



ABOUT “LEARNING FROM EXPERIENCE”

The UN World Food Programme has 45 years of experience in school feeding. This collection of good practices and lessons learned, *Learning from Experience*, has harvested existing knowledge on the topic, drawing from 134 evaluations, case studies, an ongoing consultation process and operational experience.

The study makes available institutional memory as a tool for practical use in the field. This work will serve as a guide and a building block for governments, WFP and NGO partners to design and implement high-quality, feasible, sustainable and cost-effective school feeding programmes.

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ETHIOPIA INVOLVING COMMUNITIES

COUNTRY OVERVIEW	
Children enrolled in primary school	12,175,000
Girls enrolled in primary school	47%
Out-of-school children	3,721,000
Gross enrolment ratio	91%
Survival rate to last grade	58%
Repeaters (all grades)	6%
WFP ASSISTANCE In 2008	
Children receiving school meals	482,000
Girls receiving take-home rations	68,000
Schools assisted	915
Food handled (mt)	6,500

OVERVIEW

Poverty and food insecurity hinder efforts to improve the education sector in Ethiopia. Enrolment rates have significantly improved in the past decade: the 2005/2006 net enrolment rate was at 71 percent¹ with a Gender Parity Index of 0.92 (92 girls enrolled for 100 boys).

¹ UNESCO, *Education For All Global Monitoring Report*, 2009.

On the other hand, the investment in education has remained steadily low, at only US\$4.15 per student per year. Progress on enrolment has placed pressure on limited school infrastructure, threatening the quality of education.

Ethiopia provides a good example of capacity development both at community and institutional levels. WFP's school feeding programme in Ethiopia is supported by Children in Local Development (CHILD), a community-led planning tool jointly initiated by WFP and the Ministry of Education. This way, the programme supports access to quality primary education while developing the CHILD approach to encourage nutrition, health and environmental awareness in schools.

QUALITY STANDARDS CHECKBOX	
Sound alignment with national policy framework	√√√
Stable funding and budgeting	
Evidence-based programme design	√√
Strong institutional and implementation arrangements	√√√
Strong partnerships and inter-sector coordination	√√
Strong community participation and ownership	√√√

GOOD PRACTICES

School feeding in the policy framework

- **Ensuring alignment with the national policy framework:** school feeding is one of the strategies adopted by Ethiopian Ministry of Education to meet Education Sector Development Program III (2006) goals and objectives: school feeding is explicitly mentioned as part of the Education Strategy to improve access to school, stabilize attendance, reduce dropout and alleviate short-term hunger. The CHILD initiative is currently sustaining the expansion strategy of school feeding to food-insecure areas, one of the strategies of the Plan for Accelerated and Sustainable Development to End Poverty (2006-2011).

Implementation arrangements

- **Local contribution to the programme:** different actors at local level contribute to the programme. The local contribution is usually in kind, with the exception of the payment of cooks, which is in cash. Communities contribute by building the canteens and storage rooms, and the Ministry of Education devotes staff time to the programme. Parents contribute with firewood needed for cooking and a small financial remuneration for the cooks. Local authorities are also involved by building infrastructure and supplying raw material.

Complementary actions

- **Training on psychosocial support:** WFP has recently started supporting provision of psychosocial support activities in collaboration with Project Concern International, as a healthy psychosocial environment and a positive supportive climate at school can make a critical contribution to academic achievements. A

recent survey² showed that in 2007 psychosocial training was offered to teachers and students in 8 percent and 11 percent of the surveyed WFP-assisted schools, respectively.

- **Partnering with the *Gesellschaft für Technische Zusammenarbeit* (German Technical Cooperation – GTZ) for fuel-efficient stoves:** in order to prevent environmental degradation due to excessive use of firewood, fuel-efficient stoves have been introduced in schools. WFP and GTZ have been piloting with ten fuel-efficient stoves and training to schools in Amhara region. The partnership has borne fruit and has been extended to provide fuel-efficient stoves to 30 schools in the Oromya region.

Community involvement

The Ministry of Education and WFP initiated CHILD in 2003. CHILD is a community-led planning tool, currently operational in 184 schools, that involves the whole community to improve school premises and the quality of basic education.

- **CHILD to build capacity:** CHILD is primarily intended to increase the sustainability and impact of school feeding, building community solidarity with schools and initiating lasting practical changes on the ground. It mainly involves training and capacity building for government partners and beneficiary communities.
- **CHILD to improve learning environment:** CHILD also assists communities to effectively plan for a child-friendly school environment and to enable schools to become local development centres for the communities. About 300 school communities were provided with basic planning skills, and income generation activities (silk worm production and fattening, bee keeping, etc.) were introduced; school gardens were developed in 160 schools as a showcase for vegetable production and nutrition awareness.

LESSONS LEARNED

Distribution arrangements

- **Avoiding overlap between distribution and teaching times:** one out of three teachers interviewed by the 2008 survey reported that the distribution process takes time away from teaching. This effect is less felt in schools participating in CHILD, thanks to the trainings given and involvement of community members in the food distribution process.

² WFP, *Standardized school feeding survey – country status report: Ethiopia*, June 2008.