



Welcome to the webinar

Managing continuity and preparedness of school feeding programmes under COVID-19 and the South-South Cooperation role

USDA photo by Tom Witham



Task Force COVID-19:



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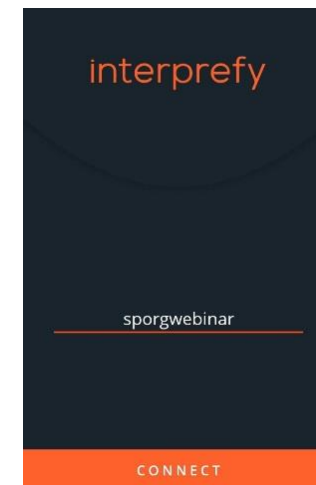
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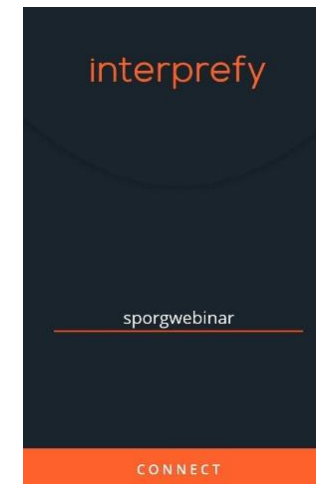
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Social protection responses to #COVID19

This joint effort is inspired by colleagues and organisations working to **disseminate and discuss the most recent content on social protection responses to COVID-19.**

The initiative has three major components:

1. A weekly special edition of a dedicated **newsletter**, featuring a compilation of relevant information from all over the world on social protection initiatives dealing with COVID-19;
2. Weekly **webinars** to foster discussions and exchanges;
3. An **online community** to systematise the information gathered on the topic and foster discussion.

Task Force COVID-19:



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#SPcovid19 #COVID19 #SPresponses

Next webinars at socialprotection.org:

Social expenditure, legislative frameworks and findings of impact evaluations of social protection in South Asia

Thursday, 23 July – 9 AM (EDT/GMT-4)

Reaching rural areas in the social protection response to COVID-19: opportunities and challenges

Tuesday, 28 July – 10 AM (CEST/GMT+2)

Social Protection and Child Marriage: Evidence, Practice and Opportunities

Thursday, 30 July – 9 AM (EDT/GMT-4)



socialprotection.org presents:

Managing continuity and preparedness of school feeding programmes under COVID-19 and the South-South Cooperation role

Speakers

Mr. Pedro Mortara, WFP Mozambique Country Office (Maputo)

Mr. Juan Carlos Martínez, Ministry of Education, Government of Colombia (Bogota)

Mr. Chhun Ramy, Ministry of Education Youth and Sport of Cambodia (Phnom Penh)

Discussants

Ms. Carmen Burbano, WFP School-Based Services (Rome)

Mr. Jorge Chediek, United Nations Office for South-South Cooperation and Envoy of the Secretary-General on South-South Cooperation (New York)

Moderator

Mr. Daniel Balaban, WFP Centre of Excellence in Brazil (Brasilia)

Share your questions to the speakers!

type them in the chat bar ✈️



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#SPcovid19

#COVID19

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Managing continuity and preparedness of school feeding programmes under COVID-19 and the South-South Cooperation role

Moderator

Mr Daniel Balaban

WFP Centre of Excellence in Brazil

Economist, MBA in Finance, Specialist in Public Budget and Master in International Relations, since August 2011 Daniel Balaban is the Director and Representative of the World Food Program Centre of Excellence against Hunger in Brazil. He is a Board Member of the Global Child Nutrition Foundation (GCNF) and member of the World Economic Forum's Global Agenda Councils. Balaban served as Special Adviser to the Secretary of the Economic and Social Development of the Presidency of the Republic of Brazil and as President of the Brazilian National Education Development Fund (FNDE), where he became one of the main actors responsible for the Brazilian School Feeding Law approval.



Managing continuity and preparedness of school feeding programmes under COVID-19 and the South-South Cooperation role

Discussant

Mr Jorge Chediek

United Nations Office for South-South Cooperation and Envoy of the Secretary-General on South-South Cooperation

Mr. Jorge Chediek is the Director of the United Nations Office for South-South Cooperation leading United Nations system-wide promotion and coordination of South-South cooperation for development. In March 2016, Mr. Chediek was appointed by the UN Secretary-General as his Envoy on South-South Cooperation. Prior to this, Mr. Chediek served as the UN Resident Coordinator/United Nations Development Programme (UNDP) Resident Representative in Brazil (2010-2015). In that capacity, he was also the Director of the International Policy Centre for Inclusive Growth, UNDP's global forum for policy dialogue and South-South learning on social development innovations. Mr. Chediek holds a Master of Science in Foreign Service (honors) from Georgetown University in Washington, D.C., and a Bachelor of Science in Political Science from Catholic University in Buenos Aires, Argentina.



