Nation Religion King



Ministry of Education, Youth and Sport

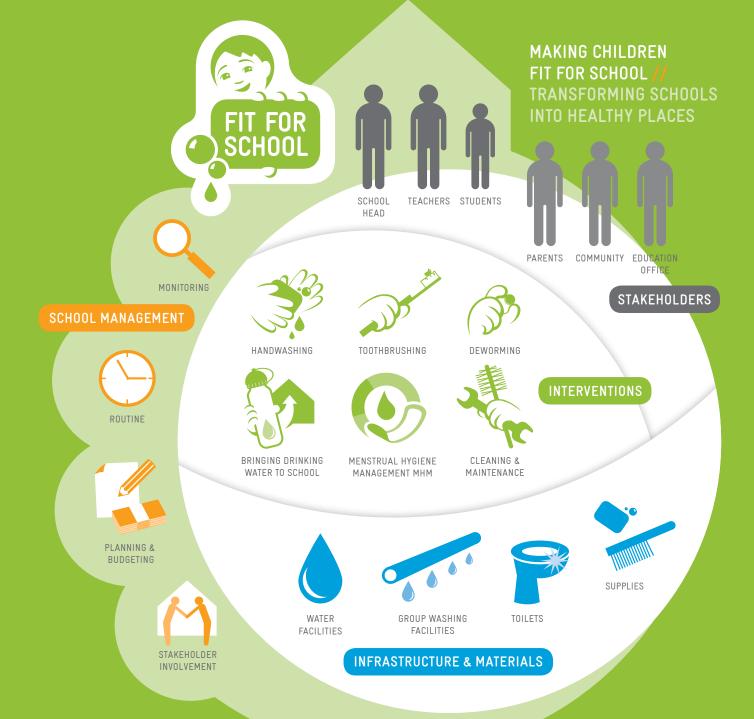


Cambodia, Kampot Province

Scale-up Success Factors

Managing WASH in Schools on Provincial and District Levels





Bringing School Health Programs to Scale

The main challenge today is how to implement existing school health program approaches and experiences effectively on a large scale. This remains a key issue in the field of school health and WASH in Schools (WinS), especially in countries where resources are limited compared to existing challenges in this field. Often good practices can be established, but they remain limited in terms of impact if they cannot be sustained and implemented on scale by existing government structures. This is why scale-up is high on the agenda for Ministries of Education. The aim is to strengthen capacities for the implementation of simple, scalable and sustainable WASH in Schools programs that are integrated in existing government systems.



The Fit for School program...

- → improves access to handwashing facilities, water and soap.
- > stimulates healthy hygiene practices, such as individual handwashing with soap at critical times.
- > supports the development of the national deworming program.
- → prevents the development of new dental caries lesions.

For the study 10 Fit for School model schools and 10 control schools were assessed and 624 grade 1 students aged six to seven years old at baseline from these schools randomly selected for checking health indicators, with a 77 % follow-up rate after two years.

The Regional Fit for School Program

Recognizing that there is a need to address hygienedeficiency related diseases like intestinal worm infections, diarrhea and tooth decay among schoolage children in Southeast Asia, the Fit for School approach was developed in the Philippines by the Department of Education with the support of the German Development Cooperation.

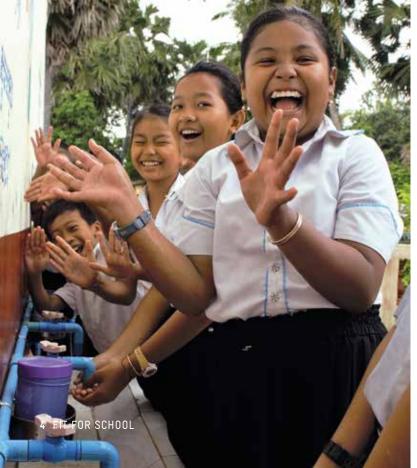
The FIT approach follows four key principles:

simple scalable sustainable system-oriented

It aims to transform public primary schools into supportive learning environments where children can develop and practice healthy habits, learn and thrive. The program promotes a stepwise approach for schools to improve according to their resources,

circumstances and capabilities. Besides the improvement of the school environment, daily hygiene practices such as toothbrushing with fluoride toothpaste, handwashing with soap and biannual deworming are institutionalized in schools. These interventions are simple, cost-effective, evidence-based, and can be scaled-up even in settings with limited resources.

