



FIT FOR SCHOOL

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



SCHOOL
HEAD



TEACHERS



STUDENTS



PARENTS



COMMUNITY



EDUCATION
OFFICE

STAKEHOLDERS



MONITORING

SCHOOL MANAGEMENT



ROUTINE



PLANNING &
BUDGETING



STAKEHOLDER
INVOLVEMENT



HANDWASHING



TOOTHBRUSHING



DEWORMING



BRINGING DRINKING
WATER TO SCHOOL



CLEANING &
MAINTENANCE

ACTIVITIES



WATER
FACILITIES



GROUP WASHING
FACILITIES



TOILETS



SUPPLIES

INFRASTRUCTURE & MATERIALS

Introduction

In partnership with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, the Department of Education in the Autonomous Region in Muslim Mindanao (DepEd ARMM) has made water, sanitation and hygiene (WASH) in all schools in the region one of its centerpiece programs. As part of the Basic Education Assistance for Muslim Mindanao (BEAM-ARMM) program, funded by the Australian Department of Foreign Affairs and Trade with additional funding from the German Government, DepEd ARMM has made significant progress on WASH in Schools (WinS).

In the past 6 years, the GIZ-Fit for School Program has been implementing the School Health Component that supports the scaling-up of Essential Health Care Program (EHCP) implementation in the region; makes innovations and construction of low-cost sanitation infrastructure such as toilets and group washing facilities; and helps DepEd-ARMM craft policies for the development of healthier school environments.

Guided by the Fit for School's basic 4S principles (Simple, Scalable, Sustainable, and Systems Thinking), the program has been able to create substantial impact on WinS, especially in far-flung schools that are not reached by health programs before.

As the program comes to a close, it is imperative that relevant experiences gleaned from the program implementation be shared to the public. Documenting the challenges encountered and lessons learned is not only be beneficial to those who are working in the same environment; but also demonstrates the potential that simple, low-cost solutions can have for sustainable implementation on a large scale.

This Knowledge Map is our way of sharing our success stories. It contains the relevant materials published during the course of the program implementation, as well as relevant references and DepEd-ARMM's memoranda that supports WinS in ARMM.

The Knowledge Map is divided into 5 parts: Part 1 contains the materials related to the implementation of Essential Health Care Program (EHCP) in the region; Part 2 presents the publications on Sanitation; Part 3 shows the output of the School Feeding intervention; Part 4 highlights the innovations in WinS Monitoring; and Part 5 provides tools in the area of WASH Governance.

As you browse through the different knowledge products presented, you will find a short description of its highlights. Furthermore, these links are clickable, which will bring you directly to the relevant material.

As the program concludes by the end of June 2017, it is hoped that the knowledge gained throughout the program implementation will be taken into consideration in planning and implementing future WinS initiatives.

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Knowledge Map

Relevant DepEd-ARMM Memoranda:

- Global Handwashing Day Celebration
- Piloting of WASH in Schools (WinS) Monitoring and Accreditation System in Maguindanao
- Guidelines on the use of Nurse's Reporting Template
- DepEd ARMM Information Sheet on Deworming
- Upscaling of Transparency Boards
- WASH in Schools through SBM Summit
- Pilot Testing of Transparency Boards
- Search for Best Essential Health Care Program Implementer 2014
- Regional Policy Statement on School Health and Nutrition Program

Reference Materials:

- Report Most Significant Change Stories ARMM
- HOS Flyer Philippines
- Essential health care package for children - the "Fit for School" program in the Philippines
- A Silent Public Health Crisis (2012)
- The Fit for School health outcome study - a longitudinal survey to assess health impacts of an integrated school health programme in the Philippines (2013)
- Factsheet Fit For School 2016
- Global WASH Policy updates Background Note GIZ
- Raising Even More Clean Hands Web 2012
- GHPC Keeping Children Fit For School
- Essential health care package video
- Field Guide: WASHaLOT Prefabricated Washing Facility for Schools

Sanitation Infrastructure

Toilet Facilities:

- Toilet Repair Manual
- ARMM Toilet Design
- Sanitation Planner ARMM First Edition
- School Sanitation: Community Orientation Guide

Group Washing Facilities:

- Rain Water Diverter System
- Producer's Guide Prefabricated Group Washing Facility
- User's Guide Group Handwashing Facility

WinS Monitoring

- WinS-Monitoring ARMM
- Field Guide: The Three Star Approach to WASH in Schools (UNICEF-GIZ)
- ODK-Orientation / Handouts

