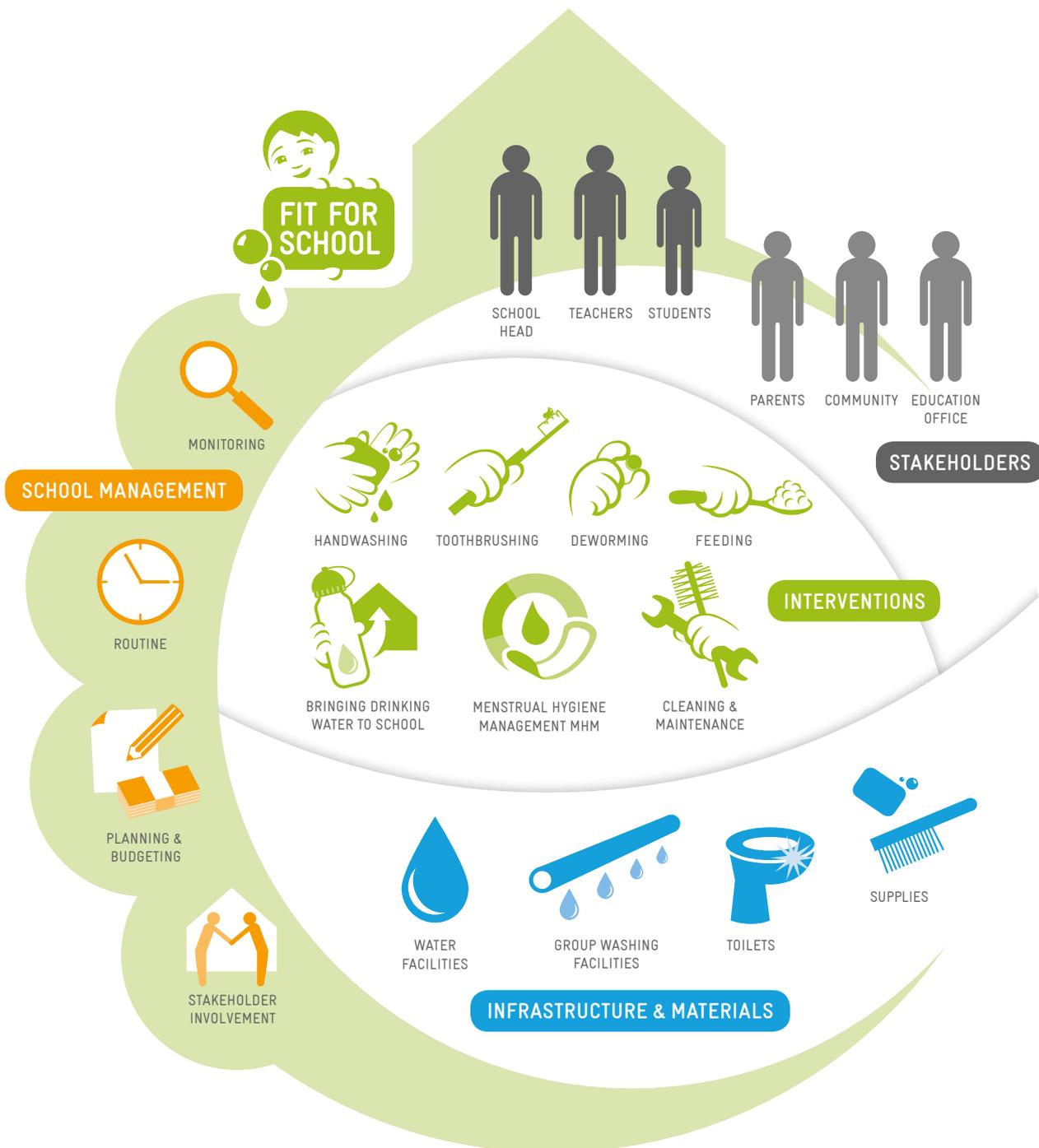




MAKING CHILDREN FIT FOR SCHOOL // TRANSFORMING SCHOOLS INTO HEALTHY PLACES





THE FIT FOR SCHOOL APPROACH

// The F4S approach uses the school setting to support the institutionalization of health-promoting behaviour of children. This includes washing hands with soap, brushing teeth with fluoride toothpaste, daily cleaning of sanitary facilities, etc. The measures in schools include a clear set of rules for routine group activities, simple infrastructural measures such as group washing facilities and accompanying measures such as public cleaning plans.

// The Regional F4S programme combines behavioural approaches in schools with other instruments of international cooperation. This includes policy and organizational consulting for political support, the development of training material, and facilitation of close cooperation with various scaling-up partners. Simple structural measures in schools complement the interaction. A monitoring system enables the accreditation of schools that meet certain standards and thus sets incentive/recognition structures in the education sector.

// The F4S approach is scaled up by national and international partners. For example, the Laotian Ministry of Education and Sport has expanded the approach from 22 model schools to over 1100 schools in five years. Positive effects of the interventions aimed at changing everyday routines have been demonstrated in all countries. For example, a long-term study in the Philippines shows improved children's health and less absence from school in participating schools. In addition, it is expected that the children transfer the behaviour into the domestic context and thus strengthen the effect of the hygiene measures.



EMERGING JMP SERVICE LADDERS FOR MONITORING WASH IN SCHOOLS IN THE SDGS (WHO & UNICEF, 2016)

WASH IN SCHOOLS IN THE SDG MONITORING FRAMEWORK

// WASH in Schools is intersectoral in nature. It has direct links to SDG3 (health), SDG6 (water and sanitation), SDG4 (education) and is indirectly linked to SDG5 (gender equality) and thereby and requests cooperation between different sectors. While the WASH sector is generally responsible for the provision of infrastructure (access to water and sanitation), the management of school sanitation facilities, operation and maintenance as well as implementation of hygiene standards and regular hygiene activities fall within the mandate of the education sector. The educational sector needs technical expertise related to infra-structural aspects of school sanitation. Thus, WASH in Schools requires close cooperation between the WASH sector and the education sector. Strengthening the competencies of the education sector to manage WASH in Schools is crucial for the successful implementation and sustainable success of WASH in Schools' programmes.

// WASH in Schools has specific indicators within the SDGs. In total there is:

- 1 target
- 3 sub-goals – drinking water, sanitation, hygiene
- 7 core indicators
- 23 extended indicators

SDG monitoring is carried out by the JMP and the Ministries of Education. As ministries of Education are requested to include certain core WASH in Schools indicators in the regular annual Education sector monitoring, called Education Management Information System (EMIS). With the inclusion of the indicators in the monitoring rules and regulations, responsibility for WASH in Schools management lies in the education sector.



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- The Regional "Fit for School" Programme implements the "Fit for School" approach in Southeast Asia (Philippines, Cambodia, Laos and Indonesia).
- In addition, the Sector Programme "Sustainable Sanitation" supports the global roll-out of the "Fit for School" approach by offering expertise to bilateral and global programmes (WASH, education, and health) predominantly on the African continent.

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