



School feeding: Advances and updates

ICHG Meeting, November 2011.

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 - Progress on EFA and scale up of SF as a key response to recent economic crises
 - Quality of the evidence of programme impact
- What is school feeding?
 - Simple idea but in practice quite complex
 - Managing the complexity
- Thinking ahead

Goal 1 – Slow progress in improving child health

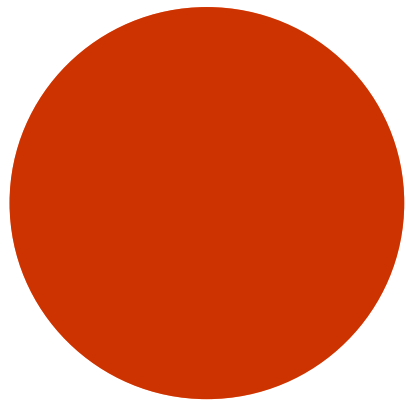
- Millions of children enter school having experienced malnutrition
 - Malnutrition starts in the womb
 - Hunger impairs cognitive development – 83 million children are malnourished in South Asia
 - Rising food prices threaten to increase nutritional deficits

Maternal education matters for child survival

- The education dividend could have saved 1.8 million young lives

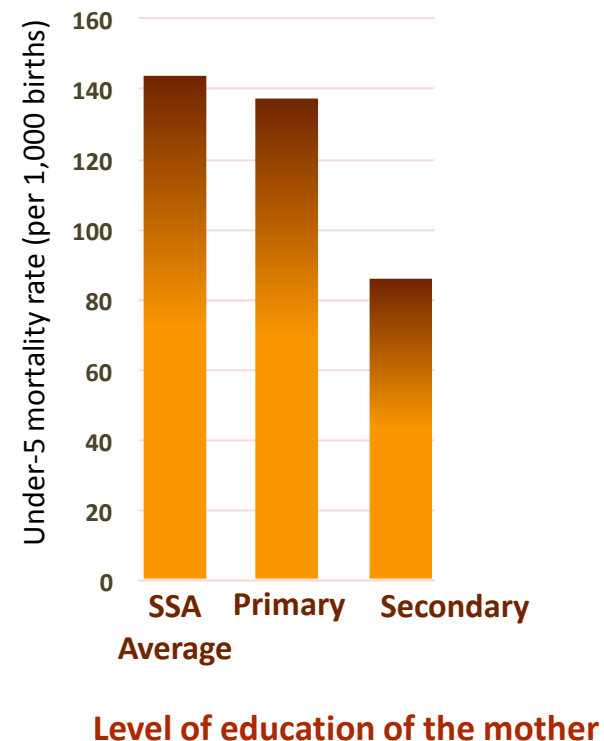
Sub-Saharan Africa, 2008

4.4 million children died before the age of 5 in 2008



If all mothers had primary education that number could have been reduced to 4.2 million

And if all mothers had secondary education that number could have been reduced to 2.6 million