Governance

- Transparency Board Orientation
- Do No Harm Quick-check Tool
- Scale-up Study
- School Level Nurses Report Template

Feeding

- Low-cost & Healthy Recipe Book
- School Feeding presentation
- School Feeding Report ARMM
- School Feeding Workshop Report

EHCP

General:

- Manual for Teachers ARMM
- EHCP Orientation presentation
- Learning Center Community Manual
- Student Leadership Poster
- PTA Leaflet

Handwashing:

- Handwashing Poster

Toothbrushing:

- Toothbrushing Poster

Deworming:

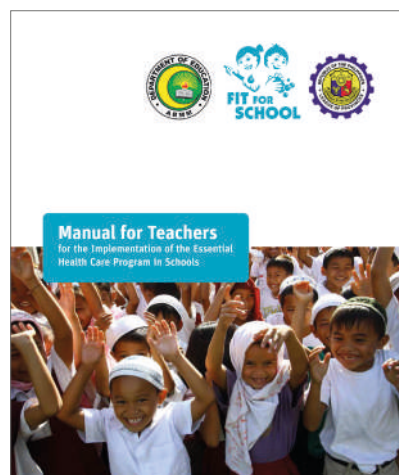
- WHO GHD Statement
- Deworming Poster
- Deworming Advocacy Video

1. Essential Health Care Package (EHCP)

→ General

Manual for Teachers ARMM

The EHCP focuses on three interventions - daily group handwashing with soap, daily group toothbrushing with fluoride toothpaste and biannual deworming. The role of teachers is especially vital to the success of EHCP. Through their commitment to the program, they ensure that these interventions are correctly practiced by their students and become lifelong health habits.



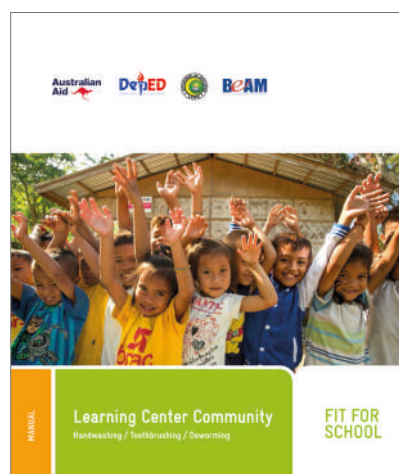
EHCP Orientation presentation

This set of orientation presentations provided a simple overview into the basic components of the EHCP. It is intended as an initial introduction for schools to begin implementation. It is complementary to the Manual for Teachers ARMM.



Learning Center Community Manual

By bringing communities together, BRAC Learning Centers (LCs) provide an ideal environment to expose children to healthy practices. Through the Australian government's BEAM ARMM program, the DepEd's EHCP has been incorporated into BRAC's Alternative Delivery Model (ADM). EHCP is now part of regular Learning Centers' activities that have the potential to significantly improve the health of children in ARMM.



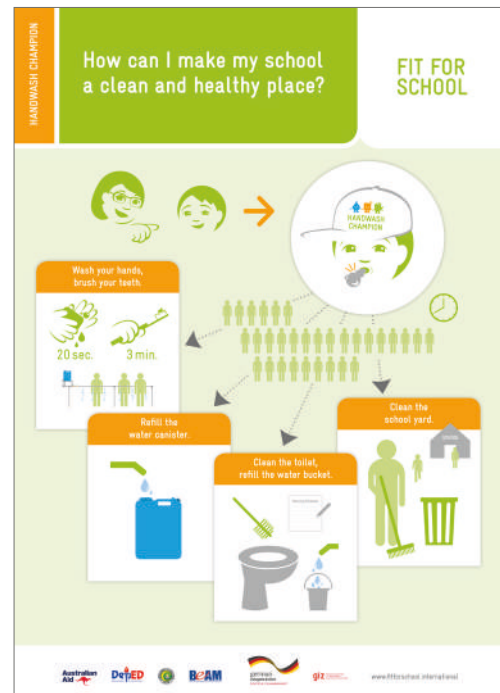
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Student Leadership Poster