Managing continuity and preparedness of school feeding programmes under COVID-19 and the South-South Cooperation role

Discussant

Ms Carmen Burbano

WFP School-Based Services

During her 16 years of experience with WFP, Carmen Burbano de Lara has specialized in supporting governments to strengthen their national social protection and safety net policies and programmes and to tackle malnutrition and food insecurity. Ms. Burbano de Lara is WFP's world expert in school feeding and a member of the Technical Committee for School Feeding of the Partnership for Child Development at the Imperial College in London. She is the co-author of the most influential publications on school feeding over the last ten years including "Re-imagining school feeding: a human capital investment in health, education, social protection and agriculture" (2018); "The School Feeding Sourcebook" (2016); and "Rethinking School Feeding" (2009), published by the World Bank. Carmen is Ecuadorian and holds a Master's Degree in Public Administration from Harvard University and Bachelor in Latin-American Studies and Comparative Literature from New York University.





World Food Programme

SAVING
LIVES
CHANGING
LIVES

AN UPDATE ON SCHOOL HEALTH AND NUTRITION DURING COVID 19

Ensuring children don't miss out on School Health and Nutrition



School Health and Nutrition for Human Capital

EDUCATION

Learning & Enrolment,
Girls Education

- Increased enrolment **9%** and attendance **10%**
- Increased enrolment of girls by **12%**

HEALTH AND NUTRITION

Dietary Diversity,
Growth and Development

- Reduction of anaemia by up to **20%** in girls
- For USD 1 invested in WASH, there is a **USD 4.3** return in reduced health care

AGRICULTURE

Rural Economy,
Food Systems

- **6 million** locally-sourced eggs & **80 MT** of fish are consumed by **9.2 million** schoolchildren in Nigeria every week

SOCIAL PROTECTION

Income Transfers,
Household Food Security

- **10%** of household income indirectly transferred through meals

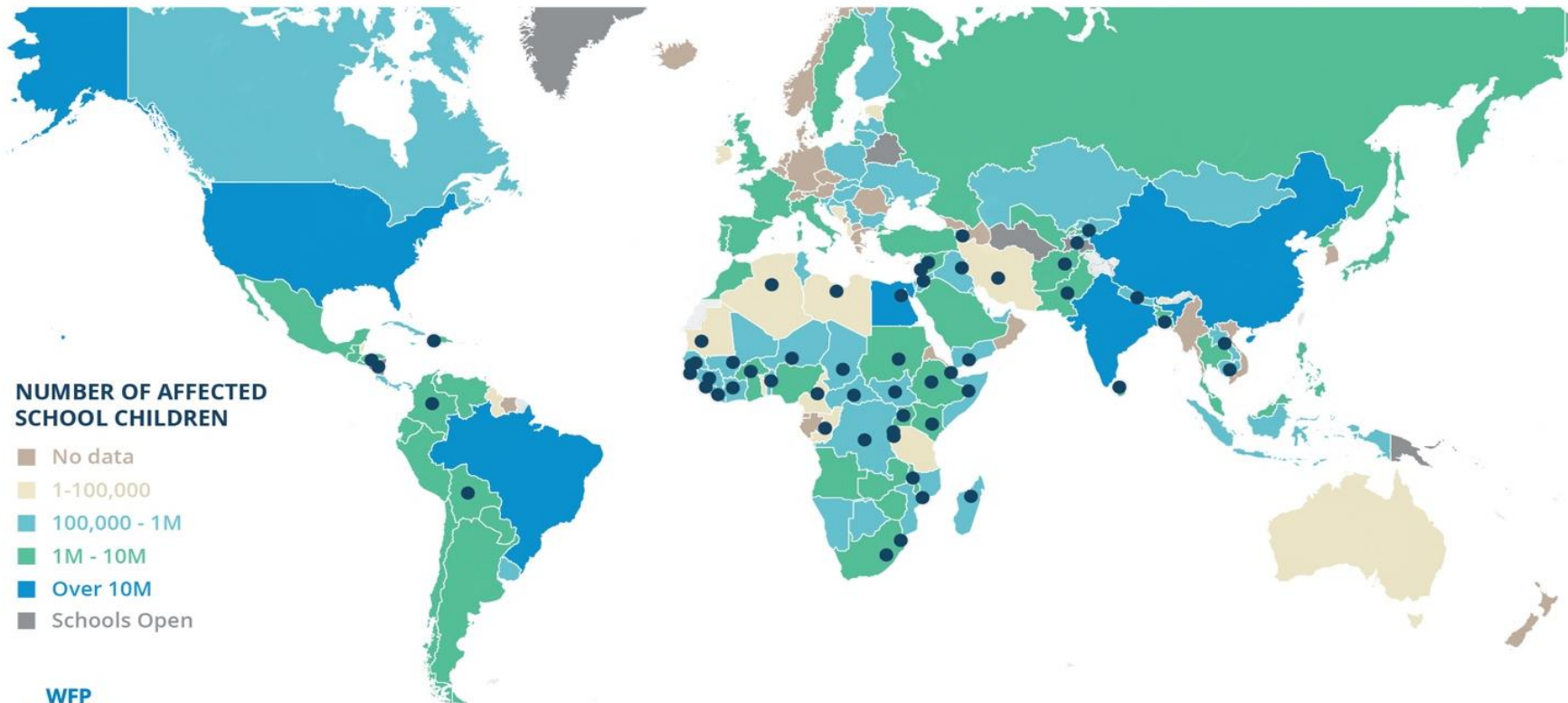
Global Monitoring of School Meals During COVID-19 School Closures

