



World Food Programme

School Feeding Programmes in Guinea

Every year, WFP Guinea supports around 107,400 school children with school meals. In addition, 10,000 girls in the last year of primary school receive take-home rations of oil to encourage their families to keep them in school and to increase their attendance rate.

In 2013, the WFP school feeding programme covered 735 rural schools nationwide – this is 21 percent of all rural schools in Guinea. However, 72 percent of the rural schools in Guinea (3,501 schools) are particularly vulnerable and in need of a school feeding programme.

WFP hopes to expand this activity and enhance national ownership so that it is sustainable. This project involves strong partnerships and active community participation linking school canteens to local food production: WFP strengthens capacity of rural communities (particularly women farmers) through Food-for-Asset programmes to increase and diversify agricultural production. The produce is not only used for the school feeding project as the women sell the excess production on the local market.

This concept of “Home Grown School Feeding” (HGSF) creates a win-win situation by promoting agricultural development, strengthening small-scale farmers, reducing vulnerability of rural communities and by building social safety nets for school children and small scale farmers.

The school feeding programme in Guinea is implemented in partnerships to supply children with essential services (e.g. UNICEF and NGO partners provide deworming tablets to students in WFP-assisted schools).

WFP Guinea started the implementation of school meals in 2002 to address the problem of high absenteeism and drop-out rates.

In view of the Guinean Government’s commitment to school feeding programmes, WFP pursues a long-term strategy aiming a gradual hand-over of functions to the Government.



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WFP's Approach: Feeding Bodies - Feeding Minds

Why does WFP implement school meals in Guinea?

School feeding supports the Government's objective of achieving **universal primary education** by 2015. It supports the realisation of the **Millennium Development Goals** (MDGs) on hunger, education and gender parity and offers multiple benefits:

Education: school feeding increases enrolment and attendance and can help children concentrate on their studies more effectively.

Nutrition: the school meal is often the only nutritious meal a child gets on a regular basis. It helps fight malnutrition and addresses micronutrient deficiencies – factors that can curb development and economic growth.

Health: School meals are used as a platform for complementary activities directly addressing child health such as deworming schemes or nutrition and hygiene education.

Social protection: School feeding programmes can help break the cycle of hunger, poverty, and child exploitation. The recent nutrition, energy and financial crisis affecting Guinea showed that school meals act as a safety net for households, helping families to educate their children and to protect their food security at crucial times.

Local agricultural production: Linking small scale farmers to school feeding programmes helps support rural economies and makes programmes more sustainable. Local procurement increases the income of small farmers, stimulates local development and enables vulnerable groups to meet their basic needs.

School feeding as an investment: Conducted in 2012, a joint study of WFP and the Boston Consulting Group (BCG) proved that school feeding is a great investment in human capital – educationally and

nutritional, but also in terms of value transfer and social protection. Each Dollar invested in school feeding pays off four times in form of economic advantages.

WFP's Centre of Excellence Against Hunger: Sharing Experience - Building Capacities

How is WFP Guinea learning from the experience of school feeding programmes in other countries?

In 2012, Guinea's Country Director and a delegation led by the Guinean Minister of Education, Pre-University and Civic Education participated a study visit to Brazil. The objective of the mission was to experience first hand the Brazilian food security success stories; to gain in-depth technical knowledge from the WFP Centre of Excellence Against Hunger (COAH) on designing sustainable school meals programme as well as establishing a dialogue and linkage with the COAH for support in programme implementation.

The COAH has been established by WFP and the Brazilian Cooperation Agency (ABC). It is designed as a global resource, providing information, expertise and technical assistance on school feeding and the critical issues surrounding this – food and nutrition programmes, proven safety net programmes, in addition to best practices for connecting small scale farmers to markets.



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The transition to nationally owned programmes

What does WFP's new school feeding policy say?

While continuing to advocate for the universal adoption of school feeding programmes that help increase children's access to learning opportunities and improve their health and nutrition status, WFP will focus increasingly on helping countries to establish and maintain nationally owned programmes linked to local agricultural production. In countries still requiring WFP's operational support, it will implement school feeding programmes with clear hand-over strategies, where appropriate. WFP will engage in policy dialogue and provide technical assistance, using its own experience and that of individual countries through the WFP Centre for Excellence Against Hunger in Brazil and other South-South initiatives. It will systematically assess progress in the transition to national ownership in all operations, using the Systems Assessment for Better Education Results framework developed with the World Bank, and will track the costs of its school feeding projects.

SABER: A key tool for the transition towards national school feeding programs.

Over the past three years, WFP and the World Bank have worked with governments and other partners¹¹ to develop a framework for systematic planning of the transition to national ownership. The Systems Approach for Better Education Results (SABER) framework enables countries to assess their transition stage, devise strategies for improving the quality and sustainability of programmes, and track progress.

The impact of WFP's school feeding activities in figures