The Royal Kingdom of Cambodia started to implement the Fit for School program in 2011. With support from GIZ and SEAMEO INNOTECH, the Ministry of Education, Youth and Sports (MoEYS) implemented the program in ten public primary model schools in different geographical locations, including the capital city of Phnom Penh, as well as in the provinces of Kampot, Takeo, Kampong Thom, and Kampong Chhang in two schools per province. In 2014, the MoEYS decided to focus its scale-up strategy on Kampot Province first and establish a working model for the rest of the country subsequently. As of October 2017, Kampot Province has scaled-up the full Fit for School program activities to 70 primary schools (23 % of all 306 primary schools) in less than two years.







Studying the Key Success Factors of Scaling Up WinS in Kampot

In order to deepen the understanding of how the MoEYS has been able to scale-up the Fit for School program, SEAMEO INNOTECH and GIZ conducted a study looking into success factors that enabled this scale-up. During the course of the study, facilitating factors that enabled Kampot Province to scale-up Fit for School were identified. Six aspects were highlighted as decisive factors to successfully manage WASH in Schools on provincial and district levels, in order to reach a large number of schools and to ensure quality of implementation of hygiene activities.

Key Success Factors / WASH in Schools

Integration of WinS in Existing Processes of the Ministry of Education, Youth and Sport

Establish Indicators for Success to Measure Scale-Up against Targets

- Leadership: Commitment can Drive Scale-Up
- Building Capacities of DOEs, Clusters, School Director, School Health Committee of School and School Support Committee
- Strong Advocacy on Multiple Levels to Support WASH in Schools
- Active School Based Management for Stakeholder Involvement







In 2011, the Fit for School program selected 10 model schools in five provinces of Cambodia. Two of these model schools are located in Kampot Province. In 2014, MoEYS decided to focus on Kampot province for scale-up of Fit for School. Kampot is located in the south-east of Cambodia, bordering on Vietnam, with a long coastline along the Gulf of Thailand. The province consists of 8 districts, including the capital district Krong Kampot. About 650,000 people live on a land area of 4,873 km². In Kampot, there are currently a total of 306 primary schools, with a total number of 82,000 students, taught by about 2,900 teachers. 91 percent of students complete their primary education in Kampot.

Key Success Factor

Integration of WinS in Existing Processes of the Ministry of Education, Youth and Sport

The Kampot Provincial Office of Education, Youth and Sport (POE) was able to successfully improve WASH in Schools in the various districts in a relatively short time by integrating the topic into existing processes and structures within the Ministry of Education. The PoE encouraged district officials to put more focus on WASH topics during their technical visits. For example, the Child Friendly School monitoring checklist that is used for regular school monitoring visits already includes WinS under category 3 on health, sanitation and child protection. The district officials and the District Training and Monitoring Teams that function as a support structure for the implementation of the Child Friendly School Policy made use of the checklist to raise awareness

for the topic of WinS among school principals during their visits. In addition, those schools that had started to implement WASH activities were able to make use of the school cluster system to share implementation experiences, in order to address challenges that they might face, or seek advice for improving even further.

Integrating a stronger focus on WASH into the existing Ministry of Education structures has several advantages:

- → The topic of WASH is already part of the agenda, when schools start discussing their problems.
- → Consciously including the topic on the agenda in regular meetings keeps it continuously relevant, so recurring questions (such as consumables or keeping up regular routines) can be addressed at different points in time and the advice of supervisors or peers can be sought to find solutions.
- → Integration into regular meetings keeps the cost low.

In the case of Kampot province, the structure of School Health Committees (SHC), which exists in every province, from provincial through district to school level, helped to raise awareness for the topic of WASH. The SHC structure can be utilized to inform colleagues about WASH benefits, activities and strategies, and to mobilize them to include the topic into their field of work by paying attention more closely and through sharing of positive examples.