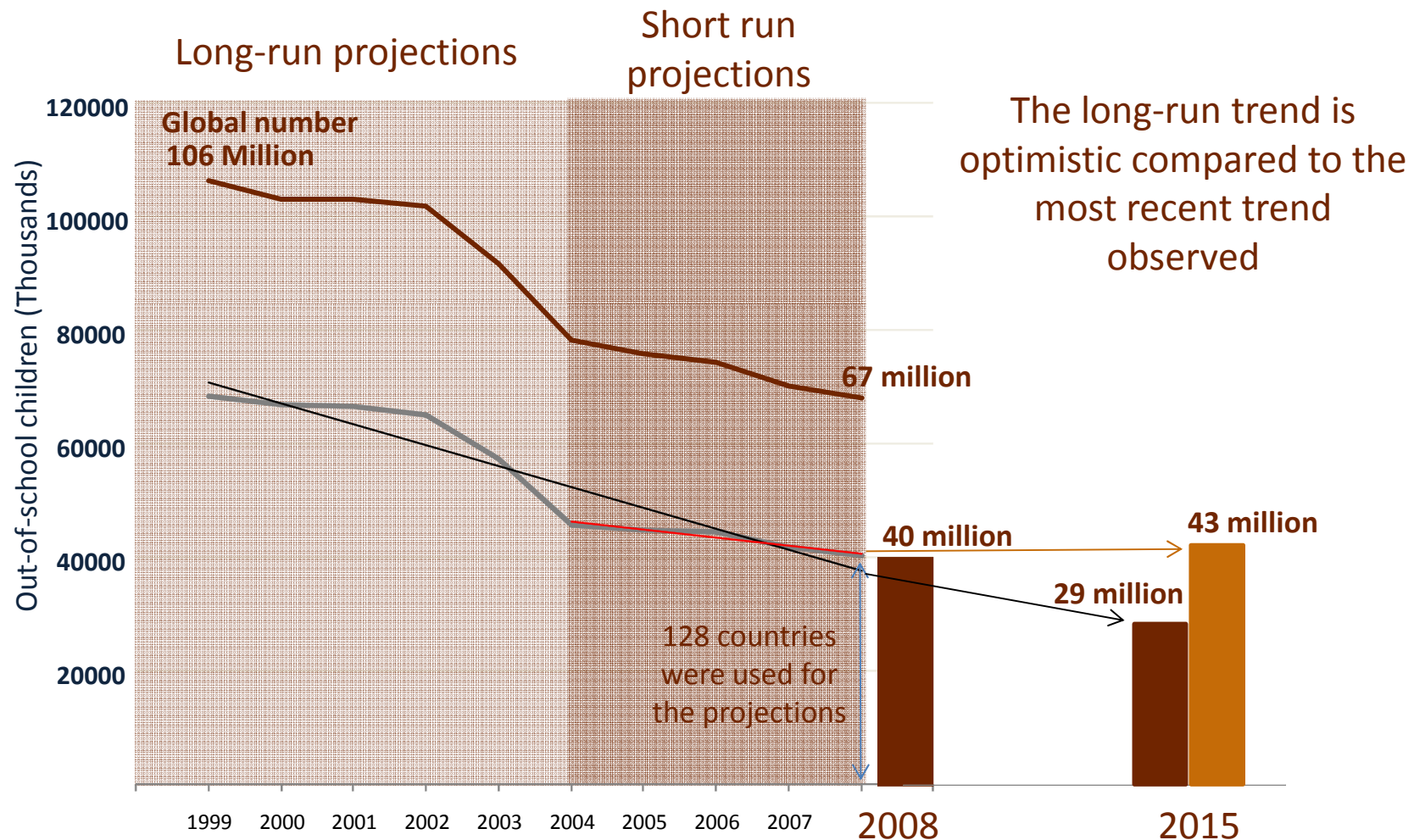


Goal 2 – Universal primary education, a mixed picture

- Progress has been uneven across countries – and unequal within them
 - 52 million more children in school since 1999, improved school retention
 - ‘Success stories’ demonstrate potential for accelerated progress (U.R. Tanzania case)
- However...
 - School dropout is eroding gains in enrolment – 10 million drop-out every year in sub-Saharan Africa
 - Poor quality and unequal access limit progress

67 million children out of school in 2008

Still 67 million children out of school, and progress is slowing



Getting left behind – drivers of marginalization

What are the causes?

- Educational marginalization is driven by interacting layers of disadvantage

Five key interactions

1. Poverty, vulnerability and child labour
2. Group-based disadvantages (ethnic and linguistic minorities, indigenous people, caste)
3. Location and livelihoods (pastoralists, slum dwellers, conflict areas)
4. Disability
5. HIV and AIDs

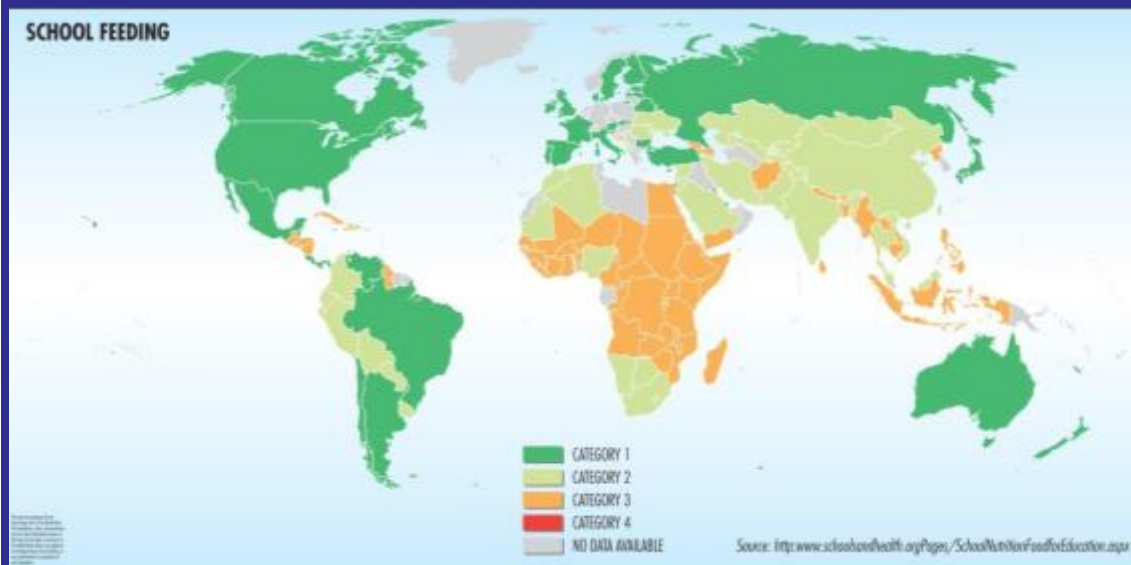
How Important are Hunger and Ill Health as Barriers to Achieving Education For All?