368 million

Children missing out on meals at school globally (48% are girls)

194

Countries with school closures



- **72 million children** in Africa and Middle East
- **235 million children** in Asia and Latin America
- **63 million children** in Europe and North America



WFP-SUPPORTED OPERATIONS —●— 12 million children affected in 52 countries



The initial response

HIC/UMIC:

Put in place alternatives such as food stamp assistance to households with children, delivery of food parcels, supermarket vouchers, cash transfers.

MIC/LIC:

Countries looked for options to ensure continuation of school meals particularly in LAC (cash transfers, food distribution at drop off points and THR).

UN agencies:

Starting March a consistent and consolidated approach is established with joint guidelines, introduction of Global Education Coalition for COVID-19 Response.



Framework for reopening schools

April, 2020

Global school closures in response to the COVID-19 pandemic present an unprecedented risk to children's education, protection and wellbeing. The United Nations Secretary-General António Guterres recently called on governments and donors to prioritize education for all children, including the most marginalized, and the Global Education Coalition was established to support governments in strengthening distance learning and facilitating the reopening of schools.

While we do not yet have enough evidence to measure the effect of school closures on the risk of disease transmission, the adverse effects of school closures on children's safety, wellbeing and learning are well documented. Interrupting education services also has serious, long-term consequences for economies and societies such as increased inequality, poorer health outcomes, and reduced social cohesion. In many countries, data on virus prevalence is incomplete and decision makers will need to make their best assessments in a context of incomplete information and uncertainty. National governments and partners must simultaneously work to promote and safeguard every child's right to education, health and safety, as set out in the Convention on the Rights of the Child. The best interest of the child must be paramount.

Across countries leaders are grappling with difficult and uncertain trade-offs as they consider easing lockdowns. This framework serves to inform the decision-making process on when to reopen schools, support national preparations and guide the implementation process, as part of the overall public health and education planning processes. Contextualization and continuous adaptation are necessary in order to respond to local conditions and meet each child's learning, health and safety needs.



United Nations

Policy Brief: The Impact of COVID-19 on Food Security and Nutrition

JUNE 2020



United Nations



THE COVID-19 PANDEMIC: SHOCKS TO EDUCATION AND POLICY RESPONSES

MAY 2020



United Nations

Policy Brief: The Impact of COVID-19 on children

15 APRIL 2020



United Nations

The Impact of COVID-19 on Children

- School children massively affected during COVID 19.
- The longer marginalized children are out of school, the less likely they are to return, particularly girls.
- Financial and nonfinancial incentives should be deployed.
- Ramped-up school health and nutrition programs are crucial.