Ms. Chum Phirun, Director of SHC in Krong Kampot: "There is a School Health Committee established in each school and they are chaired by the school principals to work on the promotion of health education. Each school has a schedule for handwashing, for toothbrushing, and allocation of classes at all levels. The school clusters get direction from the District Office, and their role is to promote awareness on the tasks put forth by the District Office. The cluster also helps poor performing schools to improve. Every cluster meeting on the fourth Thursday of every month serves to support those schools that have limited capacity. And now daily group handwashing and toothbrushing are being encouraged during those meetings."

Recommendations on How to Integrate WinS Ministry of Education, Youth and Sport (MoEYS) School Health Department Provincial Office of Education, Youth and Sport (PoE) district governors Deputy training colleges Commitee / Director Members of different Departments District Office of Education, Youth and Sport (DoE) Deputy School Health Director Committee / Members School Cluster share experiences

- → Institutionalize WinS in Education Sector Plans and Annual Operational Plans
- > Earmarking of funds for WinS in national budget
- → Include WinS in Annual Operational and Budget Plans
- → Include WinS as regular topic in School Health Committee Meetings
- → Include WinS in meetings with DOE directors
- → Include WinS in meetings with provincial and
- → Raise awareness for WinS in pre-service teacher
- → Advocate for support with other stakeholders, for example by attending the SC-WASH meetings organized by the Provincial Department of Rural Development
- → Pay attention to WinS during regular monitoring and supervision visits to schools
- → Raise awareness for WinS in District Training and Monitoring Teams (DTMT)
- > Raise awareness in monthly meetings with and reports to district governors
- → Include WinS in SHC meetings
- → Include WinS as topic in regular meetings with cluster heads (and principals)

Principals & Cluster Head

School Health Commitee / Members: Teachers, Students, Community

- → Use SHC Meeting to emphasize importance of WinS to teachers and the school community
- → Discuss WinS in school cluster meetings and
- → Advocate for support for WinS through discussing it in the monthly meetings with the Chief of Commune and the Commune Council

Key Success Factor

Establish Indicators for Success to Measure Scale-up against Targets

Setting up indicators to measure success of scaling up was a bottom-up process, with the provincial level being in the best position to determine with the district level which goals are realistically achievable in the framework of national targets. A successful strategy for the Provincial Office of Education, Youth and Sport of Kampot was to encourage all the District Offices of Education to set realistic numerical targets for scaling up WASH in Schools in their context. Districts were free to select just one school or to aim for scaling up to ten or more schools per year. What made a difference is that this procedure established a sense of commitment, like keeping a promise made, and exceeding the target could become a source of pride.

The Provincial Office of Education, Youth and Sport was also successful in making DOEs and schools feel like being part of a bigger movement, by linking the targets for each district to the larger national strategy of reaching 100 percent WASH coverage for Cambodia, as laid out in the National Strategy for Rural Water Supply, Sanitation and Hygiene 2011–2025.

To systematically improve WASH in a province or district, target setting is important from a management perspective, because these targets represent concrete indicators. Any number, no matter if low or high, represents the aim of that district or province. If a district plans to scale up WASH to 8 additional schools, district officials have an incentive to instruct 8 school principals, to regularly follow up with these schools, which raises the awareness of the school principal and the staff for the importance of WASH. The district management can track the progress accordingly. If, after a certain period, they realize that only 2 schools are implementing hygiene activities successfully, they know that they have to intensify efforts or look into the hindering factors. On provincial level, managers can follow up after a certain amount of time (6-12 months) and review if there are at least an additional 8 schools with an improved WASH situation. Success becomes measurable, and even if the numbers are not reached, different management levels are encouraged to analyze the reasons and to find ways to support positive change.

Kao Rith, Deputy Director POE Kampot: "The target from the royal government is 100 percent WASH coverage in 2025. We need to work to achieve the goal that our government sets. It is the target of the national government, but how we achieve that is our own local responsibility. In Kampot, we have started already to systematically improve WASH, and we will achieve the 100 percent by 2025. Many schools, principals, and students understand the importance of working to reach that goal."