	Prevalence	Total Cases (millions)	IQ points lost per child	Additional cases of IQ <70 (millions)	Lost years of schooling (millions)
Worms	30%	400	3.75	15.8	201
Stunting	52%	292	3	21.6	284
Anemia	53%	350	6	45.6	524

Source: Jukes *et al.* *Levelling the Playing Field*. 2007.

Global picture:

- School feeding is ubiquitous
 - ...but programme coverage is weakest where the needs are greatest
 - ...emerging opportunity to transition from externally supported projects to nationally owned programmes



(Source: Bundy DAP, Burbano C, Grosh M, Gelli A, Jukes, M and Drake, L. *Rethinking School Feeding: Social Safety Nets, Child Development, And the Education Sector*. World Bank, 2009.)





DIRECTIONS IN DEVELOPMENT
Human Development

Rethinking School Feeding

*Social Safety Nets, Child Development,
and the Education Sector*

Donald Bundy, Carmen Burbano, Margaret Grosh, Aulo Gelli,
Matthew Jukes, and Lesley Drake



РАЗРАБОТКА НАПРАВЛЕНИЙ
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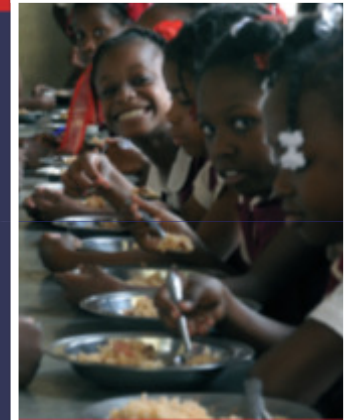
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*Programas de protección social, desarrollo infantil
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ediciones gondo

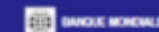


Développement humain

Repenser l'alimentation scolaire

*Filets de protection sociale,
développement de l'enfant
et secteur de l'éducation*

Donald Bundy, Carmen Burbano, Margaret Grosh, Aulo Gelli,
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Quality of the evidence

Intervention	Enrolment	Attendance	Educational achievement	Cognition
School meals	+++ (♀ effect)	+++	+++	+++
Take-home rations	+++ (♀ effect)	+++	+++	++
Fortified biscuits	+	++	+	++
Dietary iron	+	+++	+++	+++
Deworming	NA	+++	++	++

+ = evidence from quasi-experimental evaluation

++ = evidence from at least one RCT

+++ = evidence from more than one RCT

NA = not assessed

What is school feeding?

- School feeding can be defined as the provision of food to children through schools
- Two basic modalities:
 - On-site meals or snacks
 - Take-home rations conditional to attendance
- In some contexts interventions combine on-site programmes with take-home rations targeting a specific group of vulnerable children



(Source: WFP)

Simple idea...but...

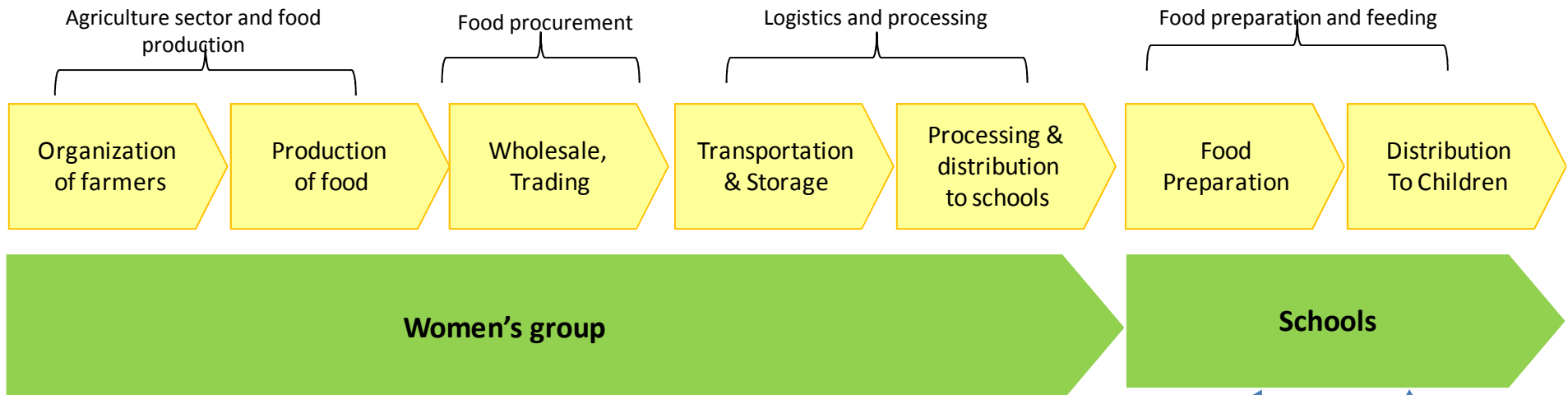
- School feeding programmes can be very complex!
- No one size fits all, very context specific
 - (See examples in the next slides...)
- Opportunity to assist governments in improving scale-up of national programmes
 - What works where?
 - How much does it cost?

Complex service delivery....



- E.g. Pupil to classroom (and pupil to teacher) ratios ~60-80

(Source WFP school level surveys, 2002-2006)

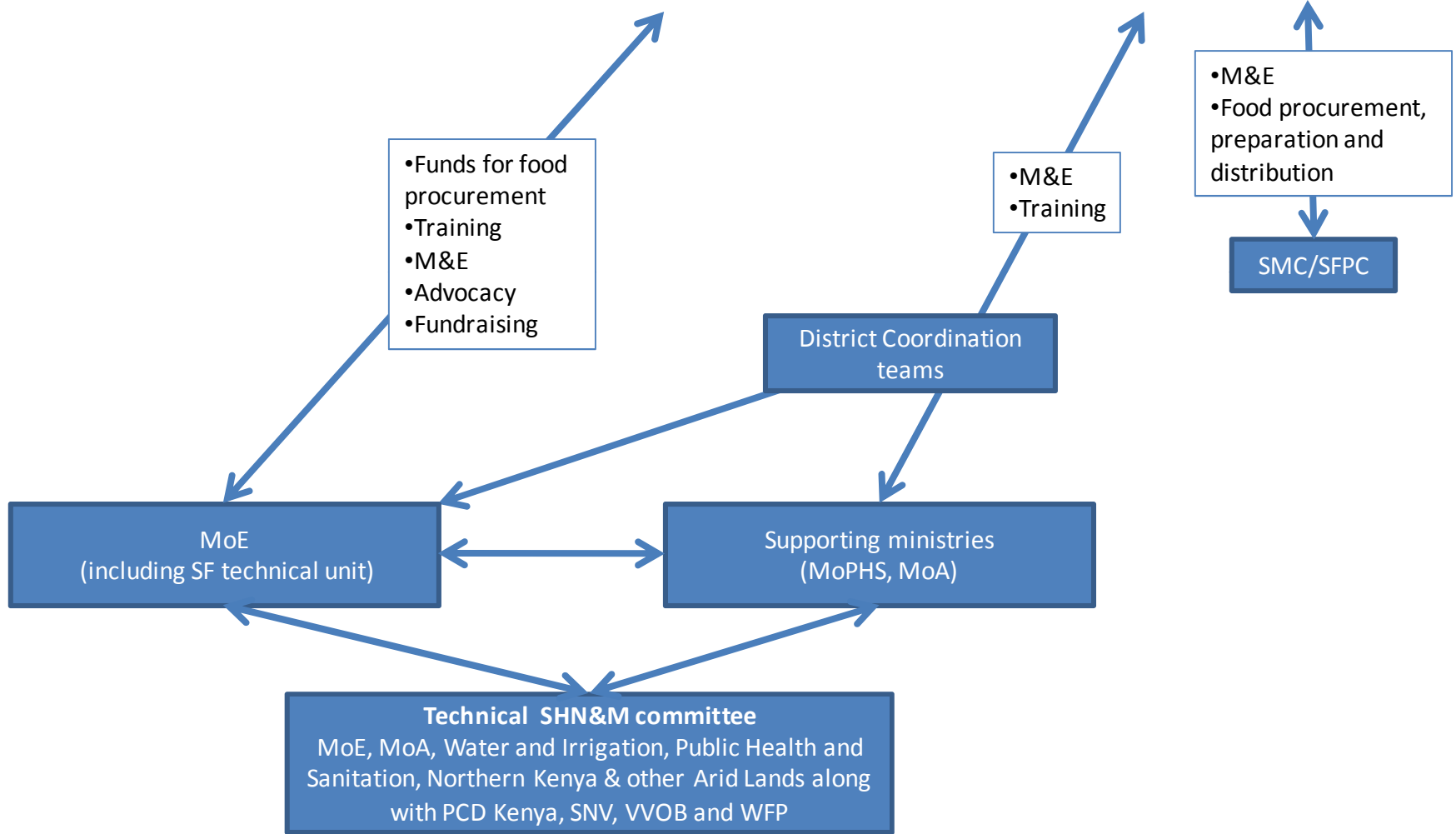


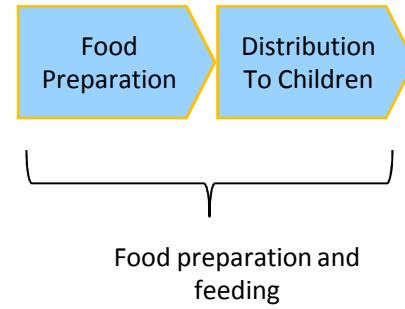
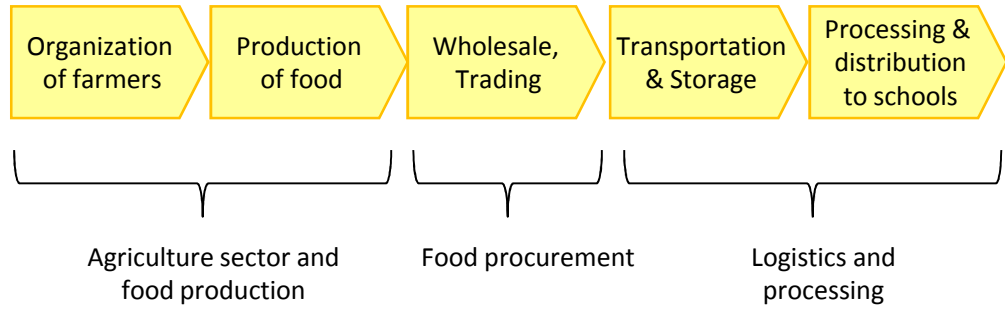
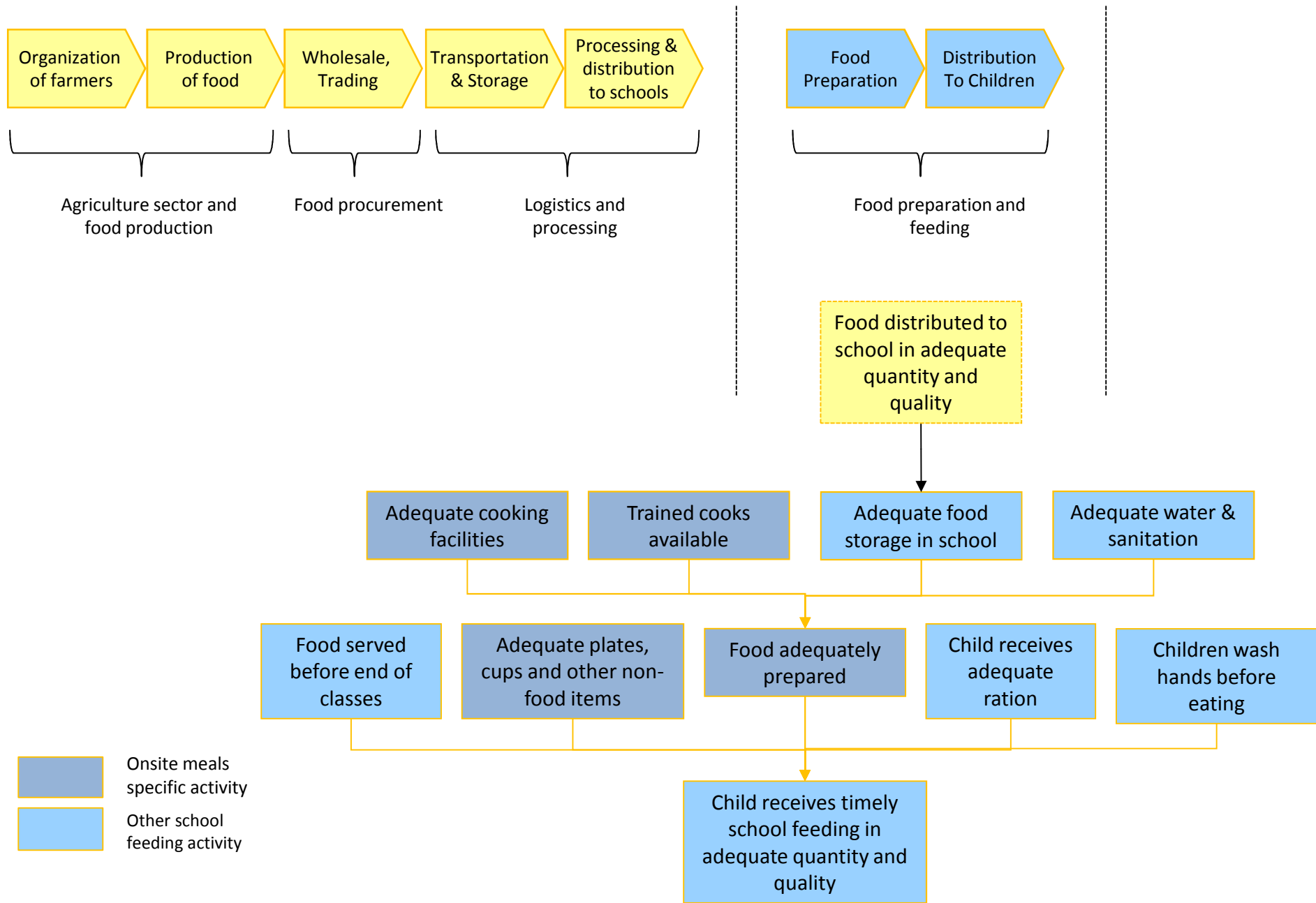
Stylised supply chain linking food production to food distribution



Fully decentralised school-based model (e.g. Kenya HGSM)

Schools responsible for procurement and preparation using funds from the central level





Food distributed to school in adequate quantity and quality

Adequate cooking facilities Trained cooks available Adequate food storage in school Adequate water & sanitation

Food served before end of classes Adequate plates, cups and other non-food items Food adequately prepared Child receives adequate ration Children wash hands before eating

Child receives timely school feeding in adequate quantity and quality

Costs and cost-efficiency estimates

	Full costs (USD)	Energy (kcal)	Iron (mg)	Protein (g)	std. cost per 100 kcals delivered	std. cost per (g) protein delivered	std. cost per (mg) iron delivered	std. cost per 100 (mcg) vitamin A delivered
School meals (n=44)	48	735	9	20	7	3	8	25
Fortified biscuits (n=8)	23	262	7	7	8	3	3	9

- Take home rations, targeted to households, cost US\$ 75 per child per year
- Share of food costs: school meals (56%), biscuits (74%), take-home rations (68%)

School feeding cost and outcomes

Cost	Cost per extra day of attendance	Cost per additional centimeter of height	Cost per additional kilogram of weight
Range of costs for RCTs	4.7–15.8	112.0–252.0	112.0–252.0
Average cost per average for RCTs	8.0	160	160
Range of costs for CBAs	1.7–3.8	10.4–23.3 (5–6 yr of age) 21.7–48.8 (6–8 yr of age) 19.0–42.9 (overall)	38.4–86.3
Average cost per average for CBAs	2.4	14.8 (5– 6 yr of age) 31.0 (6–8 yr of age) 27.2 (average)	54.8
Cost	Cost per point on Raven's Progressive Matrices	Cost per IQ point	Cost per point on math achievement or aptitude
Range of costs for RCTs	82.4–185.3	Not in the analysis	31.5–70.8 (WRAT) 155.6–350.0 (Math subtest of WISC)
Average cost per average for RCTs	117.6	Not in the analysis	44.9 (WRAT) 222.2 (Math subtest of WISC)
Range of costs for CBAs	Not in the analysis	12.7–28.6	23.3–52.5
Average cost per average for CBAs	Not in the analysis	18.2	33.3

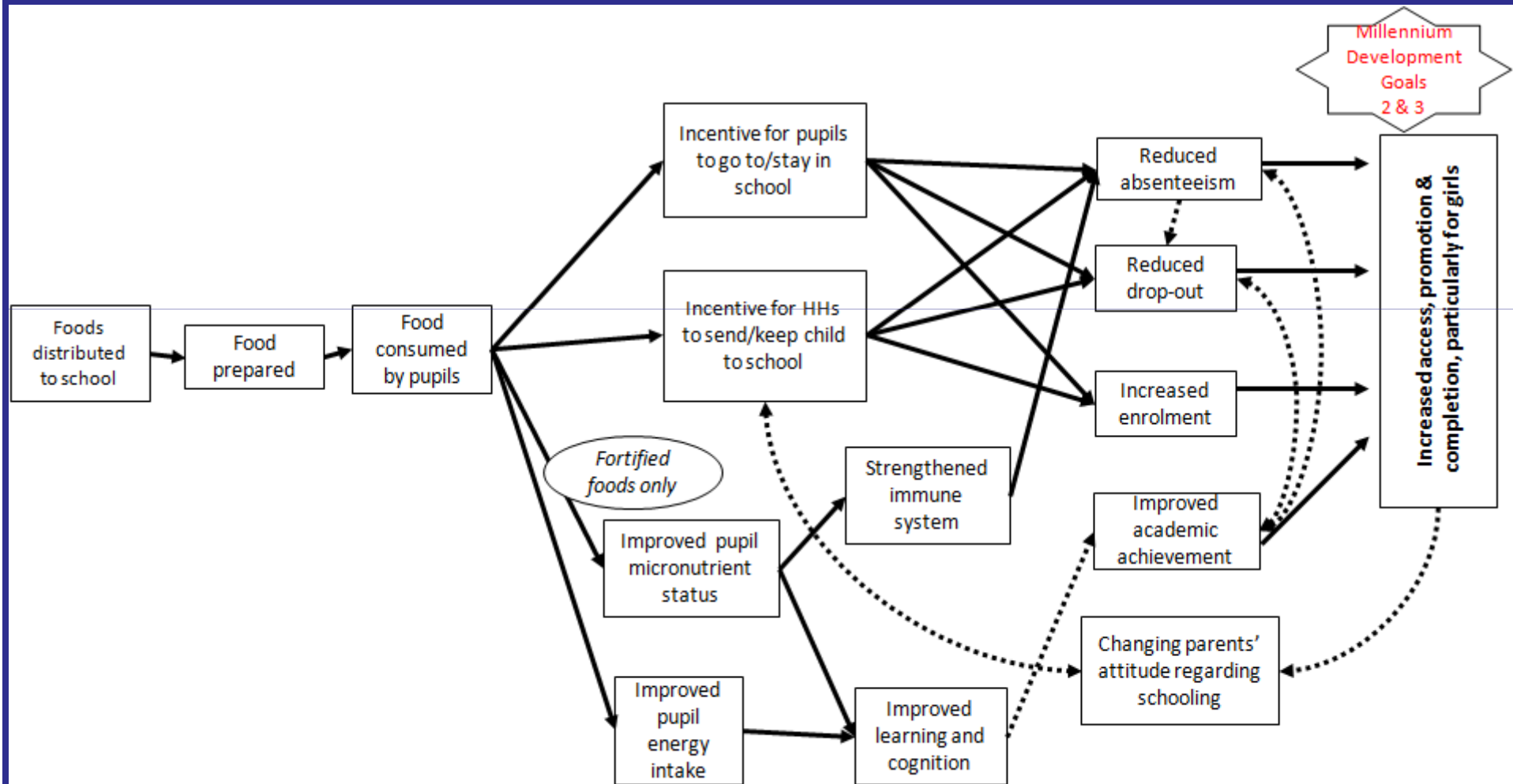
CBA, controlled before-and-after study; RCT, randomized, controlled trial; WISC, Weschler Intelligence Scale for Children; WRAT, Wide Range Achievement Test

Source: Galloway R, Kristjansson E, Gelli A, Meir U, Espejo F, and Bundy, D. 2009.

Multiple impacts

- Education: participation, learning & cognition
- Health & nutrition: energy/micronutrients, spill-overs
- Social protection: income transfer, targeting
- Agriculture?
- Community development?

Complex pathways



Thinking ahead

- Low and middle income countries are in “transition to sustainability”
 - Emerging evidence suggests that linking school feeding to agriculture development is key
- Strong policy buy-in for the transition
 - “Home-Grown School Feeding” included in African Union Comprehensive Africa Agriculture Development Programme
 - National governments in low-income countries are financing their own programmes

Supporting evidence based policy and programmes

1. Programme design gaps, including:
 - Food security programme component is generally missing...
 - Standards...
2. Evidence-base gaps, including:
 - Agriculture: What is the impact on small-holder farmers?
 - Nutrition: Household diet diversity?
 - Metrics: How do we aggregate across multiple outcomes?
 - Performance: How does the service provision affect outcomes?

PCD's goal – Better education through better health



To improve the **educational achievement** of children, especially girls, through **national programmes** that enhance the **health, nutrition and psychosocial** status of children in low and middle income countries.

Working globally

In 2010, PCD worked with 54 countries:

Countries with which PCD works

Outlined below is a selection of the capacity building activities that PCD carried out in 2010.

Sub-Saharan Africa

Nigeria
Working in partnership with Afri and the World Bank, PCD supported the Ministry of Education in Nigeria to host the 3rd Meeting of the Coordinating Committee of the ECOWEC and Mauritania members of the Ministry of Education Skills Focal Points. The meeting aimed to continue the sharing of knowledge and regional good practices.

Ethiopia
With technical support from PCD, the Federal Ministry of Education in Ethiopia produced and published an education sector policy and strategy (MTEV and AES). The draft SEIS strategy was developed with the support of PCD. The strategy has been reviewed by the State Minister of Education and plans are now being made for its national dissemination.

Kenya
At the request of the Kenya Teacher Deviance Commission and in collaboration with the Kenya Institute for Public Policy Research and Analysis (KIPPRA), training was given in the use of the SIDA, a computer-based model used by education planners to predict the impact of MTEV and AES on education systems. The SIDA is now an integral tool used by the Ministry of Education Planning Department.

Malawi
PCD undertook an in-depth analysis of the different options for SEIS services in Malawi. The analysis, prepared in partnership with the World Bank and SPTC, was in response to a request from the Ministry of Education and partners. The analysis focused on the implementation of scalable SEIS services based on Malawi's current experience with these programmes, as well as feasibility and costing considerations.



Asia

India
PCD worked in collaboration with Odisha's Ward to support the State Governments of Andhra Pradesh, Orissa and Odisha in the implementation of school-based learning programmes. This support included policy development, targeted design, training, development of plans and budgets, monitoring and evaluation, and awareness and community mobilisation campaigns.

