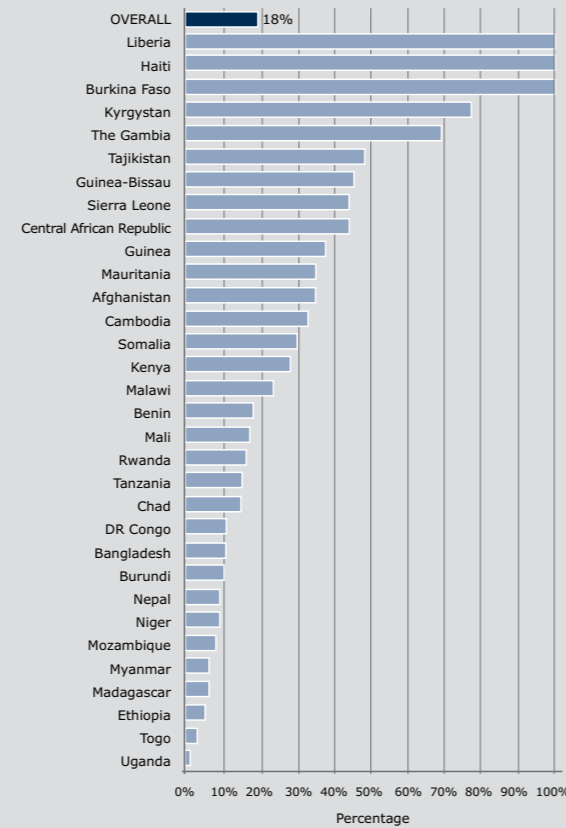
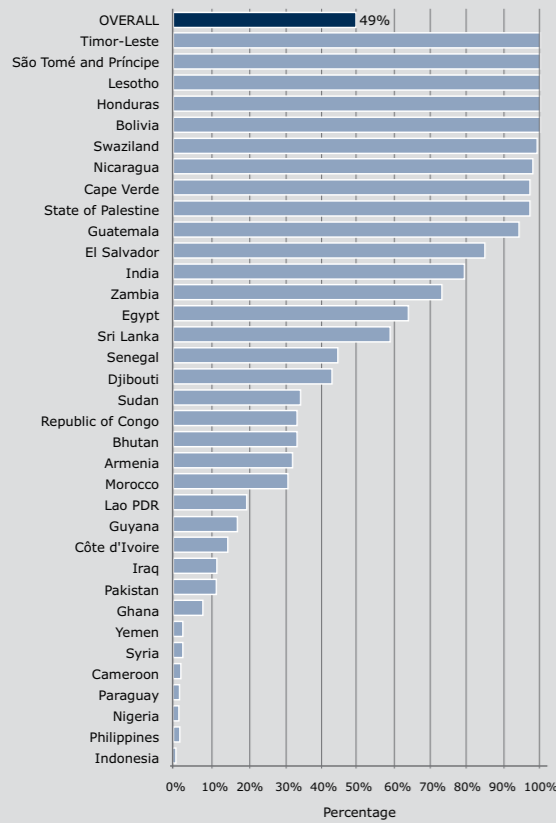


In low-income countries, where the need is greatest, the coverage is the lowest

Coverage of school feeding programmes in lower-middle-income countries

Coverage of school feeding programmes in low-income countries



Source: WFP global school feeding survey, case studies, publications, World Bank and UNESCO. N=67 countries.



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Fighting Hunger Worldwide

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State of School Feeding Worldwide

2013

OVERVIEW



World Food Programme

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State of School Feeding Worldwide 2013

A meal in school is a powerful tool. For the first time, we present the global picture and data from research that shows an estimated 368 million children receive a meal at school every day, both in developing countries and in affluent countries. The global investment is in the order of US\$75 billion a year.



WFP/Micah Albert/Yemen

The book does not focus on the UN World Food Programme's operations. Done in partnership with the World Bank and the Partnership for Child Development, the *State of School Feeding Worldwide 2013* presents our current understanding of school feeding through a global survey, maps, case studies and analysis. It follows up from the landmark 2009 publication *Rethinking School Feeding*, to provide new insights into the policy and management of school feeding programmes globally.

Since the financial crisis in 2008, interest in school feeding has grown among both high- and low-income countries, highlighting the need to improve our knowledge and our evidence base.

The book addresses the following questions:

How can countries improve the effectiveness and efficiency of the programmes they are already implementing?

How do school meals contribute to social protection, education and health goals?

How do governments support the link between local agricultural production and school meals to make programmes sustainable?

How can school feeding programmes better support the most vulnerable families and children in any society?



WFP/Tom Greenwood/Laos

Some key findings of the *State of School Feeding Worldwide 2013*:

- The coverage and quality of school feeding programmes vary with national income. In low-income countries, where the need is greatest in terms of hunger and poverty, the coverage is the lowest (see graphs on back page).
- The greatest opportunities for containing costs are in low-income countries – in some countries school feeding per child costs more than education itself and there is opportunity for efficiency savings.
- School feeding works as part of social protection systems to support the most vulnerable families and children and can be scaled up in response to crises. At least 38 countries surveyed have scaled up their programmes in response to armed conflict, natural disasters, and food and financial crises.
- School feeding contributes to having healthy and well-educated children, but can only help

if teachers, textbooks, curriculum and an environment conducive to learning are also in place.

