

# Food-Assisted Education – the Planning Process

**CATHOLIC RELIEF SERVICES**

**February 25, 2004**

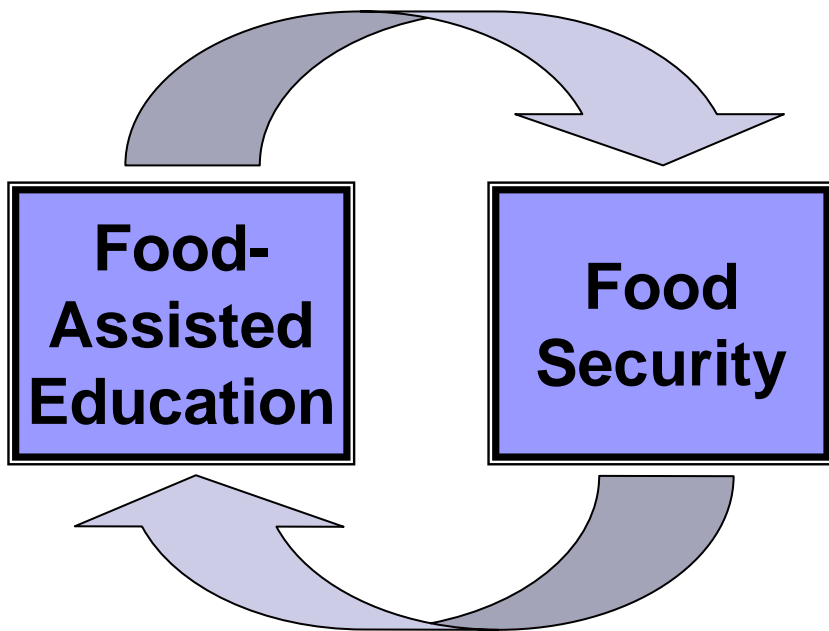


CATHOLIC RELIEF SERVICES

# Summary of presentation

- Overview of Food Assisted Education
  - Links with Food Security
  - Impact
- The Planning Process:
  - Food Security Program Planning;
  - Food-Assisted Education Program Planning
- Considerations for Implementation
  - Best Practices
  - When is FAE not appropriate?

# Links between FAE and Food Security



- **SHORT-TERM IMPACT:**  
availability / access
- **LONG-TERM IMPACT:**  
availability / access /  
utilization

