



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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UGANDA PROVIDING A COMPREHENSIVE PACKAGE

COUNTRY OVERVIEW	
Children enrolled in primary school	7,364,000
Girls enrolled in primary school	50%
Gross enrolment ratio	117%
Survival rate to last grade	25%
Repetition rate (all grades)	13.1%
WFP ASSISTANCE In 2008	
Children receiving school meals	48,000
Children receiving take-home rations	4,000
Food distributed (mt)	3,600
Schools assisted	230

OVERVIEW

Throughout Uganda, irregular school attendance and poor attention in classes impede educational performance. Particularly in conflict-affected areas, food insecurity and poverty jeopardize educational goals. Children belonging to poor and food-insecure households have to contribute to household chores (caretaking of younger siblings, gathering food or firewood, fetching water, etc.) rather than go to school. Cultural constraints and a tradition of early marriage affect girls' primary education. Malnutrition in school children, prevalent particularly in Karamoja, is detrimental to mental and physical development and impairs cognitive functions.

WFP has partnered with World Vision Uganda to implement the school feeding programme in Pader District: 96 schools with 32,700 students participated in the first phase of the programme, which ended in September 2007. The second phase started in May 2007 and targeted 78 schools with 57,200 students.

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 – WFP

School feeding in the policy framework

- **Ensuring alignment with national policies:** the introduction of a “home-based” targeted school feeding programme is cited in the Poverty Eradication Action Plan 2004 as a measure to improve retention while also improving school children’s health and nutrition and developing local agricultural markets.

Handover arrangements

- **Sensitizing communities to facilitate handing over:** in line with government policy and after consultation with the Ministry of Education and Sports, the WFP country office is handing over school feeding activities to parents and communities in most parts of the country. WFP has supported the Ministry in launching an innovative national campaign to sensitize parents and communities on their roles, with an initial focus on pre-prepared school meals.

Complementary actions

- **Partnering for the essential package:** partnering with World Vision Uganda in Pader was fruitful for delivering the Essential Package: World Vision International promoted school gardens and woodlots, installed borehole pumps, constructed separate toilets for boys and girls in selected schools, constructed kitchen and storage facilities, installed high-efficiency stoves and promoted HIV/AIDS awareness.

GOOD PRACTICES - WORLD VISION

Synergies with other programmes and coordination

- **Integrating government initiatives for HIV/AIDS awareness:** World Vision has integrated the Presidential Initiative on AIDS Strategy for Communication to Youth into its school feeding programme. Under this initiative, HIV/AIDS messages

such as HIV/AIDS transmission modalities and preventative measures have been incorporated into the primary school curriculum by providing training to teachers.

Targeting

- **Take-home rations to improve attendance:** conditional upon 80 percent attendance, primary students in 40 schools in Pader District received take-home rations consisting of 150 grams of cereals, 45 grams of pulses, 75 grams of corn-soya blend, 5 grams of oil and 10 grams of sugar per day, a ration that provides at least 1,000 kcal per child a day.

LESSONS LEARNED - WORLD VISION

Community involvement

- **Involving communities in implementing school feeding in refugee camps:** in refugee camps, community participation in school feeding is limited. Parents participate as cooks and staff, and households do make a nominal monetary contribution to the programme. However, there is no sense of community ownership and little effective participation of community members. The Parent Teacher Associations act as a school lobby to camp managers, with little influence over educational decisions. There is little Ministry of Education involvement in school feeding, apart from the fact that schools must meet the Ministry's standards and teachers are government employees. The Ministry of Education supports negotiations with the donor community to fund school feeding, but it does not provide financial resources to the programme.