Leadership: Commitment Can Drive Scale-up

Structures for effective leadership are highly important, since different levels – and their leaders – need to cooperate closely. In the case of Kampot, the Provincial Office of Education, Youth and Sport has been the key leader in the scale-up process. With the commitment of the Deputy Director of the Provincial Office of Education, the capacities of District Offices of Education and schools have been strengthened to manage and implement WASH in Schools. The Deputy Director's appreciation of the program came from recognizing three issues:

- 1. The link between the program and existing policy of the Ministry of Education
- 2. Priorities of education leaders, such as the Minister and Secretaries of State, who have advocated for handwashing in public events
- 3. Survey results on children's health and WASH conditions in schools

As head of the School Health Committee with a management role in the provincial office, the Deputy Director was able to nominate people with decision-making power on district level as heads of District

School Health Committees. This way, responsibility lies with decision makers at the top management structure – and the existing School Health Committee structure supports their commitment to change WASH for the better.

Leadership on national level – provides an enabling environment through policies that target the improvement of WASH in Schools. The Provincial Office of Education can use this supportive policy environment to strengthen their own leadership and it is up to them to put these policies into practice and make them operational. Decision makers in the Provincial Office can issue directives in line with the Guidelines on Minimum Requirements for WASH in Schools and instruct district officials or cluster heads to include WinS as a regular topic in meetings and encourage them to set clear targets. Strong leadership in the education sector is also an effective way to advocate with decision makers of other provincial or district level offices, such as the governor's office or district councils, thus advocating for funding support. Technical staff, and especially principals and teachers in schools will be more motivated if they observe that their supervisors have real commitment and care about better hygiene and health.



Kao Rith, Deputy Director POE Kampot: "The Deputy Director of Kampot Provincial Office of Education must be responsible for WASH in Schools. If we do not have a clear working structure, work is definitely not going to go any further. I selected the Directors of the Primary and Secondary Education sub-offices as the deputy chairs of our School Health Committee and then I set up this kind of structure also at the district level. I have chosen the Director or Deputy Director of each district office as the one responsible for implementing school health in the district, school clusters, and schools. The Provincial Office can use the supportive environment of national policies related to WinS to strengthen their leadership and it is up to them to use these policies for implementing and carrying out effective and sustainable processes."



Deputy Head of SHC ... SHC Members



Building Capacities of DOEs, Clusters and Schools

The Provincial Office of Education realized that building the capacity of education sector officials on district and cluster level was essential for the scale-up process. This meant that they needed to develop a good understanding of the benefits of improved WASH in schools and how schools would be able to reach this. Most of all, they also needed concrete examples on how to mentor schools to start the journey of improvement. A key learning point for implementing the Fit for School program was that effective capacity building required multiple strategies. These included traditional orientation training sessions, experience based learning through learning exchanges and school visits, and the use of multimedia materials, such as the Fit for School Community manual and School Community orientation video.

Using existing structures can help in building the knowledge and experience of education personnel involved in improving WASH. The School Health Committee on provincial level used their meetings to learn more about daily hygiene activities and they familiarized themselves with the Fit for School manuals to be able to train district staff on their contents. In planning workshops, the District Offices of Education, Youth and Sport were asked to set clear scale-up targets for six and twelve months. On district level, the regular district and School Health Committee meetings were used as a place for sharing materials, short presentations and discussing possible strategies and plans. Ideally, the school clusters function as learning hubs for new developments on WASH. The School Health Department on national level provides trainings on specific topics and gives guidance on how to develop improvement strategies.







Strong Advocacy on Multiple Levels to Support WASH in Schools

There is strong advocacy from Provincial Office of Education, Youth and Sport to local government authorities for schools to implement WinS. The Deputy Director of the Provincial Office stressed the importance of WinS when talking to the Provincial Governor. District governors and members of district and commune councils were invited to well-performing schools to see successful WASH in schools at first hand. Education officials reminded them that funding through the council, for example through support of the Committee for Women and Children, can help schools that don't have enough budget to upgra detheir facilities or pay for supplies such as soap, toothpaste, or cleaning materials.