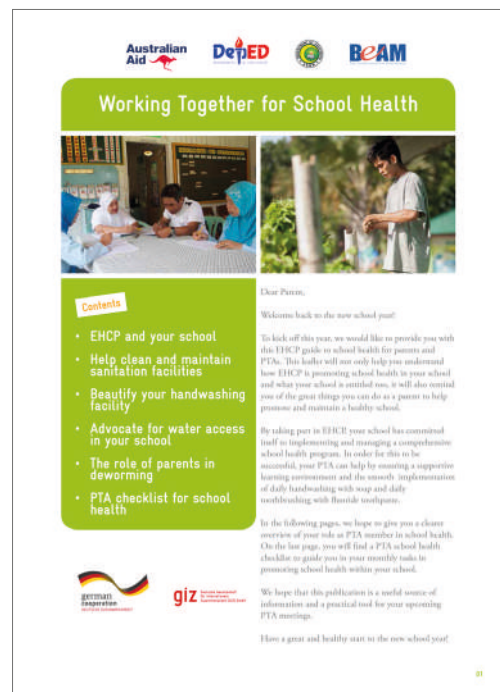
Children are not only the beneficiaries but also the prime actors in school health program. This poster will help describe and show the roles and responsibility of the student leaders. There is a need to strengthen student leadership for effective implementation of EHCP and to affect behavior change among school children.

Student Leaders will motivate and mobilize their classmates, friends and peers to practice good hygiene and sanitation. Specifically, they are managers during daily group activities and advocates for the cleanliness of the comfort rooms and wash facilities; they are models of good hygiene and sanitation; they can help create awareness among school children and younger grades of the importance of good hygiene and sanitation; and participate in establishing linkages between the community and the school.



PTA Leaflet

This leaflet provides information for Parent-Teacher-Associations and reflects on their role in WinS programmes.



→ Handwashing

Handwashing Poster

Handwashing is the most effective way in preventing the spread of microorganisms. This poster illustrates the proper steps in handwashing with soap and water.



→ Toothbrushing

Toothbrushing Poster

Toothbrushing with fluoride toothpaste is the most realistic way to prevent tooth decay. This poster shows the guidelines on daily toothbrushing.



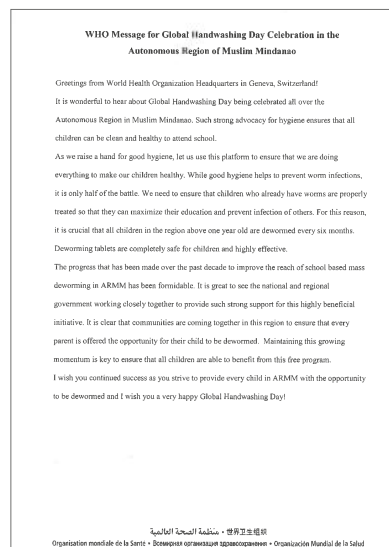
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→ Deworming

WHO GHD Statement

This is a statement of support from the World Health Organization's (WHO) Department of Control of Neglected Tropical Diseases to DepEd – ARMM's Global Handwashing Day Celebration. It emphasizes that aside from good hygiene, deworming plays a vital role in preventing worm infections.



Deworming Posters

Poster to promote deworming in schools by providing information about intestinal worms, how you get them, what symptoms they cause, and how to get rid of them. Available in English and Tagalog version.



Deworming Advocacy Video

Prevalence of intestinal worms causes absenteeism among school children. In this video, key officials of DepEd-ARMM and DOH-ARMM, Regional Darul-Ifta, teachers and parents advocate for biannual deworming in schools.



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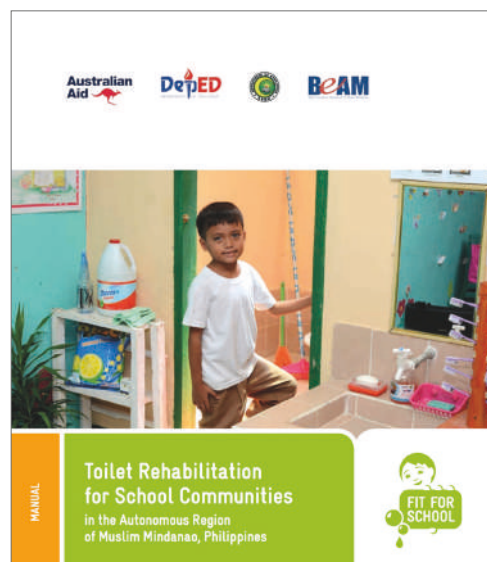


