

Promoting partnerships to address school health and nutrition problems

AMÉRICA LATINA

Red de Alimentación Escolar



www.la-rae.net

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Presentation outline

- Problems faced by school-age children
- Hunger and school-age children
- FRESH
- LA RAE

Main problems faced by school-age children

- Hunger,
- Ill health,
- Lack of care
- Lack of quality education,
- Child labour
- Exploitation

Hunger

- A condition in which people lack the required nutrients, both macro (energy and protein) and micro (vitamins and minerals) for fully productive, active and healthy lives. ^[1]
- Key target for MDG 1
 - Decreasing underweight by one-half
 - Decreasing under-nourishment by one-half

[1] WFP (2007) Hunger and Health World Hunger Series 2007.
Rome, WFP (forthcoming)

Causes of hunger (*)

- Lack of education, particularly for women and girls
 - lack of knowledge, skills, practices
 - attitudes to cope with hunger
 - less risk of hunger
- Insufficient food production and access
- Poverty
- Poor sanitation
 - lack of health facilities
 - potable water
- Insufficient socioeconomic and political access and inequalities
- HIV/AIDS
- Instability and conflict
- Natural disasters and climate variability

(*) Listed as per: Sanchez P et al (2005) Halving Hunger: It can be done. Final report of the UN Millennium Project Task Force on Hunger. New York, UNDP

Consequences of hunger

Hunger affects people from the womb to the elderly

- Killing babies, children, elderly
- Increasing morbidity and lethality risk
- Hampering growth
- Limiting learning
- Limiting performance
- Limiting quality of life

What to do?

- How to tackle it?

- Providing necessary macro- and micro-nutrients and promoting their consumption by improving nutrition for the chronically hungry and vulnerable.
(Recommendation 4 of the Hunger Task Force)
- Tackling the underlying causes of hunger.
(Recommendations 1,2,3,5,6,7 of the Hunger Task Force)

- Target group

- Hunger needs to be prevented and addressed throughout the life cycle!
- Programs targeting different age groups should not be considered as either/or but as complementing each other.

Consequences of hunger on school-age children

- Micronutrient deficiencies damage health.
 - Anemia, night blindness, goiter, lower immune capacity to respond to infectious diseases, growth retardation, etc
- Micronutrient deficiencies have far-reaching consequences.
 - Adolescent girls are at increased risk of having low birth weight babies
- Short-term hunger and /or micronutrient deficiencies affect a child's ability to learn.
- The “window of opportunity” for education is preschool and primary school-age children.
 - Limited possibilities for catch up later in life; education has far reaching benefits for the individual and society, including the reduction of hunger.

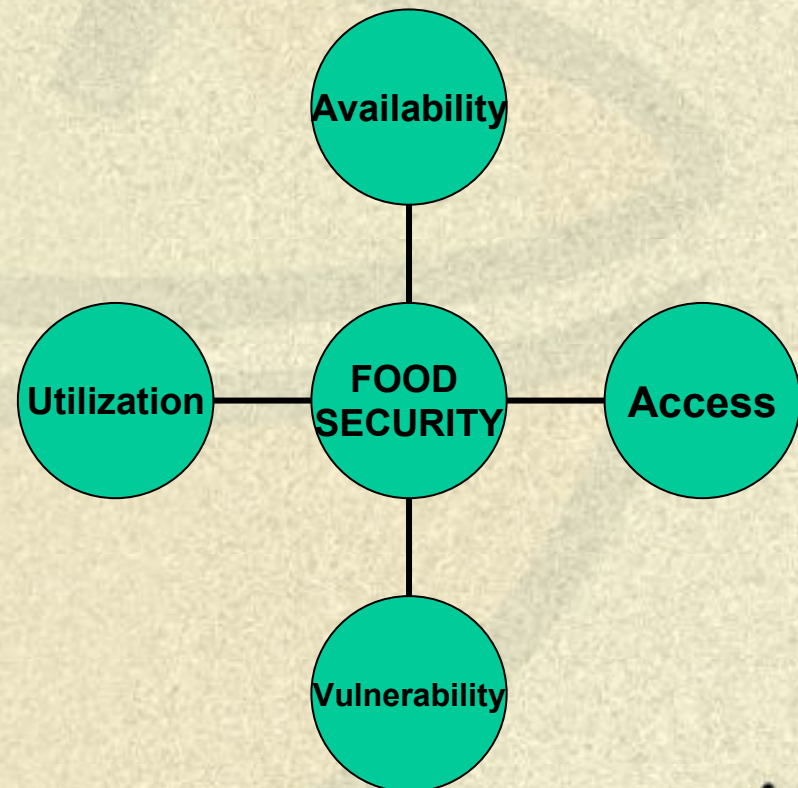
Education and Hunger

Food security: the conditions needed to eliminate hunger

Education improves food security



Food Security improves Education



Education helps food security: Food availability

- Education increases the productivity of farmers and encourages them to take advantage of agricultural extension

BUT:

- At least four years of primary schooling seem to be required
- Education seems particularly useful where farmers are confronted with new technologies
- Education for women is crucial since they produce most of the food

Education helps food security: Access to food

- Education increases individual earnings and productivity, and thus the ability to purchase food.
- Benefits of education seem highest
 - in low- and middle-income countries
 - in primary education
 - for women
- Education is key to building sustainable livelihoods for those without access to gainful employment.

Education helps food security:

Food utilization

- Educated mothers have
 - healthier families
 - reduced child/infant mortality and malnutrition
 - fewer children
- Education is a strong tool to empower women and increase their bargaining power within the family
- Education of mothers particularly helps the education of girls
- Educated parents are more likely to send their children to school

Education helps food security: Vulnerability

- Education is the only “vaccine” against HIV/AIDS; it is particularly important for women and girls since they are the majority of those living with HIV/AIDS
- Relevant educational messages can increase people’s resiliency against natural disasters, by helping them be better prepared and able to deal with natural disasters when they occur
- Education for peace, tolerance and human rights is important for the prevention of conflicts

Conclusion

Quality education for all, particularly for girls and women-- from early childhood through school-age to adulthood-- provided through different channels is necessary and indispensable for the elimination of hunger!

Hunger affects education: During early childhood

Hunger and malnutrition in the womb and during the early years of life increase

- the risk of delayed or non-enrollment in primary school
- repetition and drop-out
- reduced learning achievements
- less chance of progressing to higher education

Hunger affects education: At school-age

Hunger keeps children from entering school and seriously reduces the learning outcomes of those who are in school because

- short-term hunger, micronutrient deficiencies, stunting, compounded by diseases, affect learning
- “too hungry to go to school”
- the need to help feed the family

Hunger affects education: During adulthood

Among the poor, where illiteracy rates are highest, the ability to participate in adult education programs can be affected by

- high opportunity costs (particularly women the key family providers)
- reduced energy levels

Conclusion:

“Education for All cannot be achieved unless the nutritional and health needs of learners are met.”

(World Education Forum, Dakar, 2000)

Key to development: Eliminating hunger and achieving Education for All

“Education and sound nutrition are both central to achievement of practically all the MDGs” (UN Millennium Project)

The social and economic costs of hunger and poor education cannot be tolerated.

Several key-players are needed

- Family and Communities
- Governmental sectors:
 - Health, Education, Agriculture, Social development, Planning, etc
- Public and Private partnerships
- International community
 - FAO, IFAD, WFP, UNICEF, UNDP, International Alliance against Hunger,
 - International NGOs, etc

But also a framework is needed

FRESH

Focusing
Resources on
Effective
School
Hhealth

Education for All Forum

Dakar, Senegal April 2000

Safe School Environment

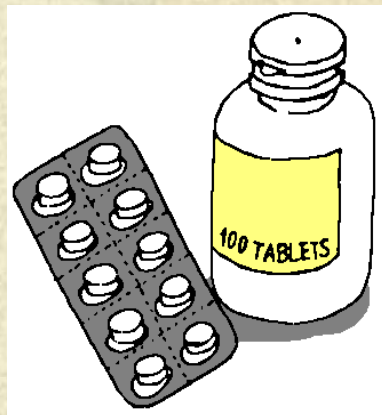


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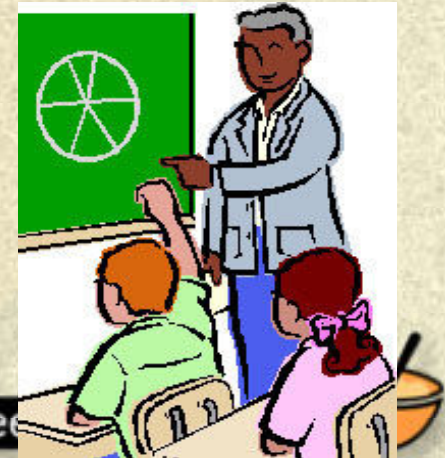
School health and nutrition policy



School based delivery of health services



Skills based health education



School Health and Nutrition Policy

- Health policies in schools contribute to and are reinforced by a health supportive environment, skills-based health education and the provision of some health services
- In low income countries a Safe School Environment Policy needs to take account of gender issues and psychosocial support
- HIV and AIDS Workplace Policy

School Based Delivery of Health Services

- Deworming
- Micronutrient supplementation
- Service Providers: Teachers

Skills Based Education

- Skills based health education is an important means of improving the health and nutrition of the school-aged child
- The focus is on the development of *Knowledge, Attitudes, Values, and Skills*
- HIV and AIDS make this a growing issue in low income countries

Safe School Environment

- School environment has significant impact on the health of school-age children
- Safe and separate sanitation facilities for girls promotes their increased school attendance

Partnership is a Key Strategy

- Effective partnerships between teachers and health workers
- Effective community partnerships
- Fully engaged students

LA-RAE: Latino America - Red de Alimentación Escolar

An opportunity to develop partnerships to strengthen school health and nutrition interventions in LAC

What is LA-RAE?

- An independent - Latin American and Caribbean - organization developed to strengthen school feeding programs
 - A membership-based, self directed organization
- Members are individuals, civil society groups, governments, institutions and private sector partners

Founding partners

- World Food Programme of the United Nations
- JUNAEB, National Network for Support of Students, Government of Chile
- School Nutrition Association –United States of America



Why a school feeding network?

- Connect people beyond national borders
- Respond to challenges and problems in school feeding operations
- Enable members to learn from each other
- Improve opportunities for collaboration



Purpose of the network

To support its members and school feeding through:

- Information sharing
- Technical assistance
- Training
- Advocacy
- Public and Private partnerships



Information sharing

- Share best practices in
 - health
 - education
- Share research and technical information across borders and among programs



Technical assistance

- Assist in development of school feeding programs
- Assist in building partnership
- Maintain a “catalog” of technical experts available to assist countries and programs



Training

- Provide training for all areas of school feeding
- Help members meet industry standards for food storage, preparation, handling, and distribution.



Advocacy

- Raise public awareness
- Raise support for school feeding and educational activities throughout the region
- Assist with policy making



Public/Private Partnerships

- Increase sustainable operations
- Diversify sources of funding
- Involve communities
- Support local and national economy
- Facilitate local production and market opportunities



Current members/associates

1. WFP
 2. SNA
 3. Unilever Health Institute
 4. Tetra Pak
 5. Schwan's
 6. TNT Brazil
 7. Friends of WFP
 8. Hendaya+Ipal
 9. Sta.Cecilia+Raciosil+Mirafiori
 10. Child Nutrition Forum
1. Argentina
 2. Bolivia
 3. Brasil
 4. Chile
 5. Colombia
 6. Mexico

All members should

- View and use LA-RAE as a key resource for technical assistance and knowledge management in the LAC
- Play a key role in identifying and engaging additional major partners, potential donors and other key actors who will support the LA-RAE and its activities through work, funding and other forms of partnership activities

Some areas in which LA-RAE can offer Technical Assistance

1. Models to evaluate current/new programs
2. Alternative procurement models
3. Experiences and case studies for private involvement in program implementation
4. Alternative models for quality control
5. Training programs for managers, supervisors, food preparation personnel.
6. Models for targeting the service
7. Collaboration and best practices

Thanks

There is nothing more important than understanding that the future we wish comes through the window that each child's smile represents.