DoEs advocated intensely at schools to construct group handwashing facilities. Support and advice to the schools were given during district meetings, regular cluster meetings of school principals, and monitoring visits. Many of the schools used their government funds (PB) and/or School Improvement Grant (SIG) to finance group handwashing facilities. Other schools advocated for WinS on their own: they sought the support of community stakeholders, such as parents, wealthy community members or the local temple, and they advocated for support from NGOs that were active in their communities.

Kao Rith, Deputy Director Provincial Office of Education, Youth and Sports, Kampot: "Our duty as the provincial Department of Education, Youth and Sport is to ensure that the letter of recommendation from the Provincial Governor reaches the district, city, commune and village councils, so that they can all work on the same priorities. The commune is very important. They work directly with schools. Many responsibilities have been decentralized to commune councils. Therefore, commune councils are key in implementing the Fit for School program. For example, the Deputy Governor of Kampot said that commune councils should contribute financially to the development of Fit for School program. That happened when he visited a school in Kampot city where he saw excellent WASH examples and all commune councils sent members to participate in the event. In Cambodia, the words of a governor and his political role are very powerful."





Key Success Factor

Active School Based Management for Stakeholder Involvement

Managing funds, implementing national programs, forming partnerships and coordinating with those in the community that have an interest in a well-functioning school are key components of School-Based Management. Implementing Fit for School helps to develop these skills by focusing on a concrete and non-controversial topic. A good way for getting support is by helping school community members learn about group washing facilities and daily routines through school visits, learning exchanges, videos and concrete examples. These steps can be organized by district officials in close cooperation with the heads of school clusters. Provincial education offices can inform district officials about viable strategies for schools to engage communities. Under the guidance of informed district officials, school principals and teachers can take the necessary steps to engage with their school community more effectively.

As a school principal, engaging closely with the School Supporting Committee members that have links to the commune council can help with resource mobilization. Since the head monk from the local pagoda is often also part of the School Supporting Committee, especially when the pagoda is in close proximity to the school, advocating for support from the monks has proven to be a fruitful strategy for many schools. Pagodas might share their water supply, they might donate hygiene supplies that have been given to them, and they might be willing to put up donation boxes for WASH in the school during religious ceremonies and festivities. The parents of the students have of course the most immediate interest in having the school provide good services and a healthy environment for their children. While they might also donate money, materials or supplies, the support of parents in the form of labor for initial construction or cleaning and maintenance activities, especially repairs, is priceless – and a good way to ensure that there is continued support beyond the initial activities.



Mr. Sok Vande, Principal Ang Chav Paya School, Chhuk district: "I went to a meeting organized by the DoE, where they showed the Fit for School video. I became very interested. So I went back and invited the community and the head monk of the local temple and showed all of them the video. We agreed to raise funds during the rice collecting ceremony. The people who came to this ceremony brought rice and we asked for contributions. We were able to raise 900,000 riels. Some of that we offered to the monks and the local temple for their expenses, and then we had 700,000 riel left. With that money, we started to build a group washing facility. I was able to find affordable labor and sometimes, during my lunch break, I joined them for the work. That is why they only charged us 200,000 riels. At one point, we were running out of money. We asked students to raise some money, which brought in 90,000 riels, and parents also donated cement and sand. When I met former students of the school, I also asked them to contribute to make students healthy. Some of them also helped with the construction."



Findings on Successful Fundraisers

Fit for School

28 School Principals from Angkor Chey and Kampot Krong Districts

In February 2016,
the Fit for School program
conducted interviews with
28 school principals from Angkor Chey and
Kampot Krong districts, that had previously
received a WASHALOT, a prefabricated group
washing facility to be installed and enhanced
by the school community, through support from
GIZ and UNICEF. These schools invested additional
money to enhance the group washing facilities,
and mobilized within the school community.
The interviews revealed the
following observations.