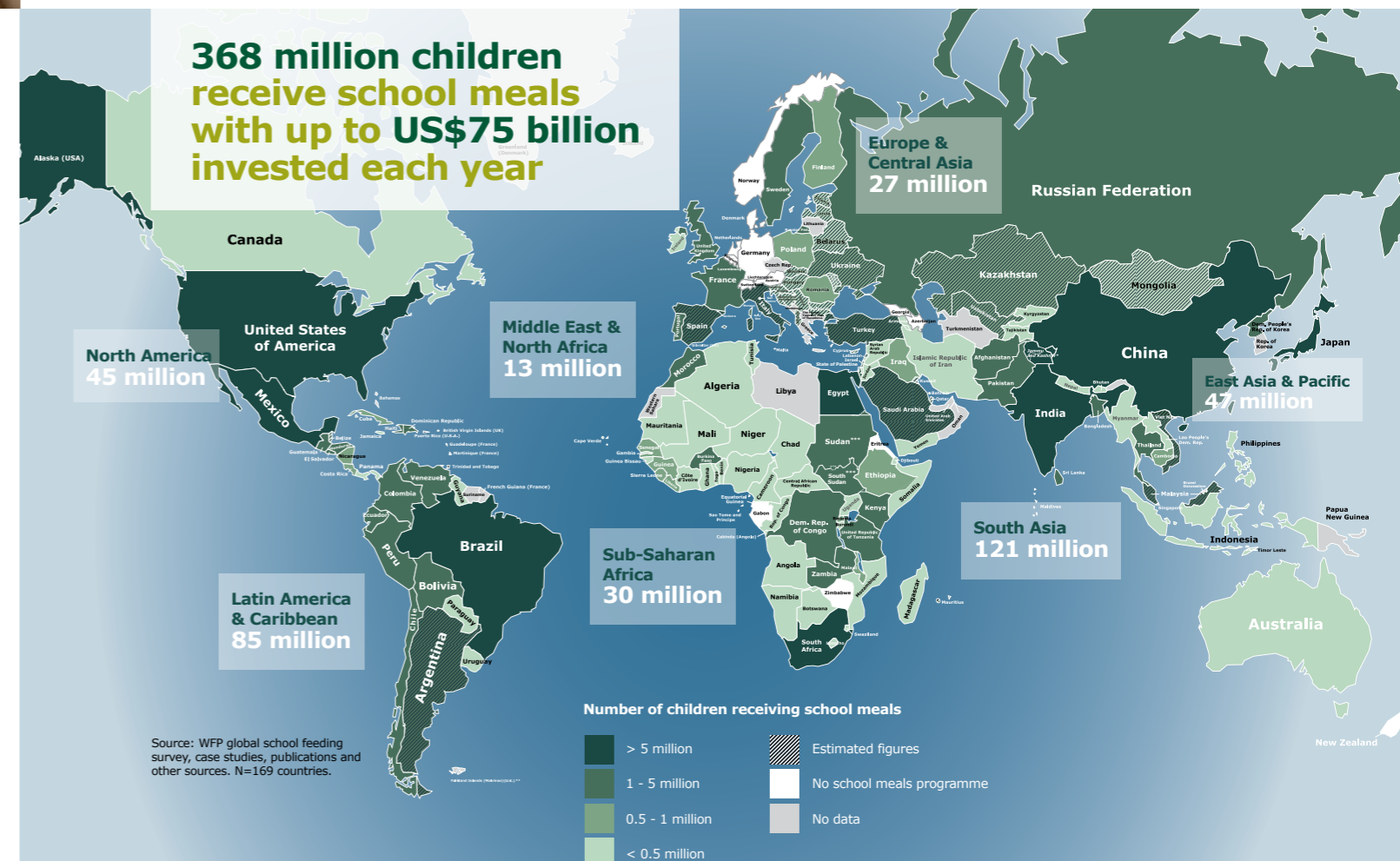
- Addressing the nutrition needs of school-aged children can help ensure that the development gains in the crucial first 1,000 days of life are not jeopardized by later failures.

- Linking programmes to the agriculture sector has direct economic benefits and provides an opportunity to engage with the private sector at all stages of the supply chain.

- Development partners should improve coordination to ensure that children in low-income countries have access to programmes that are common almost everywhere else.

The publication is a work in progress that seeks to share the knowledge about a vital tool for nourishing the bodies and minds of future generations.

To download the full PDF of the book, visit: wfp.org/school-meals



The designations employed in this map, do not imply the expression of any opinion whatsoever on the part of the World Food Programme concerning the legal status of any country, territory, city or area, or concerning the delimitation of its frontiers and boundaries. In the following specific cases: * the Line of Control in Jammu and Kashmir agreed on by India and Pakistan is represented approximately by a dotted line as the final status has not yet been agreed on by the parties; ** a dispute exists between the governments of Argentina and the United Kingdom concerning sovereignty over the Falkland Islands (Malvinas); *** the final boundary between the Republic of Sudan and the Republic of South Sudan has not yet been determined.