Main actions taken

Operations

- Finding alternative ways of providing meals in more than 70 countries - [Global Map](#)
- [WFP and UNICEF](#) support 30 of the poorest countries

Activating partnerships

- WFP, UNICEF, UNESCO and World Bank- [Framework for safe re-opening of schools](#)
- WFP, FAO, UNICEF - [Guidance for nutrition in schools produced](#)

Financing

- GPE, ECW – Supported countries to increase funding for school feeding during COVID-19



What is happening on the ground

- **Chad:** Delivered take-home rations to 120,000 vulnerable students covering 3 months.
- **Niger:** 150,000 children receiving THR and 13,000 girls cash grants
- **South Sudan:** WFP and UNICEF preparing a joint project targeting 400,000 children with a SHN package and COVID19 messaging in schools.
- **Nicaragua:** WFP/UNICEF submitted a USD 1 million proposal to the Multi-Partner Trust Fund to support the Ministry of Education's strategy for distance learning.



Honduras: Packages of food are home delivered with support of teachers and local school feeding focal points.



Congo: Father and son with their take-home ration outside the school.

What is happening on the ground

- **Madagascar:** Take Home Rations have been distributed to more than 200,000 schoolchildren in 800 schools in 11 districts.
- **Laos:** take-home rations to 88,700 students across 940 schools - a total of 943mt of grains, oil, and fish are distributed
- **Yemen:** WFP is distributing take-home rations containing high energy biscuits, mineral and vitamin fortified date bars or other healthy snacks.
- **Syria:** WFP/UNICEF joint vouchers (food and hygiene items) for 44,000 children.

Additional stories from the field

[Teachers in Honduras get on their bikes to help deliver school meals.](#)

Nutritious meals reach children despite coronavirus lockdown through collaboration between WFP, UNICEF and government

[How school feeding persists in spite of Cameroon's coronavirus closures.](#) Teachers are working with the World Food Programme to provide vulnerable pupils with critical take-home food rations

[School feeding at home.](#) Stories from Colombia, Congo, Cambodia and Libya on how nutritious school meals make the way into children's homes.

[Coronavirus:](#) WFP take-home packs are a lifeline for schoolchildren in Laos.

[Malawi: 'My biggest fear is coronavirus will keep the school closed'.](#) Take-home rations supply children with critical nutrition as they wait to return to classrooms



[Laos:](#) Boungheng Jinya is a sugarcane farmer from Lang Pha village picking up THR from the school

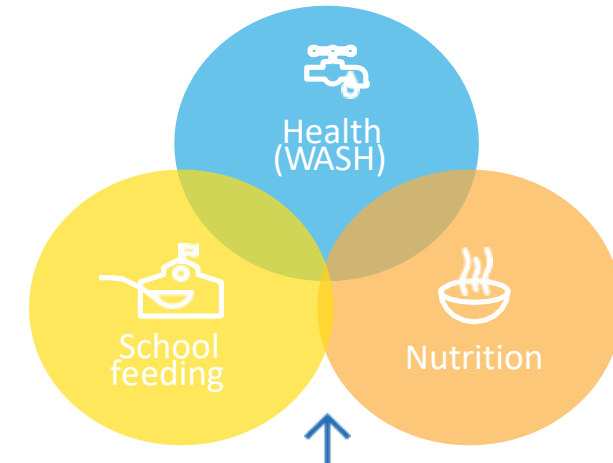


Fragile Countries



10 million children

Integrated package (SHN)



Coalition of partners led by UNICEF and WFP

Investing in the future
of the most vulnerable
children



Managing continuity and preparedness of school feeding programmes under COVID-19 and the South-South Cooperation role

Speaker

Mr Pedro Mortara

WFP Mozambique Country Office

Pedro Mortara is a Programme Policy Officer at the WFP Mozambique Country Office, where he leads WFP school feeding implementation and capacity strengthening activities. Before this, he managed an urban social protection programme in WFP Zimbabwe and served as Field Response Coordinator for the Cyclone Idai response. Pedro has worked with WFP also in South Sudan, Ethiopia and Rome holding various programme positions. Prior to WFP, he worked in the Brazilian private sector with the management consulting company BCG. Pedro has a master's degree in International Political Economy from the University of Warwick in the UK.





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School feeding programmes under COVID-19 in Mozambique

July 2020



MOZAMBICAN CONTEXT

COVID19 arrived at a time of recovery:

- Cyclones Idai and Kenneth in 2019
- Recurring droughts and floods
- Conflict in the north and displacement

In March/2020 the Government of Mozambique closed all schools and plans to reopen have been delayed

- Infrastructure challenges in schools
- All school feeding interventions were halted

TAKE-HOME RATIONS SOLUTIONS

- After cyclone Idai WFP successfully used THR to assist close to 90,000 children in 81 affected schools, leading to a 25% increase in enrolment
- After the closure of schools WFP, in partnership with local authorities, started a THR support to the families of 41,000 children in 104 schools in Tete Province





COVID-19 ADAPTATIONS

Pre-distribution

- Repackaging by school staff and local retailers
- Revision of lists and reinforced baskets
- Caregivers only collect the baskets

On distribution day

- Hygiene and social distancing measures
- Distribution of vouchers with time slots
- Sensitization of communities on COVID-19 prevention
- Awareness raising on protection risks for children, specially girls



IMPLICATIONS FOR PRONAE

Short term:

- Understanding of take-home rations benefits to specific contexts should be expanded
- Plans to conduct THR to PRONAE beneficiaries

Way forward:

- Government capacity for preparedness and response
- Funding
- Legislation
- Intersectoral coordination
- Coverage

STRENGTHENING SSTC FOR CAPACITY BUILDING

The creation of PRONAE was a landmark for Mozambique's SF and it is the result of SSTC

Recent emergencies and COVID-19 evidenced the need for exchanges in new topics:

- Emergency response plans
- Alternative modalities in countries' policies
- Local procurement systems during emergency response
- Strengthening supply from smallholders
- Continued engagement on strengthening PRONAE systems



Managing continuity and preparedness of school feeding programmes under COVID-19 and the South-South Cooperation role

Speaker

Mr Juan Carlos Martínez

Ministry of Education, Government of Colombia

Engineer from the Universidad Pedagógica y Tecnológica de Colombia (UPTC) with a specialization in Development Projects from the Escuela Superior de Administración Pública (ESAP). Extensive work experience in the areas of planning and territorial development and more than 20 years contributing to the education sector both in the Ministry of Education, leading the areas of Coverage, Planning and rural education, as well as in Boyaca and Tunja in the role of Secretary of Education and Planning, also has been an adviser at the Colombian Institute for the Evaluation of Education ICFES, adviser at the University Jorge Tadeo Lozano, and undergraduate and graduate professor.





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ALIMENTACIÓN ESCOLAR PARA APRENDIZAJE EN CASA

21 de Julio 2020

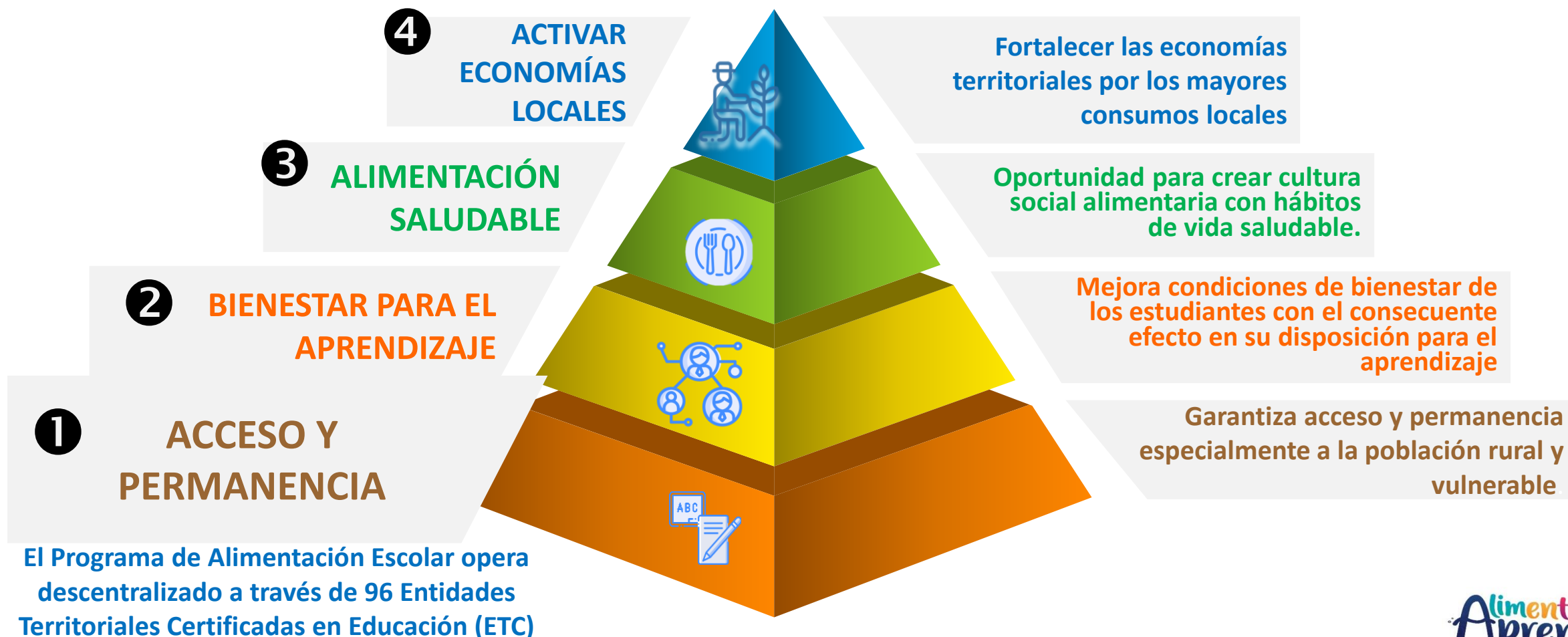
PROPÓSITOS DE LA ALIMENTACIÓN ESCOLAR EN COLOMBIA



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- ✓ El propósito del sistema educativo es lograr que los niños alcancen sus trayectorias completas, con resultados de calidad y en ambientes apropiados para su desarrollo integral.
- ✓ En consecuencia el país pierde cuando un estudiante tiene bajo logro educativo, se rezaga o deserta del sistema. Por eso el programa de Alimentación Escolar aporta a:



ADAPTACIÓN NORMATIVA

15 DE MARZO DECRETO DE AISLAMIENTO SOCIAL POR EMERGENCIA SANITARIA Y CONSECUENTE CIERRE DE TODOS LOS ESTABLECIMIENTOS EDUCATIVOS

16 DE MARZO LINEAMIENTOS PARA EVITAR DESPERDICIO Y APROVECHAMIENTO DE ALIMENTOS EN ESTABLECIMIENTOS EDUCATIVOS

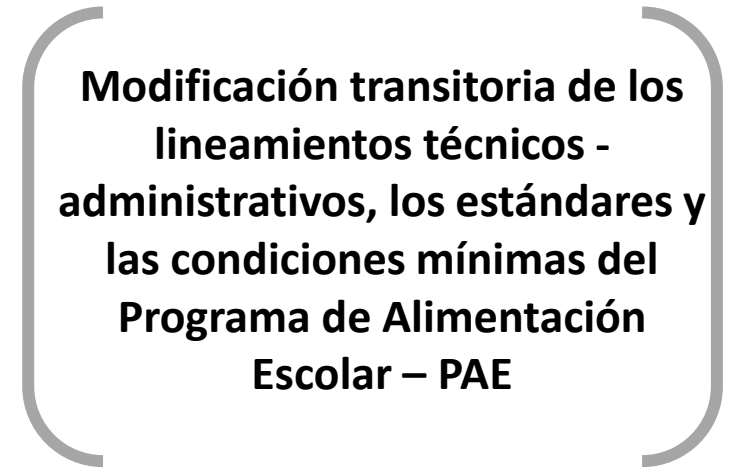


**El Gobierno Nacional y el
Ministerio de Educación
Nacional**

- Decreto 470 - 17 de marzo de 2020
- Decreto 533 – 9 de abril de 2020



- Resolución 006 - 25 de marzo de 2020
- Resolución 007 – 16 de abril de 2020



**Alimentación Escolar para
aprendizaje en casa**

Medidas extraordinarias para la prestación del servicio educativo y el PAE durante la emergencia en el entendido de la importancia de la seguridad alimentaria a población vulnerable para posibilitar el aislamiento social.

MECANISMOS DE AFRONTAMIENTO

MODALIDADES PAE EN CASA

PAE EN CASA



- Complemento alimentario listo para consumo, se entrega en forma individual y en el empaque primario.

Ración Industrializada



- Canasta de alimentos equivalente a un tiempo de comida al día por un mes para la preparación y consumo en el hogar.