# **Impact of Food-Assisted Education**

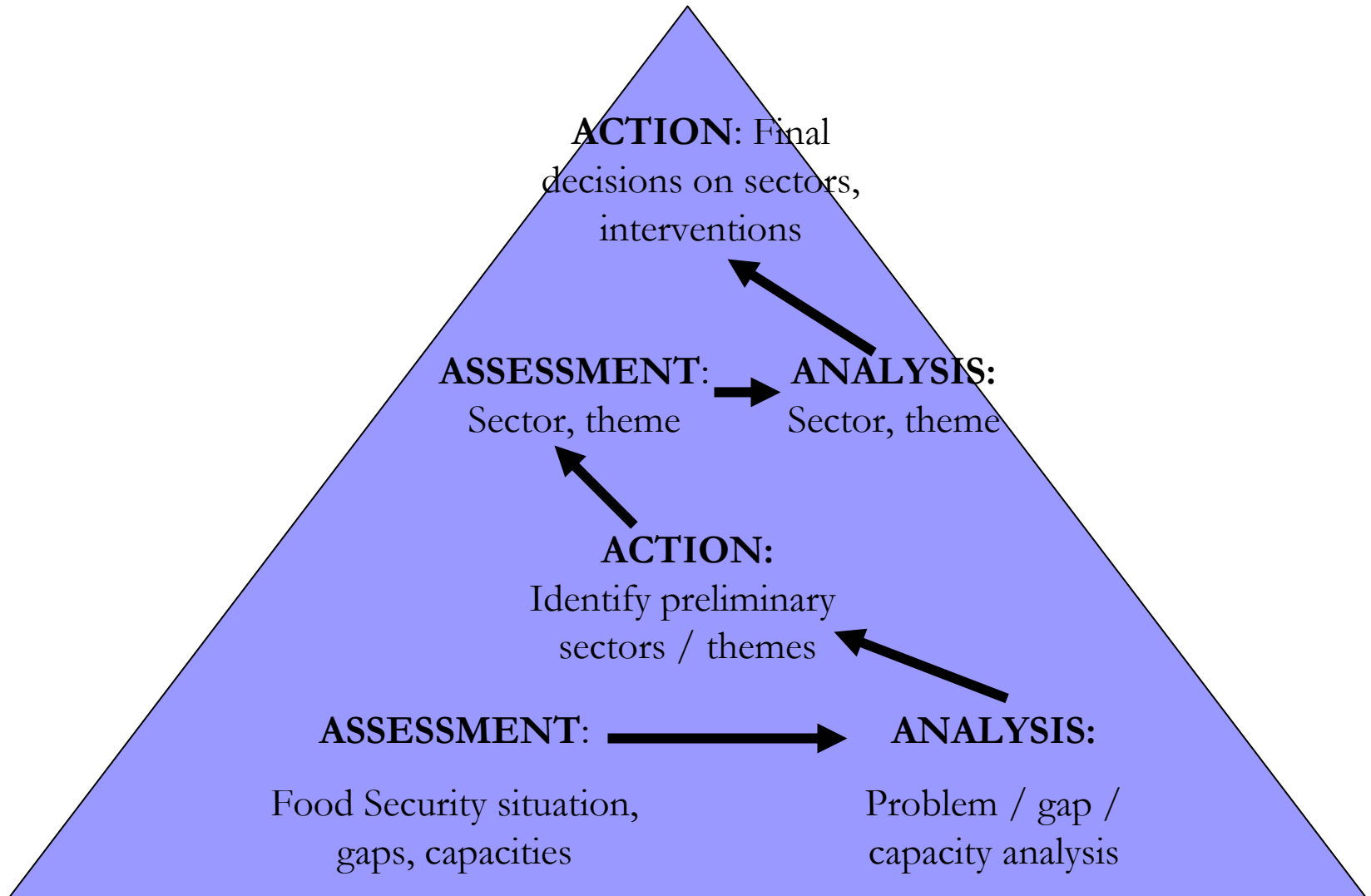
## **On education:**

- **Enrollment, attendance & retention, especially for girls (Ghana, Bangladesh)**
- **Short-term hunger & attentiveness (Jamaica, Peru)**
- **Community participation in school environment (Haiti)**

## **■ On long-term social and political capital**

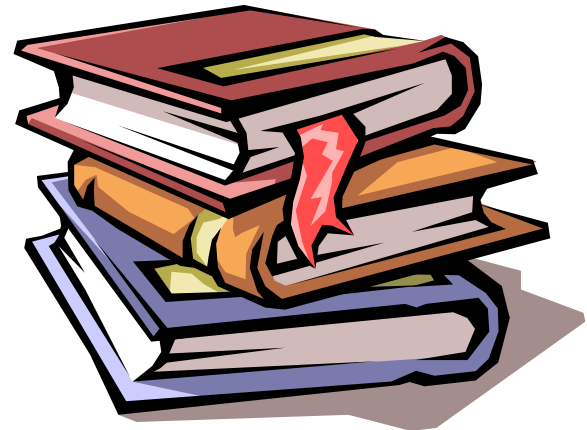
- **Strengthened community networks and school-community links (Ghana, Benin, Haiti)**
- **Improved communication and links between local government authorities and communities (Ghana, Haiti, India)**