Successful schools operate in a supportive environment:

Successful fundraising is also possible in an economically challenged district.

Schools without existing pipe water supply can also successfully raise funds for WASH activities.

Successful schools foster strong bonds with their SSC, and with monks of the local pagoda.

Successful schools foster strong bonds with the District Office of Education.

The mandate of the Commune Council Committee for Women and Children (CCWC) to also provide support to schools is often not known to school principals.

Successful fundraising management:

Creates learning exchange between District Office of Education, Youth and Sport and principals, teachers and parents, especially with the SSC. They use the FIT manuals to show the benefits of group activities.

Involves the SSC. The SSC connects the schools to the village and co-organizes fundraising activities. The main objective and motivation for the SSC is to have a school for their children where they can learn and prepare for life. Good health is a precondition for good education.

Involves monks. They can be co-organizers of fundraising events, direct donors (cash & in kind) and brokers between schools and the village.

Is transparent and accountable to all stakeholders.

Appreciates support from the SSC, monks and others and thinks about merits for donors, like certificates, or their name on the school wall or group washing facility.





The Way Forward

By functioning as trainers for the program and sharing their lessons learnt with provincial and district offices, the national level staff, especially the School Health Department, has been important in broadening the reach through their leadership in championing WASH in Schools. This has been recognized by the Ministry of Economy and Finance as well. The expertise in the School Health Department on WASH in schools has led to increased funding for WASH infrastructure since the school-year 2015/2016, and been reconfirmed for every school-year since then.

The provincial and district offices have been essential in translating national level goals and objectives into concrete actions in individual schools. The Provincial Office of Education, Youth and Sport has a key role in facilitating progress and scale-up by orienting district officials. Regular communication and clear strategic guidance, using the existing meetings and monitoring structures, pushing for strategic planning, advocacy

with local government units, and building capacities of District Officials and School Cluster Heads have been the key ingredients for a successful scale-up.

For the schools, especially those with challenges, it has been the District Offices of Education lending support through the school cluster system that provided concrete inspiration on what a school can achieve and how problems can be addressed – covering diverse topics such as fundraising, construction, and implementation issues.

As seen in the experiences of Kampot, the province is an effective political unit that takes on responsibility for improving WASH by engaging and advocating provincial and district governors for support. By facilitating exchange of experiences, district and commune councils have become increasingly aware of what is necessary and possible.





Consequently, the way forward for Kampot province is clear:

Scale up the program to more schools willing and able to implement the activities, with the aim to ultimately provide all schools schools that are throughout the province with school environments having functioning, clean, and adequate WASH facilities that enable the practice of healthy habits.

Strengthening the implementation quality by ensuring that daily group hygiene activities are sustained, that infrastructures are maintained and operational, and that school principals, teachers and students continue to carry out their respective responsibilities.

Use the national Minimum Requirements guidelines for WinS as a framework to plan for improvements and to monitor progress. The monitoring system for the Minimum Requirements will further support WinS implementation and management on school and subnational level by providing necessary data to see where each school stands and where to focus resources to improve the WinS situation. The aim is to have all school reach at least star level 1 and then gradually move all schools to star level 3 over time.





The findings in this study will also help other provinces of Cambodia to plan their way ahead and take the necessary next steps to achieve better WASH for students in their schools. Within the framework of the Minimum Requirements for WinS as a guideline, the 6 key success factors identified in Kampot province can help Provincial Offices of Education, Youth and Sports to identify gaps in managing WinS and address them strategically.

