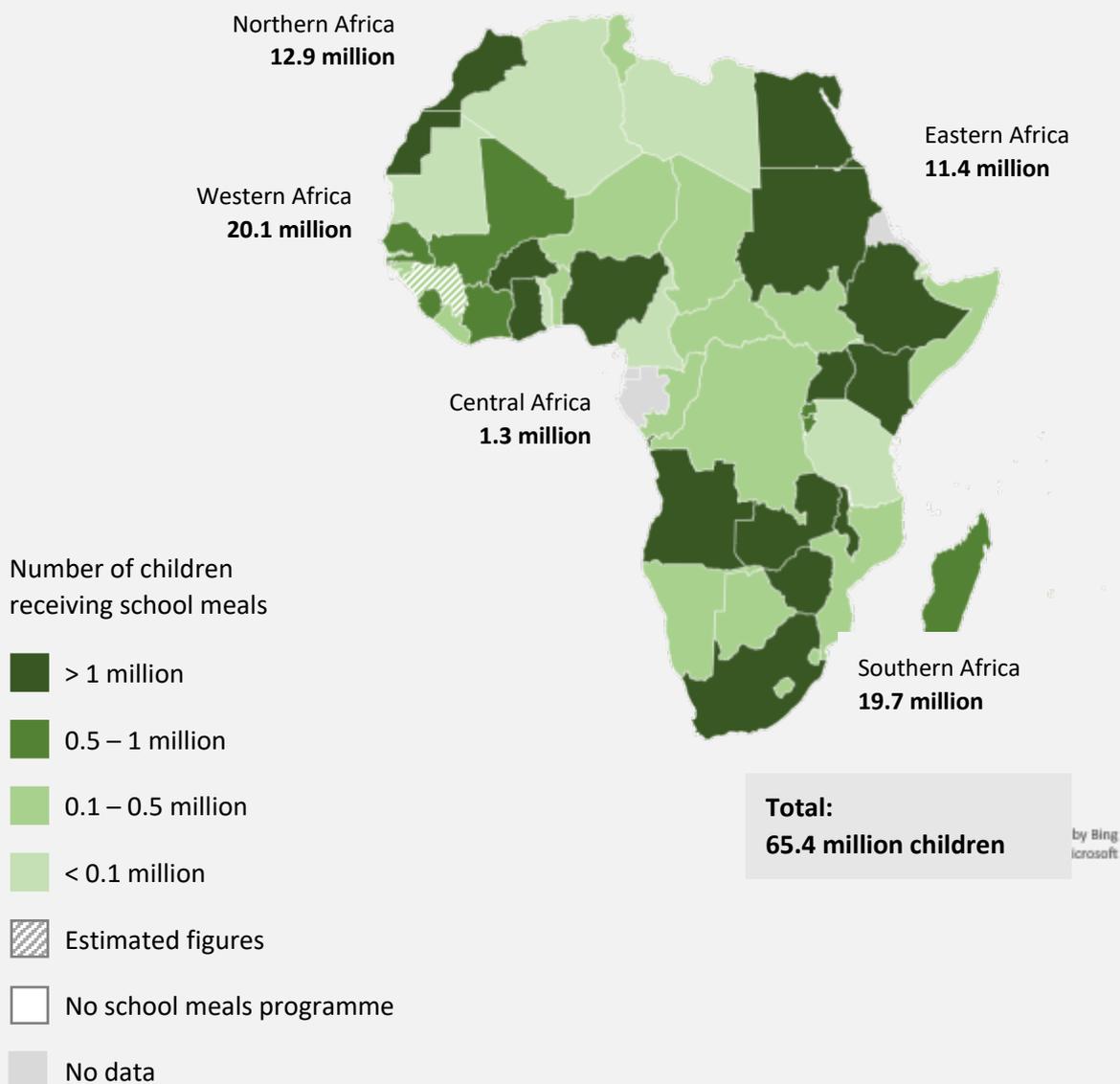
Despite the effort made in 2019 to gather and validate this information, there is no regular mechanism to collect quality data on school feeding programs in Africa at present. Efforts are underway to address this data gap. The African Union and WFP, with support from Dubai Cares Foundation, are developing a database on school health and nutrition to mainstream the reporting of school feeding indicators and the monitoring of government efforts in Africa. Getting a complete picture on the school feeding landscape in Africa is, therefore, a work in progress.

The analyses indicate that the vast majority of school feeding programs in Africa are operated by national governments. About 65.4 million children in 51 countries now benefit from school feeding in Africa, a massive increase from 38.4 million in 2013. This increase is especially notable in Western Africa, where the size of school feeding programs has more than doubled since 2013. The growth of school feeding programs has often outpaced the demographic growth, resulting in similar or higher coverage rates than in 2013.