# Food Security Planning Process



# Education Planning Process

1. ASSESS (COLLECT DATA)
2. ANALYZE (INTERPRET DATA):
3. ACTION (DESIGN INTERVENTION BASED ON ANALYSIS)

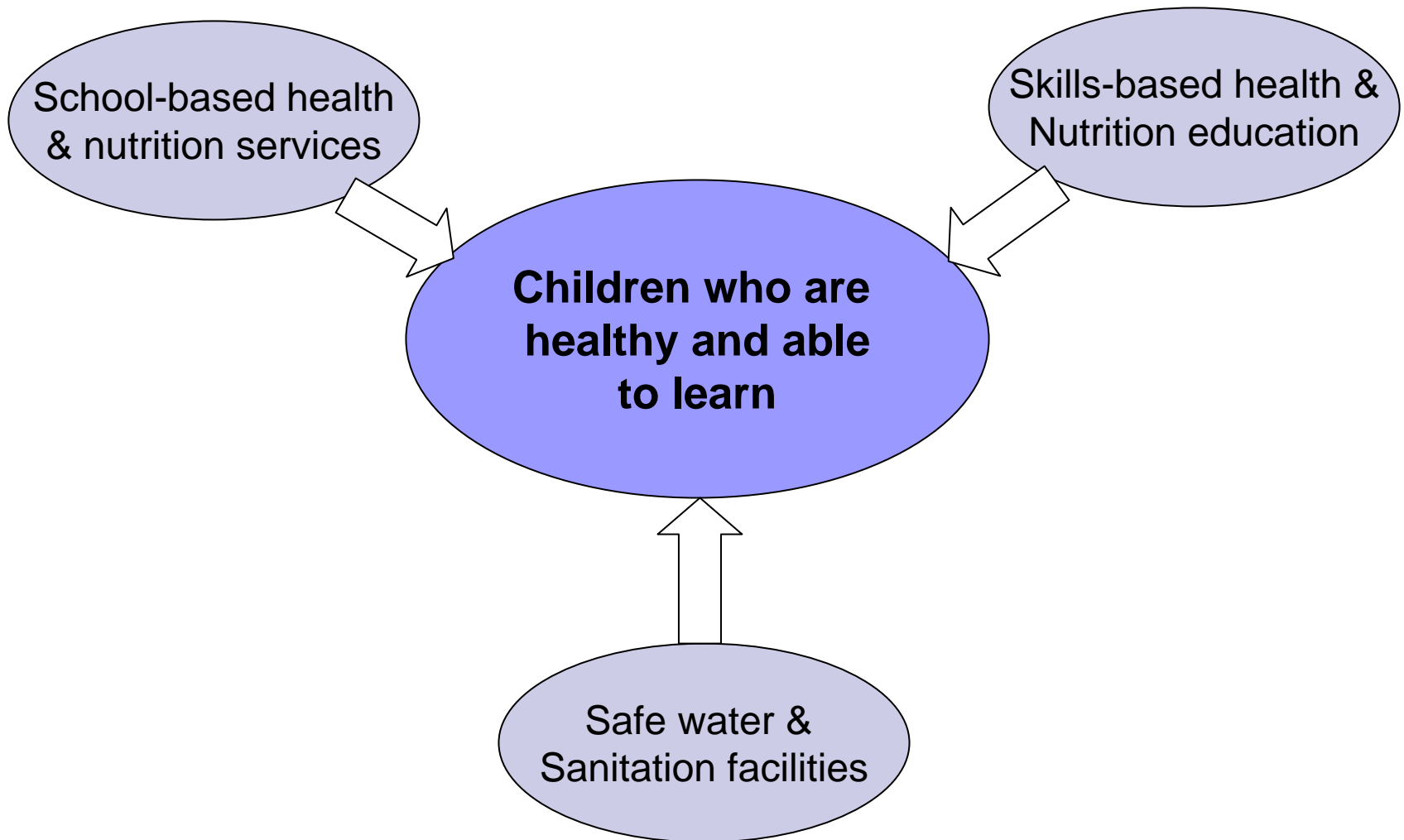




# Best Practices in FAE Implementation

1. Working through Communities
2. Providing Complementary Inputs to Address Education Quality
3. Targeting the Food Insecure
4. Integrating with other sectoral interventions / creating an 'enabling environment'
5. Increasing Impact through School-Health Interventions

# School Health Programming



# When are FAE programs NOT appropriate?

- The same objectives can be met more cost-effectively with non-food resources
- Food resources are not readily available or are only provided for a short time
- Schools are inaccessible
- Complementary activities aren't feasible
- There is little government or popular support for food assistance

# Conclusion

- Education alone will not solve food insecurity, but food insecurity cannot be solved without education
- FAE are most appropriate when designed as a result of food security and education assessments
- FAE will have greatest impact when incorporating best practices such as community participation, school health activities, and an understanding of constraints to educational quality as well as access





# For More Information

- CRS, *CRS Approach to Food-Assisted Education: A Programmatic Approach in Support of Food Security*
- CRS, *Food and Education: Background Considerations for Policy and Programming*, by Cornelia Janke
- CRS, *Food Security and School Feeding Programs*, by Kristin Hicks
- CRS, *Monitoring and Evaluation for CRS School Feeding Programs*, by Beryl Levinger
- CRS, *Food-Assisted Education Targeting and Design Guidelines*, by Jennifer Nazaire



# Annexes

# Increasing DEMAND for Education

- Take-home rations offset costs, esp. for girls (Ghana, BF)
- Non-formal and after-school programs improve relevance (India)
- Water and sanitation facilities attract girls (Sudan)
- Snacks and school lunches alleviate short-term hunger (Bosnia)
- School health and micronutrient supplements improve child's ability to learn (BF)
- Flexible school day and year make schools affordable (India)

# Improving SUPPLY of Education

- Communities build or improve facilities – schools and teachers' quarters (Haiti, BF)
- Food supports teacher attendance, training and teaching assistants (Ghana)
- Food Aid used as a leverage for additional resources for school improvement – from governments, donors, communities (Ghana, BF, India, Haiti)
- Community participation becomes cornerstone for sustainable school improvements (Ghana)
- Food rebuilds communities and schools in post-conflict situations

# Links between Education Demand, Quality, and FAE programs

<b>Demand</b>	<b>Quality</b>	<b>Implications for FAE programs</b>
Low	Low	Program must address supply and demand. Food should be used as a transfer payment to attract out-of-school children / marginalized groups. Specific obstacles to quality should be identified and, as appropriate, addressed through the flexible use of food targeted to households, teachers and at-risk children
Low	High	Program should focus on demand by targeting marginalized groups through in-school meals and/or take-home rations
High	Low	Program should focus on efforts to improve quality. Food can be used to bolster children's active learning capacity, to serve as an entry point for greater community involvement in education; and in support of efforts to improve teacher characteristics
High	High	Program should, in an organized and responsible way, be phased out except in those circumstances where food is essential to the maintenance of children's active learning capacity

(Table from B.Levinger, 2002, FFE: A Programmatic Approach that Enhances Food Security)