References

- → WHO/UNICEF Joint Monitoring Program (2017): Scoping Study: Preparing for SDG reporting of WASH in Schools in East Asia and the Pacific
- → Ministry of Rural Development MRD (2011): National Strategy for Rural Water Supply, Sanitation and Hygiene 2011-2025
- → Royal Government of Cambodia (2013): National Strategic Development Plan 2014-2018
- → Duijster et al (2017): Fit for School a school-based water, sanitation and hygiene programme to improve child health: Results from a longitudinal study in Cambodia, Indonesia and Lao PDR, BioMed Central Public Health

Acknowledgements // Imprint

Published by the

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

Registered offices Bonn and Eschborn, Germany

Fit for School 11/F PDCP Bank Centre cor. V.A. Rufino and L.P. Leviste Streets Salcedo Village, Makati City 1227, Philippines www.giz.de www.fitforschool.international

As at

June 2018

Design and layout

Christine Lüdke, malzwei, Berlin, Germany

Photo credits

Mr. Seng Thy, (c) GIZ

GIZ implements programs and projects for sustainable development on behalf of the Federal Ministry for Economic Cooperation and Development (BMZ). The Regional Fit for School Program is realized in the Philippines, Indonesia, Cambodia and Lao PDR in partnership with the Southeast Asian Ministers of Education Organization Regional Centre for Educational Innovation and Technology (SEAMEO INNOTECH).

For more Information on GIZ Fit for School please contact Nicole Siegmund, nicole.siegmund@giz.de

GIZ Fit for School is grateful to the MoEYS School Health Department, the Ministry of Health (MoH), and to the many people who contributed both content and their knowledge and insights to the final publication:

H.E. Kim Sethany, H.E. Put Samith, Dr. Chhaykim Sotheavy, Dr. Yung Kunthearith, Kao Rith, Pring Sarom, Kamsan Chay, Chum Phirun, Sok Vande, Seang Soleak, Seng Thy, Nicole Siegmund, Hiyas Clamor-Torneo, Ralf Panse, Piata Mendova, Alexander Winkscha, Marcel Siewert-Freundel, Thavy Rin, Sreypov Yuth, Synat Net, Sobin Mao, Bopha Khan, Theareach, and all the staff of province and district offices of education, of the featured schools, as well as their principals, teachers, students and their parents.

Disclaimer:

The publication is distributed free of charge and commercial reproduction is prohibited. GIZ encourages the distribution in the school health community; photocopying of the report and part of it for personal and educational purposes is allowed with recognition of the source. Requests for reprint and other inquiries should be directed to GIZ Fit for School, Manila, Philippines.

Additional Resource Materials

Additional relevant documents for implementing WASH in Schools can be found on our website:

→ www.fitforschool.international

Alternatively, please get in touch directly with the School Health Department of MoEYS in Phnom Penh.



The Minimum Requirement Guidelines on Water, Sanitation, and Hygiene in Schools (WinS)

This document provides guidance on the steps and simple activities related to programs on water, sanitation, and hygiene that need to be carried out by schools directly in order to reduce infectious diseases, especially diarrhea and respiratory infection, as well as reducing nutritional problems.



Fit for School - School Community Manual Cambodia

The School Community Manual has been Sport, Department of Health Prevention of Rural Health Care of the Ministry of Rural Development in collaboration with GIZ. This manual is a useful tool for supporting all stakeholders who wish to apply "Fit for School Program" in their schools.



WASHaLOT - Prefabricated Group Washing Facility for Schools

The simple hygiene habits of handwashing with soap and toothbrushing significantly contribute to the health and well-being of children and should be part of their education. While the idea of teaching handwashing and toothbrushing in schools has been around for decades, the actual practice of these activities has been hindered by long queues around the washing station.



Fit for School - Catalogue Group Washing Facilities / Cambodia

This Facility Catalogue presents group washing facilities for different budget levels, designed and constructed by school communities across Cambodia.



Fit for School - WASH in Schools Operation & Maintenance

A short manual to guide schools in cleaning and maintaining their WASH infrastructure to ensure continuous operation.



Fit for School - Toilet Rehabilitation Manual for School Communities

The Toilet Repair Manual was developed as a tool to provide guidance and inspiration to topics such as toilet cleaning to more



Scaling-Up Group Handwashing in Schools

The "Compendium of Group Washing Facilities around the Globe" (UNICEF-BMZ-GIZ) comprises examples from Afghanistan, Cambodia, Fiji, India, Indonesia, Kiribati, Lao PDR, Liberia, Mali, Nigeria, Philippines, facilities reflecting different circumstances, necessities and resources of school

In partnership with:



Implemented by:





