



World Food Programme

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LIVES

Implementing School Feeding in an Emergency

Lessons from Sudan

Regional Bureau for Eastern Africa, 2024

1. Context Building

One year plus of violent conflict in Sudan has left a trail of destruction- not just of property and infrastructure, but of lives, hopes, dreams, and a generation traumatised by war, with access to education being the furthest dream. Some of these children may never, ever return to school, even if the conflict ended today!

The humanitarian crisis sparked off by clashes of two Generals Abdel Fattah al-Burhan of the Sudan Armed Forces (SAF) and Mohamed Hamdan Dagalo of the Rapid Support Forces (RSF) on 15th April 2023, had, as of July 2024, left 14,000 people dead, 7 million internally displaced,

Since 1969 when WFP first entered Sudan to implement an emergency school feeding, the agency has evolved between emergency, recovery and resilience building. The country has equally been on a roller-coaster, moving from conflict to normalcy to natural disasters, all necessitating change or modification of school feeding modalities.

including four million children. A further two million people have fled to neighbouring countries. It is a crisis described by the humanitarian community as the “largest internally displaced population ever reported”¹ with over 11 million people internally displaced. More than 25 million people face high levels of acute hunger, with famine now confirmed in El Fasher ZamZam camp², although reports indicate many localities may be in a similar situation. The 41 hunger hotspots, primarily concentrated in conflict zones such as East Darfur, Central Darfur, Khartoum, North Darfur, North Kordofan, South Darfur, South Kordofan, West

Darfur, West Kordofan, and the Red Sea region, encompass approximately 5.74 million food-insecure individuals. Sudan currently grapples with the world's largest displacement crisis.

Education is a lifeline for children in crises, protecting them from physical, emotional and traumatic experiences around them. Apart from learning, education offers children access to school meals, psychosocial counselling, space to interact with other children and an environment offering hope.³

But in Sudan the ever-changing learning environment of stability, recurring conflict, school closures for various reasons, the children of Sudan have weathered the storm, hanging on to little hope of a future anchored on successful academics. But when the conflict broke out in April, it was not only unexpected as the nation was hoping for a civilian government, but dashed hopes of millions of school children as the semester, which had just begun six weeks prior due to prolonged strikes came to an instant halt. More than 10,400 schools were forcibly closed, and many remain shut to today.

¹ [Sudan Humanitarian Update \(24 June 2024\) \[EN/AR\] - Sudan | ReliefWeb](#)

² IPC Famine Review Committee Report, June 2024

³ <https://www.unicef.org/education/emergencies>

2.0 Education situation in Sudan

Apart from being underfunded, the education sector in Sudan, faces challenges in provision of skills and knowledge, protecting children from hazardous conditions such as deployment in armed groups or indeed engaging in early marriages. The sector has inadequate teaching staff, poorly and infrequently remunerated. The education costs are prohibitive, with 63 percent of the costs being borne by parents, hence impacting access for poor children.

2.1 Covid-19 impacts

The Covid-19 pandemic led to closure of schools for half a year, longer than the global average, impacting further the learning poverty in Sudan. The 2018 National Learning Assessment indicated that among grade three learners, less than half could comprehend what they read⁴. But the greatest effects were felt more by children coming from poor households, who could not even afford electricity or internet to participate in the on-line learning.

2.2 Effect of the 2021 coup det'at and subsequent political unrest

The 2021 coup that removed Prime Minister Abdalla Hamdok's transition government from power, brought additional strain on the education sector. Sporadic political protests and clashes in some states disrupted learning. Pro-democracy protests became regular until first quarter of 2024. These and recurring floods affected children's access to schools. For example, in 2020, floods reportedly destroyed 559 classes while 63 more were occupied by displaced persons.

2.3 Conflict breaks out April 2023

The breakout of conflict in April 2023 after the fall out of two generals Abdel Fattah al-Burhan and Mohamed Hamdan Dagalo -has left 19 million children out of school with one out of three children deprived of education, and 10,400 schools shut, occupied, or simply damaged. Reports of attacks on schools have reportedly increased fourfold according to Save The Children analysis. In the violent attacks recorded, students have been injured or killed, and teachers and other workers have not been spared, further complicating education access for children. Even as schools re-opened in some regions in May 2024, many remained occupied as observed in counties such as El Genina and Gedaref City under the rulership of RSF where over 60 percent of schools remain occupied.

