THE
FIT FOR SCHOOL
M&E FRAMEWORK
DOCUMENTS
THAT MORE THAN
**14.9 MILLION
CHILDREN**
HAVE BEEN DIRECTLY
REACHED BY THE
FIT FOR SCHOOL
PROGRAM

FIT FOR SCHOOL

The Fit for School M&E Framework

THE FIT FOR SCHOOL M&E FRAMEWORK CONSISTS OF THREE CORE COMPONENTS, ALL USING DIFFERENT CONCEPTS AND INDICATORS FOR DIFFERENT PURPOSES:

1 SDG Monitoring

// SDG Monitoring to track progress on WASH in Schools on the national level and to report to global levels

2 Three Star Approach for WASH in Schools

// Three Star Approach for WASH in Schools to support stepwise WASH in Schools service quality improvements and to trigger action for WASH in Schools on multiple levels in the respective program countries

3 GIZ Program Monitoring

// GIZ Program Monitoring to report to BMZ

1 WASH IN SCHOOLS IN THE SDG MONITORING FRAMEWORK

// WASH in Schools (WinS) is intersectoral in nature. It has direct links to SDG 3 (Health), SDG4 (Education), SDG 6 (Water and Sanitation) and is indirectly linked to SDG 5 (Gender Equality). Thereby it requires effective cooperation between different sectors. While the WASH sector is generally providing infrastructure (access to water and sanitation), the management of WinS facilities, their operation and maintenance as well as the achievement of hygiene standards through regular hygiene activities are a core task of the education sector. In most countries national policies have been developed and national standards are broadly aligned with the global SDG WinS service levels.

// Moreover, Ministries of Education around the globe are generally requested to include SDG-related WinS indicators in their existing Education Management Information System (EMIS) so that they are able to gather information and report on the SDG on education:

SDG 4.A.1: Proportion of schools within their respective country which provide students access to basic WinS services, consisting of: **(e)** drinking water at school from an improved water source, **(f)** improved sanitation facilities, which are single-sex and usable (accessible, functional, private), **(g)** handwashing facilities which have soap and water available.

// The regional Fit for School program has made significant contributions to the development of the globally standardised WinS monitoring system in the context of the Agenda 2030. The WinS Core questions and indicators were developed in an elaborate international consultation process where the GIZ regional Fit for School program together with the sector program Sustainable Sanitation was instrumental in defining these SDG WinS indicators by sending experts to participate in the definiton process led by the WHO/UNICEF Joint Monitoring Programme (JMP).

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

6 CLEAN WATER AND SANITATION

5 GENDER EQUALITY

german cooperation
DEUTSCHE ZUSAMMENARBEIT

gíz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

SEAMEO

SEAMEO INNOTECH

SDG MONITORING AND FIT FOR SCHOOL CONTRIBUTION

Country	% of schools reaching SDG indicator			% of schools that meet all 3 WinS SDG indicators[a]	Estimated no. of children attending schools reaching all 3 WinS SDG indicators[b]	Estimated no. of children attending schools using TSA as a guidance to reach SDG indicators[c]
	Water	Sanitation	Hygiene			
Cambodia	nd	39	41	21.5	450,000	900,000
Lao PDR	nd	nd	nd	nd	–	nd
Indonesia	66	34	42	nd	–	nd
Philippines	50	39	46	22.5	3,000,000	14,000,000
India	69	67	50	30.0	17,100,000	56,000,000
Total					20,500,000	70,900,000

Note: 'nd' means no data available. // a) The JMP Baseline report for WASH in Schools (2018) presents the data for the schools that meet the three basic service levels in the SDG indicators with regards to access to water, sanitation and hygiene separately, but no data for schools that meet all SDG indicators. The percentages shown have been calculated from the following data sources: Philippines: EMIS data 2017, Department of Education, Philippines; Cambodia: Minimum Requirement Survey of Ministry of Education within EMIS 2018; and India: Communication between the Administrative Staff College of India (managing WinS M&E for Government of India) and GIZ Fit for School Program. India has visited the Philippines during the International Learning Exchange (ILE) in 2012 and has been inspired by the Fit for School Program specifically the group handwashing and awarding performance. // b) These are rough estimates using average number of school children per school that reached all three SDG indicators. // c) Figures are based on Three Star Approach monitoring in the Philippines and Cambodia while for India, the figures were taken from the Swachh Vidyalaya Puraskar 2017 by MHRD, GOI with Administrative Staff College of India.

2 THREE STAR APPROACH FOR WASH IN SCHOOLS

// In many countries, there is a huge gap between the SDG-defined basic WinS service levels and realities on the ground. The Three Star Approach is a nationally-agreed benchmarking system for WinS providing guidance and incentives for schools to engage in a step-wise improvement process to reach at least basic WinS service levels. The system was developed and published by GIZ and UNICEF in 2013 prior to the SDGs and inspired the definition of the WinS indicators of the SDGs. Since then, the system is being used by many governments, development partners and NGOs around the globe.

// While the SDG targets and indicators are globally agreed on and require "top-level" commitment in a very diverse world, the Three Star Approach takes the opposite approach by looking at realities "bottom-up" and providing guidance on how to start the journey with no or little resources and set country specific benchmarks (stars) and incentives. While the SDGs allow for tracking progress against global standards and comparing countries and regions, the respective star levels of the Three Star Approach are defined nationally according to local priorities, resulting in different benchmarks in different countries so that comparison was never intended and is not possible.

// The SDGs and the Three Star Approach complement each other. While the SDGs provide the global targets, the Three Star Approach provides the step-wise guidance and incentives to get there.

3 GIZ/FIT FOR SCHOOL INTERNAL PROGRAM MONITORING

// One of the core activites of the regional Fit for School program is the aforementioned support for national WinS monitoring in different forms in order to incentivise and guide sustainable WinS service improvements in the respective partner countries (Cambodia, Lao PDR, Indonesia and the Philippines) and beyond.

// The internal program monitoring is measuring the development, scale up and use of national standards for WinS in partner countries and their achievement towards SDG standards. It documents that more than 70,9 Million children in public schools have been reached by the regional Fit for School program and more than 20 million children visit schools which reach WinS basic service level (see table below). A very promising journey has started. Results like these can only be reached with governments in the driver seat.

THE GIZ REGIONAL FIT FOR SCHOOL PROGRAM IS DIRECTLY SUPPORTING: ❯ Ministries of Education in partner countries to establish their country specific Three Star Approach, in order to trigger action on school level and guide schools how to improve their WinS status, support subnational and national level to use the data for planning, targeted support and allocation of resources. ❯ Countries to reach at least the basic WinS Service levels and supports Ministries of Education to gather, analyze and use their monitoring data.

THE GIZ REGIONAL FIT FOR SCHOOL PROGRAM AND THE SECTOR PROGRAM SUSTAINABLE SANITATION ARE SUPPORTING: ❯ the use of the Three Star Approach globally since 2013.