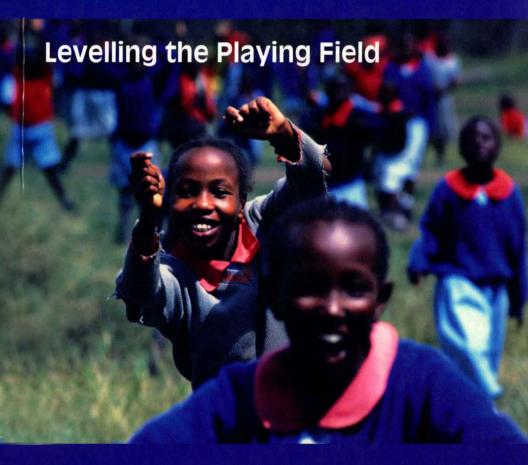
School Health, Nutrition and Education for All



M.C.H. Jukes, L.J. Drake and D.A.P. Bundy



School Health,
Nutrition
and
Education for All
Levelling the Playing Field

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List of abbreviations and acronyms

ACT Artemisinin-based combination therapy
AIDS Acquired Immune Deficiency Syndrome

ARI Acute respiratory infection

ARTIs Acute respiratory tract infections

ARV Antiretroviral

CBO Community-Based Organisation
CEE Central and Eastern Europe

CIS Commonwealth of Independent States

CRS Congenital rubella syndrome DALYs Disability adjusted life years

DFID United Kingdom's Department for International Development

DQ Development quotient ECD Early Child Development

EFA Education for All

FBO Faith-Based Organisation

FRESH Focusing Resources on Effective School Health

GER Gross enrolment ratio

HIV Human Immunodeficiency Virus

IDA Iron deficiency anaemia IDD Iodine deficiency disorders

IEC Information education and communication
IMCI Integrated Management of Childhood Illness
INGO International Non-Governmental Organisation

IPT Intermittent preventive treatment

IQ Intelligence quotient LBW Low birth weight

LRTIs Lower respiratory tract infections
MDGs Millennium Development Goals

MoH Ministry of Health

MTCT Mother-to-child transmission NGO Non-Governmental Organisation OECD Organisation for Economic Co-operation and Development

OME Otitis media with effusion

OR Odds ratio

PCD Partnership for Child Development

PPC Partners for Parasite Control

PROGRESA Programa de Educación, Salud y Alimentación (Mexico)

PTA Parent Teacher Association

SD Standard deviation

SEECALINE II Surveillance et Education des Ecoles et des Communautés en

matière d'Alimentation et de Nutrition Elargie, Phase II

SGA Small for gestational age STIs Sexually transmitted infections

UN United Nations

UNAIDS Joint United Nations Programme on HIV&AIDS
UNESCO United Nations Educational Scientific and Cultural

Organisation

UNICEF United Nations Children's Fund

UTIs Urinary tract infections WFP World Food Programme

WHA World Health Assembly of WHO WHO World Health Organisation

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About the book

"A major step forward in building the argument for school health and nutrition and Education for All."

Francisco Espejo, Chief School Feeding Service, World Food Programme

"Persuasively argues that moderate investment in school health and nutrition programmes now will reap great dividends for hundreds of millions of children, for their education and for their future after school."

David Bloom, Clarence James Gamble Professor of Economics and Demography, Harvard School of Public Health

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Chapter 1

The compelling case for school health and nutrition

Challenges in achieving Education for All

Providing education to children is not a simple task. For children to benefit from a full course of primary education, many things need to be in place: a school that provides the essential materials required for learning and a motivated and well trained teacher guided by strong school leadership. Children need to learn free from competing distractions in the home. Families need to find other ways and means to carry out responsibilities traditionally falling to children and they need to provide money for uniforms, school equipment and in some cases school fees too. Children need to be supported by caregivers who understand the process of education and encourage children in their efforts. Girls in particular need to be given every opportunity to do well and the support to take these opportunities. Children themselves need to be motivated to succeed; they need to see the rewards for their efforts in the availability of secondary school places and in jobs and livelihoods that reward the investment in their education. All these things need to be in place for children to develop essential skills from a full course of primary education, and not just for 1 day or 2 days or a week, but for every day of every school term for 6, 7 or 8 years. Considering the complexity and scale of the task involved, it is perhaps not surprising that global and national efforts, supported by years of development assistance have yet to fulfil the promise of Education for All (EFA).

Education for All is a global movement committed to achieving six goals agreed in the 2000 Dakar Framework for Action. This book looks at how improving children's health and nutrition is essential for reaching these goals. In particular it is concerned with the ultimate goals of promoting access and

Box 1.1. The Dakar Education for All Goals and the UN Millennium Development Goals

The Dakar Education for All Goals

The goals establish a framework for action that is designed to enable all individuals to realise their right to learn and to fulfil their responsibility to contribute to the development of their society.

- (i) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- (ii) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- (iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- (iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- (v) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- (vi) improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The UN Millennium Development Goals

Of the eight Millennium Development Goals approved by world leaders at the United Nations Millennium Summit in 2000, Goals 2 and 3 focus on education explicitly while education is an essential part of achieving Goal 1.

Goal 1: Eradicate extreme poverty and hunger

- Reduce by half the proportion of people living on less than a dollar a day
- Reduce by half the proportion of people who suffer from hunger

Goal 2: Achieve universal primary education

Ensure that all boys and girls complete a full course of primary education

Goal 3: Promote gender equality and empower women

 Eliminate gender disparity in primary and secondary education, preferably by 2005, and at all levels by 2015

Source: UNESCO (2000)¹, United Nations (2001)².