

Food Assistance and Education

**A background summary based on the experience of
Catholic Relief Services**



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Why food assistance in schools?

- Schools as delivery point for food
- Food as incentive for education

Benefits associated with traditional school feeding

- Short-term food security
- Income transfer
- Decreased short-term hunger
- Increased enrollment
- Increased attendance

Q: But what about educational outcomes???

CRS answer: Food is not enough.

Food Assisted Education (FAE) programming aims to:

- Address hunger
- Get children to school
- Keep children in school

FAE aims to keep children in school through:

- Food incentives
- Improved child quality
- Improved school quality

Food-based enrollment and attendance incentives:

- School canteens
- Take-home rations (girls)
- Food-for-work for school infrastructure improvement

Child quality is addressed through

- School feeding
- Micronutrients and anthelmintics
- Health, hygiene and nutrition education
- Early Childhood Development programming

School quality is addressed through

- School infrastructure improvement (classrooms, wat/san, teachers' quarters)
- Community participation in schools
- Teacher training
- Information, Education, Communication (IEC) Activities

F&E activities are supported by

- Direct food assistance
- Monetized food assistance
- Non-Title II assistance
 - cash
 - inkind

F&E and food security

- Short-term food security (hunger)
- Long-term food security (education)

Long-term food security and Education link:

- Educated individuals have more capacity and opportunity to ensure food security for themselves and for the society as a whole.

Design considerations for F&E programming

- Target food insecure populations
- Cover all schools in a geographic area to avoid transfer
- Include quality-focused activities in addition to food
- Involve local stakeholders as much as possible
- Assure food is part of a broader programming continuum

Advantages of Food in Education

- Readily available resource that is valued by communities
- Can be used as incentive, bargaining chip
- Yields short and long-term food security benefits
- Highly replicable

Challenges of using food for education

- Difficult to sustain
- Requires cash in addition to food resources
- Difficult to show results

Emerging areas for FAE

- Out of school youth
- ECD programming
- Performance-based contracts with schools, communities, governments

Results: Enrollment

- Schools receiving food assistance generally experience enrollment increases.
- Increases are most notable in food insecure regions.
- Enrollment generally jumps noticeably at inception of program, then levels off or declines slightly (at higher rate than pre-inception) in later years.
- Food assistance is not always sufficient to overcome cultural obstacles (girls).

Results

■ Enrollment:

| Country since fy97 | Enrollment Increase |
|-----------------------|---------------------|
| Ghana | 5% |
| Burkina | 2% |
| Ghana (girls) | -5%* |
| Burkina (girls) | 15% |

* Decrease may indicate enrollment stabilization as the program matures. For example, although enrollment declined between fy97 and fy99, CRS/Ghana reports that girls' enrollment increased 44% between baseline/pre-inception and fy99.

Attendance

- Attendance is typically higher at program than at non-program schools
- Attendance often jumps at program inception then levels off at a higher sustained rate than at non-program schools
- Take-home ration activities result in greater attendance increases for girls
- Attendance tracking is problematic

Results

■ Attendance:

| Country | Attendance | Comparison |
|---------|-----------------|--------------------|
| Ghana | Fy98,99: 77% | Control fy96: 69% |
| Burkina | Fy99: 89% | Baseline fy97: 88% |
| Haiti | Fy98, fy99: 89% | None available |
| India | Fy98,99: 86% | Baseline fy97: 84% |

Results

■ Girls' Attendance

| Country | Fy99 | Comparison |
|---------|---------|--------------------|
| Ghana | 54% | Fy99 control: 39% |
| Burkina | No data | -- |
| Haiti | No data | -- |
| India | 88% | Fy97 baseline: 86% |

Results

■ Girls' attendance take-home rations

| Country | THR schools | Comparison |
|---------|-------------|------------|
| Ghana | Fy99: 70% | Fy99: 39% |
| Burkina | Fy99: 86% | Fy98 : 81% |
| India | No data | No data |

Results

■ Drop-out

| Country | Baseline | Most recent |
|----------------|----------------------------------|---|
| India | Fy 97: 6% Fy97 girls: 5% | Fy99: 6% Fy99 girls: 5% |
| Burkina | Fy96 girls: 8.34% boys: 7.56% | Fy98: 7.28% (-13%) boys: 7.00% (-7%) |
| Haiti | Not reported | Not reported |

Notes about Results

- Information taken from: Janke, Cornelia and M. Pittman (2000) "Summary Midterm Results Review: DAP Education Programming 1997-1999 CRS Ghana, Burkina Faso, Haiti, India." Study commissioned by CRS.
- Results are difficult to interpret and compare out of context, due to a high degree of variability in program environment/design and data collection, analysis and reporting methodologies. Please consult "Summary Midterm Results Review" for program details.