Prior to the war, millions of school age children were already out of school, those that were in school, were on and off learning due to teachers' strikes or political protests, disrupting an already struggling education system. As of October 2023, stakeholders were reporting that "since

⁴ [COVID-19 school closures worsen pupils' access to learning | UNICEF Sudan](#)

the conflict began, Sudan has emerged as the globe's most extensive internal displacement crisis, with 4.4 million people newly displaced within Sudan, including around 2.5 million children. Additionally, 5 million school-age children find themselves trapped in areas of active conflict, placing them in the highest jeopardy of losing crucial access to education and essential protection services," said Arif Noor, Save the Children Sudan Country Director.⁵ UNICEF indicates that the cost of inaction in Sudan's education system will be equivalent to USD26 billion for the war impacted generation of children⁶.

2.3.1 Contextualising the extent of the impact on education

The gravity of the matter varies from state to state. States under the RSF seem more impacted by the war than those under the national army. The conflict or displacement has led to school closures, disrupting supply chains, increasing the number of vulnerable children needing food assistance.

Central Darfur: as of May 2024, out of a population of 1.6 million people, 91,165 students, were out of school. Statistics put the number of displaced citizens in Central Darfur at 20 percent (one in every five persons).

Gedaref: In Gedaref, a city with 2.5 million inhabitants, one of the cities which was not impacted by war early into the conflict, 159,986 school aged children are out of school. Since the war broke out, Gedaref has received internally displaced persons from other states, exerting further pressure on the frail local economy. Gedaref is an agricultural area and the first state for WFP's HGSF pilot in 2022. Gedaref's indicators in nutrition, access to safe drinking water and education (34% enrolment rate) are among the worst in Sudan. Gedaref (and Kassala) being the agricultural hubs have been affected by the conflict leading to reduced agricultural output. The conflict has agricultural production or local markets functionality directly affecting the availability and consistency of food supplies, increasing communities' vulnerability.

Kassala: another of WFP's pilot state for HGSF is home to 2.8 million people, with 281,813 school age children being out of school. Kassala hosts over 124,000 refugees from neighbouring countries of Somalia, Eriteria and Ethiopia, and estimates indicate more than 1,000,000 people are sharing their communities with refugees, overstretching available services including education, increasing vulnerabilities. Education access is better in urban areas but low in rural areas at 37 percent. The gender disparities in education are high, with girls' education not valued. WFP has been running a Girls' Education Take-Home ration in Kassala for over three years, aimed at raising awareness around the importance of educating girls.

⁵ <https://www.unicef.org/sudan/press-releases/19-million-children-sudan-out-school-conflict-rages-unicef-save-children>

⁶ Ibid.

Red Sea State: In Red Sea State, WFP has been implementing school feeding even before the conflict erupted and has continued post conflict. Red Sea State remain largely peaceful currently. The number of Out of School children stands at 39,030 children. Red Sea State is one of the few states where learning resumed in May 2024, with 136,000 children making it to school. The number includes some 12,000 children from displaced populations, confirming earlier commitments by state authorities that they would create room for displaced school children. However, 60 schools remained shut to create room for IDPs and this has directly affected the reach and impact of the school feeding program. Schools need to be operational for the program to be effective.

2.3.2 Proportion of Out-of-School children of school-age

Sudan's education crisis has not known stability for decades, but the ongoing conflict has worsened the crisis. According to UNICEF, "Sudan is now one of the worst education crises in the world. School closures and disrupted education expose children to immediate and long-term risks such as displacement, child recruitment, child marriage, and sexual violence"⁷. School age children (6-18 years) make about 39% of the population, many of them live in vulnerable and conflict-ridden conditions, deprived of care and protection. OCHA and UNICEF report that over 19 million children are currently out of school⁸ as schools remain shut in many states. But even before the war, millions of children of school age were out of school, with one in every three children never having attended school. "Since the conflict began, ... over 4.4 million people have been newly displaced within Sudan, including around 2.5 million children. Additionally, 5 million school-age children find themselves trapped in areas of active conflict, placing them in the highest jeopardy of losing crucial access to education and essential protection services," said Arif Noor, Save the Children Sudan Country Director.

2.3.3 Food and Nutrition situation in Sudan

Since the war broke out, over 25.6 million people have been affected by the conflict, requiring humanitarian assistance⁹. A famine Response has been declared in Sudan, highlighting the scale of vulnerability in the country. WFP IPC (Integrated Food Security Phase Classification) report indicates that as of June 2024, 755,000 people were facing the highest level of food insecurity (IPC5) in the world's biggest hunger crisis. Around 8.5 million people are struggling at IPC 4 level. This is catastrophic, as the Country Director for WFP, Eddie Rowe explained, "I have never witnessed a situation where the food security situation gradually moves to a catastrophic level every day." With the war unrelenting, the situation is expected to get worse, especially as the conflict is shifting to the productive areas where agriculture had continued.

⁷ [Sudan's 19 Million Learners are Facing the World's Worst Education Crisis | The Learning Passport](#)

⁸ [Sudan's 19 Million Learners are Facing the World's Worst Education Crisis | The Learning Passport](#)

⁹ [IPC Sudan Acute Food Insecurity Snapshot Jun2024 Feb2025.pdf \(ipcinfo.org\)](#)

Among the hungriest are children and infants manifesting dangerously high malnutrition levels, estimated to be around 52% of the population. In May 2024, reports indicated that 3.7million children under five years were acutely malnourished, and out of these, 750,000 were severely acutely malnourished¹⁰. Although there is no data on malnutrition among children of school age, the reliance of staple foods that lack essential nutrients is contributing to malnutrition among school-aged children.

3. History of School Meals in Sudan

The World Food Programme (WFP) has been implementing school feeding in Sudan since 1969. At the time, WFP targeted about 180,000 school children. However, by 1999, the program had reached 500,000 children, way above its target. In 2000, WFP launched another school feeding project targeting food insecure, nomadic populated locations and areas with low enrolment for in North and West Kordofan, North and West Darfur, Kassala and Red Sea States.

Over the years, school feeding became institutionalised as part of WFP's core food assistance pillars in Sudan. The targeting criteria is anchored on food insecurity and nutrition status of localities, as reflected in the IPC assessments. WFP Sudan applies what is referred to as geographical targeting, layered with school selection, meaning that a locality presenting IPC 4 and 5 are prioritised. However, due to the constant changing contexts, localities in IPC3 (but were previously under IPC4) could still have school meals to sustain gains in enrolment, attendance and retention. Within targeted localities, schools meeting the selection criteria are picked. Schools' selection criteria include existence of a school- must be registered with the education authority, a public school (sometimes approved faith based and community schools are also selected), has water and sanitation facilities, kitchen, storeroom, adequate teaching staff and functional management. Within the school, all children regardless of their vulnerability status are eligible. This is meant to minimise exclusion errors but also avoid stigmatising children coming from poor households. Other than food insecurity, the selection analysis also considers education indicators and accessibility.

Since inception in 1969, the WFP's school feeding programme has been evolving, expanding and shrinking in coverage and geographical focus as the context changed. For example, in 2012, WFP engaged the government (FMoE) on a transition to nationally owned school feeding programme under a Memorandum of Understanding that set out steps, roles and responsibilities for transition. Capacity strengthening activities, including south-south cooperation were embarked on to prepare for the transition. However, progress slowed following the coup of 25th October 2021 in which a combination of the Abdel Fattah al-Burhan and Mohamed Hamdan Dagal overthrew the government in a power sharing arrangement. By 2022, WFP was reaching around

¹⁰ [WFP Sudan Regional Crisis External Situation Report #5 - May 2024 - Sudan | ReliefWeb](#)

1.9 million school children, the highest in the region at the time and enrolment stood at 95%, attendance was 94% and retention was 96% in the states implementing school feeding. The 2021 coup however, led to withdrawal of funding for School Feeding by some donors, which triggered a necessary restructuring of school feeding modus operandi to diversify approaches and sources of resources. The Home-Grown School Feeding model, to be implemented through direct procurement from smallholder farmers, trader led, and caterers' models were adopted. This saw a fresh interest in school feeding by donors and other stakeholders, as the model fit in the overall long term resilience activities being pursued by development partners.

3.1 IMPLEMENTING SCHOOL FEEDING IN AN EMERGENCY-THE CASE OF SUDAN

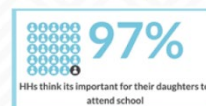
Since 1969, WFP's school feeding programme has been going through shifts to respond to evolving developments. Despite the challenges, WFP has always stepped out to address hunger among school children and enable learning. When the 2021 coup led to withdrawal of funding for school feeding in 2022, WFP responded with change of programme delivery mechanism. At the peak of programme retrofitting in 2023, having secured funding for HGSF, war broke out, bringing to a halt all operations both humanitarian and development for at least six weeks. School feeding was entirely suspended, as a Corporate Scale-Up plan focusing only on Saving Lives was implemented. However, it became apparent that school children, many of whom had fled their homes and were now living in camps, classrooms or being hosted by local communities needed urgent food, emotional and education assistance. Hence by March 2024, the Emergency School Feeding Programme, operating within the HGSF framework was initiated in five states- Red Sea, Gedaref, River Nile, West Darfur and Kassala.

Learning from its experiences in 2020 when Covid-19 hit, to 2021 when Sudan faced a military government take-over forcing schools to shut, WFP quickly adjusted the school feeding modality to Take-Home Rations. A restructuring of the programme to ensure diversified resource streams was embarked on, increasing interest for school feeding among non-traditional donors, who saw Home-Grown School Feeding as a potential entry point for resilience building. And hence, WFP initiated its HGSF journey.

Home Grown School Feeding Programmes are school feeding interventions which use the predictable food demand created by schools to enhance access to markets by smallholder farmers and other local actors with the view of improving their livelihoods and incomes. HGSF programmes therefore are deliberately designed to impact on local agriculture by acting as catalysts for increased local agricultural production.

As part of a wide array of education and food security activities for children of Sudan, WFP and donors preferred the HGSF approach, building on progress made with smallholder farmers' mobilisation before conflict. Anchoring the Emergency school feeding on Home-Grown School Feeding aims at two distinctive objectives- support resilient activities for smallholder

The **perception of education in the households that receive cash assistance is overwhelmingly positive.** Approximately, **97% of the HH heads think it's important for their daughters to attend school** (Annex 2, Table 2.9) and **91% of them see education as the main priority for their daughters**, with marriage (7%) being the second (Annex 2, Table 2.10). More households in Red Sea (95%) see education as the main priority, than those in Kassala (87%).



farmers in Eastern states and provide children with nutritious meals everyday sourced from local smallholders, and when practical, support their learning. The operation is currently supporting 565,478 students and support staff

Progress thus far indicates that, despite the conflict, WFP has been able to procure 9,000mt of cereals from 6 Farmers Organizations involving 1,284 (1,104 males and 180 females which represents 86 % males and 14.5% females) smallholder farmers (SHFs). In fact, for HGSF in the region this year, this is the highest tonnage bought from SHFs. WFP has continued to mobilise resources for HGSF, to ensure that the market provided through school meals is consistent and predictable. The purchase from smallholder farmers has had a positive impact on the farmers' lives. The farmers received a good price from WFP that helped them to prepare for the 2024 planting season, expand area under production in the subsequent planting season, and diversify crops. The local purchase directly from farmers has been acknowledged by the state Ministry of Agriculture and the Wali of Gedaref.

Although the project was implemented under very difficult circumstances in Sudan, it helped farmers secure the finance needed for the upcoming season. WFP provided support at the beginning of the implementation by providing weighing scales and stitching machines, which were also purchased under the HGSF activity. According to farmers' feedback, it has become difficult to find empty lands to plant this season in Eastern Gallabat of Gedaref, where these six farmers' associations are located.

4. Lessons identified

Lessons what enabled the resilience

Implementing the Home-Grown School Feeding (HGSF) program during an emergency in Sudan has provided several valuable lessons for the World Food Programme for use by Country Offices who may find themselves oscillating between conflict and stability and how they can still implement school feeding. These lessons underline the importance of a holistic, adaptable approach to implementing HGSF in emergencies, focusing on program designing, local engagement, flexibility, and resilience to sustain the program and meet the needs of vulnerable children during crises.

4.1. PROGRAMME DESIGN:

i. Integration: Given the complexity of HGSF interventions in any given environment, the Sudan experiences offer interesting insights into what WFP can achieve when integration is mutually pursued and implemented in practice. At the start of the HGSF pilot, internal discussions with various units were conducted by the school feeding team, to create awareness and motivate buy in for effective collaboration. These meetings showcased how different activities can be layered and sequenced for a common goal. In this case, the goal was to avail smallholder farmers a market, within their vicinity or state. A coordination task team which met frequently was formed, comprising, Productive Safety Nets, M&E, School based programmes, Global Commodity Management Facility, Local and Regional Food Procurement, TEC, Budgeting and Programming

and Logistics, all aimed at ensuring smallholder farmers supply to schools. Each of these Units nominated a Focal Point responsible for monitoring and addressing HGSF issues within their workstream. For example, the Monitoring and Evaluation (M&E) Focal point would ensure that HGSF indicators are reflected in log frames, while the Budgeting and Programming focal person would be tracking resources for HGSF and ensure that the SBP team is aware of every detail.

ii. Mapping of schools and farmer organisations in selected locations: the joint mobilisation, sensitization of farmers, school communities, and government representatives were conducted to build consensus among these stakeholders. Out of the mapping and consultative exercises, a list of farmers and schools under the HGSF programme was produced in every region and hub to ensure transparency and accountability. These consultations were able to bring together stakeholders from various sectors around the theme of HGSF and enhance ownership, which has helped the ongoing smallholders and schools' collaboration. According to the Wali in Gedaref, 'the purchase from farmers was supported because the food will be distributed to students in the schools. The joint mapping highlights the importance of accurate data, community engagement, integration with existing systems, and strategic use of technology to support program effectiveness, scalability, and sustainability.

iii. Communication of the procurement plan, stating requirements by school, location, commodity type, tonnage and period helped provide everyone in the value chain adequate information on what is required and where. In addition, the school feeding team worked closely with other food assistance teams such as Productive Safety Nets and Local and Regional Food Procurement providing updates, identifying gaps and solutions. Joint action points and timelines were developed and monitored together. On the other hand, effective communication with Cooperating Partners and other stakeholders including through informal channels like whatsapp for reporting was instrumental in getting everyone involved.

iv. Management buy-in and support is crucial for HGSF programmes because there are a lot of "out of the box" decisions that must be made. In Sudan, a key initial step was to sensitize management on the planned outcomes and why it was important for WFP to make such an investment in a country that had relied on food assistance for decades. The Country Director led donor engagements to demonstrate the added value of HGSF approaches. This gave donors and other WFP staff assurance and confidence. It is this confidence, that has enabled mobilising for HGSF in the prevailing context possible.

v. Resource mobilisation was a top priority for the Country Office and HGSF was the most viable departure point for WFP Sudan. The school feeding team worked closely with Partnerships developing unsolicited and solicited Concept Notes and proposals targeting different thematic entry points, resulting in diversified funding pots.

vi. Intentionality is a key driver of HGSF models. There must be a deliberate effort to ensure that the demand created through feeding school children benefits the local smallholders, who are often the most vulnerable. It is not enough to buy locally, because food in the markets can come from outside. In the case of Sudan, the school feeding team had defined which i) smallholder farmer they wanted engaged ii) (size of land cultivated), iii) in which localities (where

schools were located) and iv) what foods (food basket) and that v) the food must be bought directly from SHFs. This acted as a guide to the procurement teams.

vii. Agility in programme delivery: implementing school feeding in an ever-evolving context has been a challenge, but WFP has been agile, tweaking the programme to suit the context. During Covid times, WFP adopted THR to provide children with a meal, amidst hunger and distress. When resources dwindled due to donors' change of priorities, WFP restructured its programme to a hybrid-of emergency and HGSF models, attracting funding for resilience and food systems, using schools as enablers. With conflict causing prolonged closures due to insecurity and infrastructure destruction, WFP has once again, resorted to THR until the situation improves. In areas where gender disparities were huge, WFP introduced cash transfers to girls to incentivise learning. The integration of local procurement in an emergency setting is yet an exciting lesson from Sudan and demonstrates the uniqueness of school feeding, which should be informed by the prevailing context.

viii. School feeding as an incentive for girls' education: there is ample evidence of the impact of school feeding on education and gender. In Sudan, the experience is not different. The introduction of Alternative Take Home Rations and cash assistance demonstrated the impact of incentivising learning for girls in a state where girls' education was not a priority. In monitoring visits, among girls aged 6-13 years old, only 1 percent compared to 7 percent (boys) were absent from school. 97 percent of households believed that girls' education was important. 31 percent of households indicated that if it was not for the cash transfer for girls, they would not send their daughters to school.

ix. Partnerships and relationships management has been instrumental in getting the school feeding programme back on track and continue the linkages with pro-smallholder procurement. Following the ambitious restructuring of the school feeding programme in 2022, WFP invested in donors' engagement, capacity strengthening of cooperating partners to clarify on responsibilities and accountabilities anchored on transparent engagement. Donor confidence on the impacts of school feeding grew, along with their commitment towards provision of nutritious meals for children to mitigate the inadequate intake of nutrients back home.

5. Case study

[Bringing Hope Through School Feeding: A Case Study from Sudan's Red Sea State Amidst Conflict](#)

In the arid landscapes of the Red Sea State in Sudan, the daily struggle for survival often overshadows the pursuit of education. Yet, amidst these challenges, an innovative initiative has sparked a remarkable transformation. This case study delves into the Take-Home Ration (THR) program, a collaboration between Catholic Relief Services (CRS) and the World Food Programme (WFP), which has revitalized education in the state during the conflict. From February to May 2024, this program has not only addressed food insecurity but also reinvigorated the local education system, proving that even in the direst circumstances, hope can be restored through partnership and innovative solutions.



The Challenge

For over two decades, the education sector in the Red Sea State has grappled with numerous obstacles. According to Mohamed Magazob, the director of the education department in Tokar locality, the region has faced chronic issues such as inadequate infrastructure, insufficient staffing, and financial constraints. These challenges have led to high dropout rates, especially among girls, as families prioritized immediate survival over long-term education. Many children were compelled to work on farms or tend to livestock to contribute to their household's meagre income. The outbreak of the conflict in April 2023 exacerbated the already precarious situation, hitting the most vulnerable and the furthest left behind the hardest.

The Intervention

In response to these pressing issues, CRS and WFP launched a THR program. The initiative aimed to provide take-home rations to students and their families, alleviating food insecurity and incentivizing school attendance. The Ministry of Education's decision to reopen schools on April 25, 2024, marked a pivotal moment for the THR program. The program, a lifeline, ensuring that

children received nutritious food while also encouraging their return to education, reached 42,685 pupils and 1,076 school supporters in 215 schools across five localities—Tokar, Agig, Jabait-Almadin, Haya, and Sinkat.

Voices from the Field

The impact of the THR program is best conveyed through the voices of those directly affected, illustrating its transformative effect on the community. Mohamed Magazob highlighted the program's success in reducing dropout rates, stabilizing afternoon classes, and significantly improving female attendance. "Households now prefer to send their children to school instead of farms or tend to livestock. Our records show stabilization of lessons and a quick response in opening schools to receive food," he noted.

Mohamed Ahmed, a 45-year-old farmer from Agig locality echoed this sentiment, adding: "after conducting meetings with various authorities over four years, I successfully registered a school. The THR project has made a lot of changes, facilitating visits from local authorities who provided incentives to volunteer teachers. The food distributed encouraged many students to attend classes and motivated families to bring their children to school".

Tangible Results

The ATHR program's success is evident in the tangible outcomes it has achieved:

1. *School Re-openings*: The program facilitated reopening of eight schools and advocate for volunteer teachers.
2. *Training and Capacity Building*: 26 key project actors received training on home-grown school feeding techniques, enhancing the roles of Parent-Teacher Associations (PTAs) and improving quality assurance practices.
3. *Nutritional Impact*: 394.76 metric tons of food, including cereals, pulses, vegetable oil, and salt, were distributed.

Looking Ahead

The THR program has set a strong foundation for continued progress in the Red Sea State. Future efforts will focus on engaging communities to enhance children's education, advocating for government support in providing teachers for remote schools, and investing in community-led solutions like school gardens to further improve nutrition and strengthening schools' infrastructure.

The THR program in Sudan's Red Sea State demonstrates the profound impact that strategic partnerships and innovative approaches can have on education in emergency contexts. By addressing immediate needs and fostering long-term educational goals, this initiative has not

only brought children back to school but also reignited a sense of hope and possibility in their communities.

6. Summary of lessons learnt in Sudan on implementation of school feeding in an emergency

School feeding provides a practical continuum of support to school children from emergency to stability providing all manner of support and ensuring some continuity. In countries like Sudan, where oscillation between conflict, disasters and peace is common, WFP and other actors need to understand the flexibility of school feeding as a building block towards national resilience.

The ability by WFP in Sudan to understand the context and be able to tailor the programme and ensure continued support to children has been instrumental in providing hope, protection, access to nutritious meals and learning, even as the environment kept changing.

Perhaps among the key lessons is the critical role that integrated programming plays in connecting the dots—from schools to communities, enhancing communities' resilience and moral support. This required high level of management support and commitment, making difficult decisions to deliver a complex HGSF model in a highly fragile context.

Acronyms

ATHR	Alternative Take-Home Rations
FMoE	Federal Ministry of Education
HGSF	Home-Grown School Feeding
IDPs	Internally Displaced Persons
IPC	Integrated Food Security Phase Classification
OCHA	Office for Coordination of Humanitarian Affairs
PTAs	Parents and Teachers Associations
RSF	Rapid Support Forces
SAF	Sudan Armed Forces
SHFs	Smallholder Farmers
THR	Take Home Ration
UNICEF	United Nations International Children's Fund
WFP	World Food Programme

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