Sri Lanka

We continue to provide technical assistance to the Ministry of Education and Health joint SEIS Task Force to strengthen the comprehensive national programme. The programme is strategically designed to address the specific needs of children in different geographic areas of the island. The programme is now at scale and has secured long-term financial support.

Sub-Saharan Africa

Algeria
Angola
Botswana
Burmese
Burkina Faso
Burundi
Cameroon
Cape Verde
Central African Republic
Chad
Congo
Cote d'Ivoire
Democratic Republic of the Congo
Ecuador
Ethiopia
Ghana
The Gambia
Guinea
Guinea-Bissau
Kenya
Lesotho
Liberia
Madagascar
Malawi
Mali
Mauritania

Middle East

Morocco
Niger
Nigeria
Senegal
Sierra Leone
South Africa
Togo
Uganda
United Republic of Tanzania
(incl. Zanzibar)
Yemen
Zimbabwe

Asia

Bangladesh
Bhutan
India
Indonesia
Kingdom of Cambodia
Sri Lanka
Malawi

Caribbean

Bahamas
Guyana
Jamaica
St. Kitts & Nevis
St. Lucia
Trinidad & Tobago
Suriname

Caribbean



Caribbean

Belize
In collaboration with IDG, PCD provided technical support to deliver a two-day Policy and Development Workshop to senior stakeholders on the education sector's response to HIV and AIDS. During the workshop a national education sector MTEV and AES policy and strategy was drafted.

Trinidad and Tobago

In preparation for the development of a 3-year education sector strategy plan, PCD conducted a situational analysis on SEIS and the education sector's response to HIV and AIDS in Trinidad and Tobago.

Schools & Health Search Admin / Contact Us

Health, HIV/AIDS, HIV and AIDS 12th March 2009

Improved learning & long-term health, HIV/AIDS and Education for the School-Age Child

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African Focus Point in education and health

Eastern Africa Network of Schools of Education
African Focus Point in education and health

Food for Education
Global School Feeding Resource

Courage & Hope

School Health, Nutrition, HIV and AIDS

During school hours the likelihood to have an elevated component as a whole education system. Good health increases a student's ability to learn, and brings more of the poorest and most disadvantaged children to school, away from the gate. For these children who are often the least healthy and most malnourished, and who take the most to gain educationally from improved health. [NAHON](#)

Document Downloads

With the working language of the website in English, school health, HIV/AIDS, and AIDS documents are available for download in the following languages:

English Spanish French Portuguese Kiswahili
Pycckий العربية हिन्दी বাংলা

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deworm the world

20 million school-age children dewormed in 26 countries in 2009!

Five hundred million school-age children are affected with parasitic worms worldwide, which both damage their health and limit their access to education. This problem has a simple and inexpensive solution.

Mass deworming programs based in schools are recommended by the World Health Organization (WHO) and cost just pennies per child. Studies prove deworming is the most cost-effective way of increasing education.

Deworm the World is working to implement school-based deworming wherever it is needed worldwide, and we invite you to join us. A key barrier to the implementation of mass deworming programs is access and availability of medication. Feed The Children, a key partner in Deworm the World, has donated all of the over 40 million tablets used in programs in 2009.

Why Deworming? [Learn More](#)

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YOUNG GLOBAL LEADERS

GAHI GLOBAL ATLAS OF HELMINTH INFECTIONS

An open-access information resource on the distribution of self-transmitted helminths and schistosomes

More than a third of the world's population is infected with worms. These worms cause infection, but sometimes, they can negatively affect a country's health, economy, and education.

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HGSF Home Grown School Feeding

WELCOME TO HGSF GLOBAL LINK

Welcome to the Home Grown School Feeding online resource

In this website you can find:

- HGSF technical support on policy and programming
- Guidance based on the HGSF Knowledge Base
- HGSF Network: Develop partnerships and exchange knowledge with key stakeholders

Home Grown School Feeding can provide an opportunity for smallholder farmers to benefit from access to a market with stable, increasing, and predictable demand.

Home grown school feeding can provide an opportunity for smallholder farmers, but also for a wider range of stakeholders involved in getting the food from the fields to the classroom.

Healthy, well-fed children learn better. HGSF programmes which integrate school health and nutrition often address and improve educational achievement.

The resources available here make it the preferred reference for additional benefits of HGSF programmes.

Search

Sourcing from local farmers

The school feeding supply chain

School health and nutrition

The resources available here are specifically relevant to agriculture and community members of the school feeding process.

The school feeding supply chain includes those involved in the transportation, processing, and preparation of food.

schoolsandhealth.org
dewormtheworld.org
thiswormyworld.org
hgsf-global.org

Thank you!