Ración Para Preparar en Casa



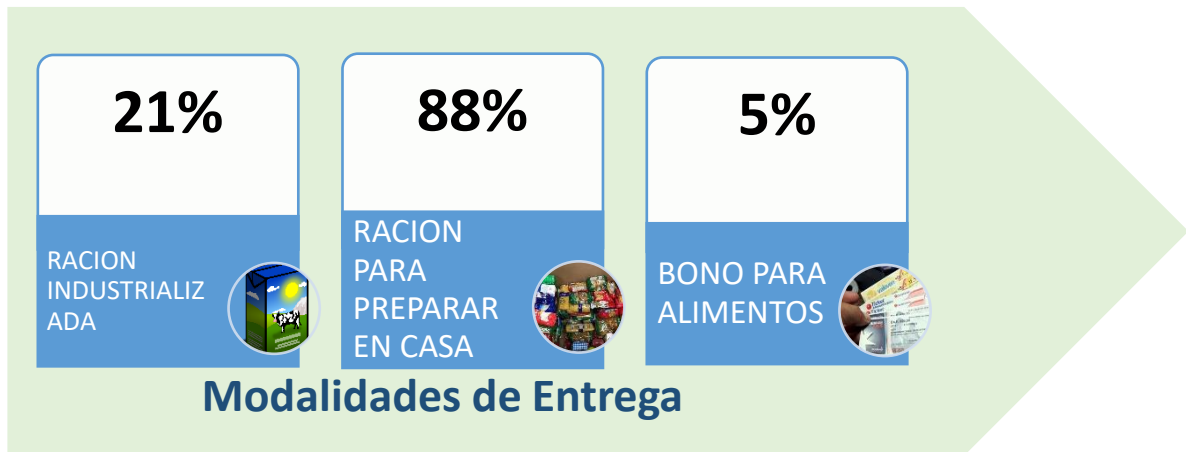
- Documento o tarjeta con un valor de \$50.000 por mes para el canje por alimentos.

Bono Canjeable



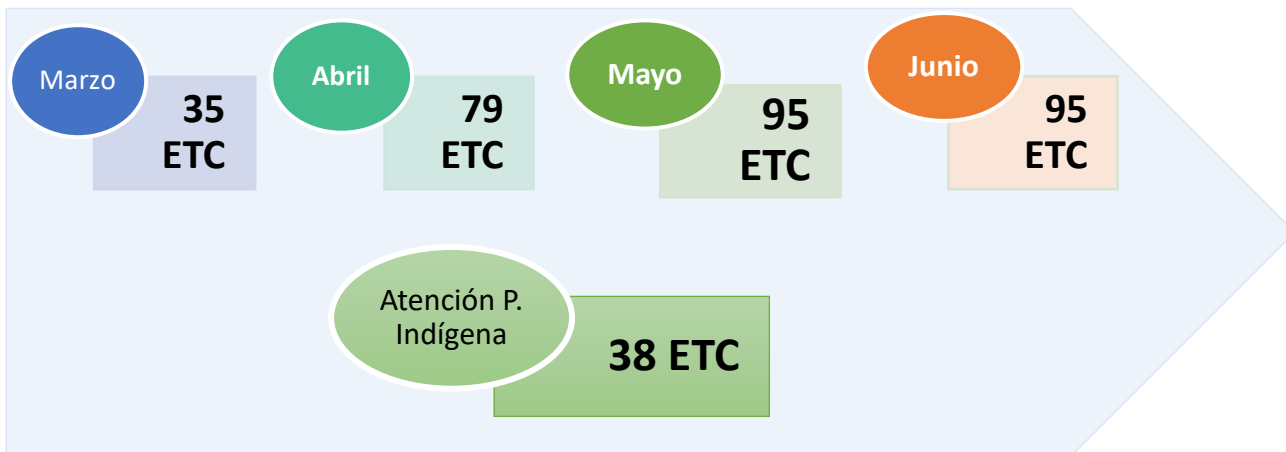
- Entregas semanales, quincenales o preferiblemente una única entrega para el mes.
- Programación estricta de las entregas para evitar aglomeraciones.
- Aplicación de normas y guías de calidad e inocuidad.
- Esquemas de supervisión y/o interventoría.
- Financiación por bolsa común con aporte adicional del gobierno durante las primeras 4 semanas.

COBERTURA PAE PARA APRENDIZAJE EN CASA



15.999.733
Raciones Entregadas

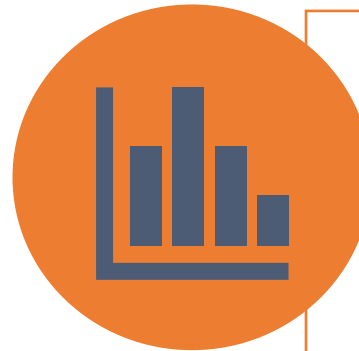
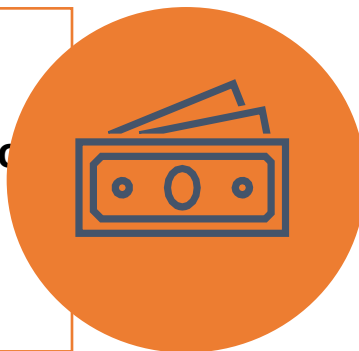
Estudiantes beneficiados y número de canastas- ración/mes recibidas	
Dos	1.491.034
Tres	1.472.380
Cuatro	2.134.695
Cinco	33.879
Total Estudiantes	5.131.988



5'600.000 estudiantes venían siendo atendidos en condiciones regulares

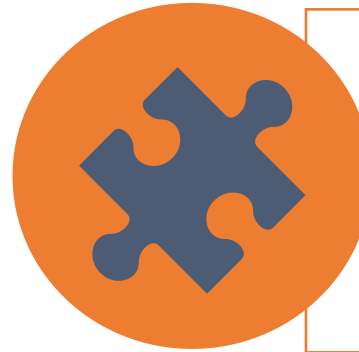
ASPECTOS A DESTACAR

La inversión por ración entregada es de **UD\$0,63 dólares día** o **UD\$ 12.6 dólares por 20 días promedio**



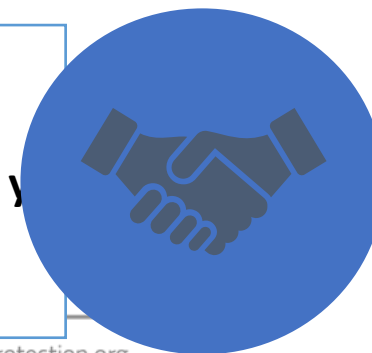
Cada Entidad Territorial diseñó su **ruta de entrega, distribución y los protocolos que favorecieran el distanciamiento social**, así como la participación de docentes y rectores.

Minutas con autonomía territorial, de acuerdo con la disponibilidad y hábitos de consumo de la población
Para la atención a población indígena se adelantó la concertación con las comunidades.



Con cada ración se entregaron **recomendaciones de alimentación saludable, propuestas de menús y las indicaciones para la correcta higiene y preparación de alimentos dentro del hogar**

Ante el desabastecimiento de algunos productos en los territorios, en conjunto con Ministerio de Agricultura se levantaron directorios de productores para compartirlos con los operadores de PAE y **conectar oferta y demanda, para evitar especulación de precios y sobreprecio en algunos productos.**



LECCIONES APRENDIDAS PARA FUTURAS SITUACIONES DE EMERGENCIA



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Arreglo normativo para flexibilizar los lineamientos y las condiciones de operación, incluyendo ajustes en la contratación de operadores

Fortalecimiento de los procesos de asistencia técnica para acompañar los equipos territoriales y fortalecimiento de sistemas de información. Aprovechamiento de la experiencia territorial e internacional.

Coordinación intersectores para medidas integrales de condiciones de disponibilidad y acceso a alimentos, para reducir el impacto de la crisis.

Autonomía de las Entidades Territoriales para realizar los ajustes de las minutas, que cumplieran con el aporte nutricional mínimo

Refocalización y microfocalización para garantizar la atención con equidad a la población con mayor vulnerabilidad.

Diseño de rutas de entrega, distribución y protocolos que favorecieran el distanciamiento social y participación de docentes y rectores



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Mineducación



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Managing continuity and preparedness of school feeding programmes under COVID-19 and the South-South Cooperation role

Speaker

Mr Chhun Ramy

Ministry of Education Youth and Sport of Cambodia

Mr. CHHUN Ramy is currently working as Deputy Director of Primary Education Department, Ministry of Education Youth and Sport where he previously worked as a planning official since 2003. He is mainly responsible for planning, monitoring, and reporting of primary education sub-sector. He obtained his Bachelor's degree in Accounting in 2002 at National University of Management and Master degree in Finance in 2005 from the same University. He has also taught Accounting and Finance at some universities as a part time work. His interest is to work with the School Support Committees of all primary schools to improve the community involvement at school level. Ramy is currently working on the program 'Primary School Feeding' and 'Early Grade Learning'.



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Q&A Session



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