These gains in school feeding over the past decade are due to the significant efforts made by African governments. The data indicate that most governments have increased their budget allocations to school feeding – and in some cases multiplied these budgets – to support the scale-up. A similar trend is also observed in policy frameworks, as the data show that most governments have now adopted a school feeding policy or legal framework.

These efforts have not only led to feeding more children, but also to improving the quality of school health and nutrition support. Virtually 100% of African countries deliver school feeding as part of an integrated package of health and nutrition interventions tailored to the needs of the learner.

Figure 1. Children receiving school feeding in Africa



Children receiving school feeding

Country	ISO code	Income level	AU Region	Children receiving school feeding	Source
Algeria	DZA	Upper middle	Northern	39,632	WFP (2019)
Angola	AGO	Lower middle	Southern	1,516,133	AU (2017)
Benin	BEN	Low	Western	460,063	GCNF (2018)
Botswana	BWA	Upper middle	Southern	358,854	GCNF (2018)
Burkina Faso	BFA	Low	Western	3,863,926	GCNF (2018)
Burundi	BDI	Low	Central	613,452	WFP (2019)
Cabo Verde	CPV	Lower middle	Western	3,168	SSSN (2015)
Cameroon	CMR	Lower middle	Central	18,315	GCNF (2018)
Central African Republic	CAF	Low	Central	241,957	WFP (2019)
Chad	TCD	Low	Central	138,078	WFP (2019)
Comoros	COM	Lower middle	Eastern	0	GCNF (2018)
Congo	COG	Lower middle	Central	141,961	WFP (2019)
Côte d'Ivoire	CIV	Lower middle	Western	976,443	GCNF (2018)
Dem. Rep. of the Congo	COD	Low	Central	124,485	WFP (2019)
Djibouti	DJI	Lower middle	Eastern	19,590	WFP (2019)
Egypt	EGY	Lower middle	Northern	11,201,245	GCNF (2018)
Equatorial Guinea	GNQ	Upper middle	Central	no data	
Eritrea	ERI	Low	Eastern	no data	
Ethiopia	ETH	Low	Eastern	2,539,286	GCNF (2018)
Gabon	GAB	Upper middle	Central	no data	
Gambia	GMB	Low	Western	165,422	GCNF (2018)
Ghana	GHA	Lower middle	Western	1,700,000	AU (2017)
Guinea	GIN	Low	Western	<i>est. 376,614</i>	<i>estimation</i>
Guinea-Bissau	GNB	Low	Western	180,000	WFP (2019)
Kenya	KEN	Lower middle	Eastern	1,754,000	GCNF (2018)
Lesotho	LSO	Lower middle	Southern	386,923	GCNF (2018)
Liberia	LBR	Low	Western	287,456	GCNF (2018)
Libya	LBY	Upper middle	Northern	20,754	WFP (2019)
Madagascar	MDG	Low	Eastern	567,763	GCNF (2018)
Malawi	MWI	Low	Southern	2,936,455	GCNF (2018)
Mali	MLI	Low	Western	514,842	GCNF (2018)
Mauritania	MRT	Lower middle	Northern	51,917	WFP (2019)
Mauritius	MUS	Upper middle	Eastern	75,000	SSSN (2011)
Morocco	MAR	Lower middle	Northern	1,267,109	SSSN (2014)
Mozambique	MOZ	Low	Southern	200,302	WFP (2019)
Namibia	NAM	Upper middle	Southern	365,854	GCNF (2018)
Niger	NER	Low	Western	193,301	GCNF (2018)
Nigeria	NGA	Lower middle	Western	9,829,603	GCNF (2018)
Rwanda	RWA	Low	Eastern	724,059	OS (2018)
Sao Tome and Principe	STP	Lower middle	Central	46,766	GCNF (2018)
Senegal	SEN	Lower middle	Western	587,810	GCNF (2018)
Seychelles	SYC	High	Eastern	<i>est. 7,829</i>	<i>estimation</i>

Country	ISO code	Income level	AU Region	Children receiving school feeding	Source
Sierra Leone	SLE	Low	Western	836,000	GCNF (2018)
Somalia	SOM	Low	Eastern	164,708	WFP (2019)
South Africa	ZAF	Upper middle	Southern	9,200,000	GCNF (2018)
South Sudan	SSD	Low	Eastern	460,413	WFP (2019)
Sudan	SDN	Lower middle	Eastern	1,361,789	GCNF (2018)
eSwatini	SWZ	Lower middle	Southern	365,089	GCNF (2018)
Togo	TGO	Low	Western	91,319	GCNF (2018)
Tunisia	TUN	Lower middle	Northern	360,000	GCNF (2018)
Uganda	UGA	Low	Eastern	3,651,225	GCNF (2018)
United Republic of Tanzania	TZA	Low	Eastern	28,000	AU (2017)
Zambia	ZMB	Lower middle	Southern	1,193,996	GCNF (2018)
Zimbabwe	ZWE	Lower middle	Southern	3,218,924	GCNF (2018)

Budgets allocated to school feeding

Country	ISO country code	Existence of a school feeding budget line in the national budget	National budget funding for school feeding	National donors and private sector funding for school feeding	International donors funding for school feeding	Total funding for school feeding	Share of domestic budgets in total funding for school feeding
Algeria	DZA						
Angola	AGO						
Benin	BEN	Yes	23,800,000	0	24,008,948	47,808,948	50%
Botswana	BWA	Yes	30,114,875	0	0	30,114,875	100%
Burkina Faso	BFA	Yes	37,800,000	0	8,083,081	45,883,081	82%
Burundi	BDI	Yes	2,400,000	0	17,600,000	20,000,000	12%
Cabo Verde	CPV						
Cameroon	CMR	No	0	0	4,000,000	4,000,000	0%
Central African Republic	CAF	No					
Chad	TCD	Yes	300,806	0	3,338,455	3,639,261	8%
Comoros	COM						
Congo	COG	Yes	50,406	0	6,087,690	6,138,096	1%
Côte d'Ivoire	CIV	Yes	8,997,229	0	6,417,098	15,414,327	58%
Dem. Rep. of the Congo	COD	Yes					
Djibouti	DJI						
Egypt	EGY	Yes	55,368,086	0	0	55,368,086	100%
Equatorial Guinea	GNQ						
Eritrea	ERI						
Ethiopia	ETH	No	11,700,000	0	9,700,000	21,400,000	55%
Gabon	GAB						
Gambia	GMB	Yes	1,935,000	0	5,015,000	6,950,000	28%
Ghana	GHA						
Guinea	GIN						
Guinea-Bissau	GNB	No	852,640	0	9,000,000	9,852,640	9%
Kenya	KEN	No	14,036,000	0	13,360,000	27,396,000	51%
Lesotho	LSO	No	13,207,620	0	0	13,207,620	100%
Liberia	LBR	No	0	0	10,273,520	10,273,520	0%
Libya	LYB	No					
Madagascar	MDG	Yes	4,227,273	822,172	4,888,353	9,937,798	43%
Malawi	MWI	Yes	125,830	0	15,152,940	15,278,770	1%

Country	ISO country code	Existence of a school feeding budget line in the national budget	National budget funding for school feeding	National donors and private sector funding for school feeding	International donors funding for school feeding	Total funding for school feeding	Share of domestic budgets in total funding for school feeding
Mali	MLI	Yes	4,762,092	1,400,000	18,600,000	24,762,092	19%
Mauritania	MRT	Yes	20,000	0	0	20,000	100%
Mauritius	MUS						
Morocco	MAR						
Mozambique	MOZ	No	0	0	8,000,000	8,000,000	0%
Namibia	NAM	Yes	10,343,500	0	196,300	10,539,800	98%
Niger	NER	Yes	1,800,074	111,600	11,239,724	13,151,398	14%
Nigeria	NGA	No	257,623,736	0	0	257,623,736	100%
Rwanda	RWA	Yes	10,227,534	0	5,402,781	15,630,315	65%
Sao Tome and Principe	STP	Yes	30,000	230,497	0	260,497	12%
Senegal	SEN	Yes	2,027,690	0	4,628,761	6,656,451	30%
Seychelles	SYC						
Sierra Leone	SLE	Yes	2,365,230	0	5,000,000	7,365,230	32%
Somalia	SOM						
South Africa	ZAF	Yes	503,079,000	0	0	503,079,000	100%
South Sudan	SSD	No	0	0	40,000,000	40,000,000	0%
Sudan	SDN	Yes	4,943,994	0	18,026,218	22,970,212	22%
eSwatini	SWZ	Yes	3,625,394	0	0	3,625,394	100%
Togo	TGO	Yes	1,772,526	0	2,658,789	4,431,315	40%
Tunisia	TUN	Yes	26,551,000	0	0	26,551,000	100%
Uganda	UGA	Yes	400,000	900,000	8,800,000	10,100,000	4%
United Republic of Tanzania	TZA						
Zambia	ZMB	Yes	3,659,652	0	2,235,830	5,895,482	62%
Zimbabwe	ZWE	Yes	14,600,000	0	0	14,600,000	100%