2. Sanitation Infrastructure

→ Toilet Facilities

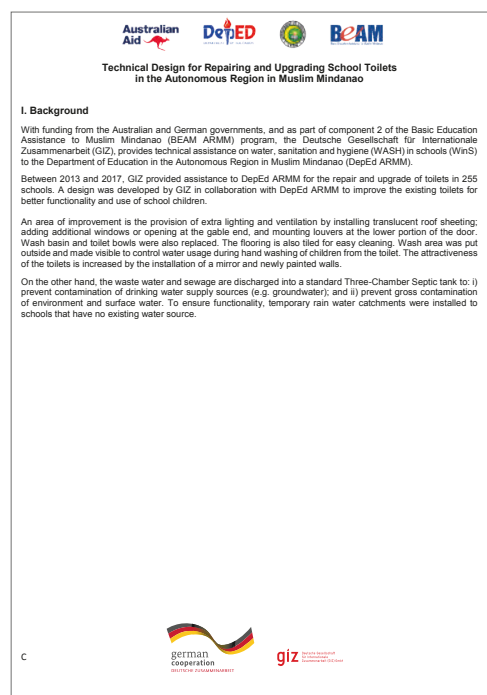
Toilet Repair Manual

Dirty, non-functional or otherwise unusable toilets prevent schools from becoming healthy learning environments. The Toilet Repair Manual was developed as a tool to provide guidance and inspiration to schools to improve their sanitation facilities. Information and ideas are provided on simple topics such as toilet cleaning to more complex aspects like wastewater treatment.



ARMM Toilet Design

The toilet design that was used to repair and upgrade toilets in 255 schools in ARMM.



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Sanitation Planner ARMM 1st edition

This planner is a tool for the school-based management of WASH facilities in order to make the school a healthy place. This planner helps the school to organize daily cleaning activities, clarify roles and responsibilities, and identify basic needed material supplies.

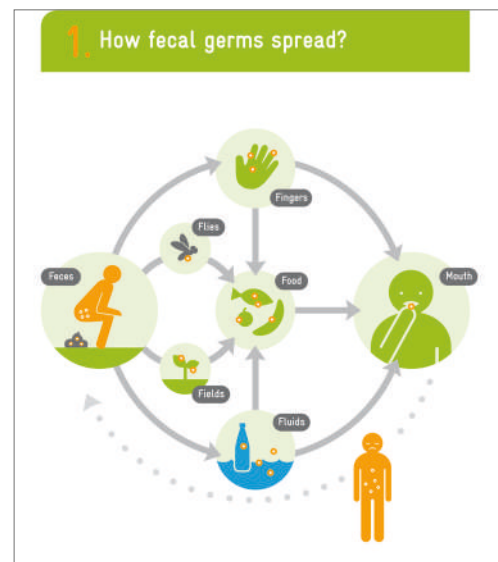


The form is titled "Sanitation Planner" and includes logos for Australian Aid, a circular logo, and BeAM. It contains sections for School Name, Date of Issue, Principal, Hygiene Teacher, and PTA President. Below these is an "Inventory List" table with columns for Girls Toilet, Boys Toilet, Classroom Toilet, Teachers Toilet, Handwashing Facilities, Storage rooms, and Binials for Boys/Girls. At the bottom, a note states: "This planner is a tool for school-based management of WASH facilities. The goal is to make your school a healthy place. This planner helps your school to organize daily cleaning activities, to clarify roles and responsibilities and material supply."

Girls Toilet	Boys Toilet	Classroom Toilet	Teachers Toilet	Handwashing Facilities	Storage rooms	Binials for Boys/Girls

School Sanitation: Community Orientation Guide

This poster shows routes of germs from faeces transferring to future victims such as the school children. This is useful in doing presentation to show the value of EHCP in school communities. This poster also shows different monitoring tools for sanitation facilities in schools. This guides the schools in identifying the major repair to be done. It has also a resource map to address the needs, inventory of resources, budget, and key stakeholders who can assist in the repair to be done.



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→ Group Washing Facilities

Rainwater Diverter Sytem

A Rainwater Diverter/First Flush is a simple device used to direct rainwater collected by guttering before it enters the water storage tank or PVC Drum reservoir for domestic use in household and schools. The device is easy to maintain and durable (without specialist or equipment). This leaflet will assist the local communities in the maintaining, repairing and fabricating rainwater diverter device in order to have a functional and sustainable classroom toilet for school children.

LEAFLET

Rain Water Diverter System

Repair and Fabrication

Design, Materials and Steps to Fabricate Rain Water Diverter System





A Rainwater Diverter/First Flush is a simple device used to direct rainwater collected by guttering before it enters the water storage tank or PVC Drum reservoir for domestic use in household and schools. The device is easy to maintain and durable (without specialist or equipment). This leaflet will assist the local communities in the maintaining, repairing and fabricating rainwater diverter device in order to have a functional and sustainable classroom toilet for school children.



Tools and Materials Needed for Rainwater Diverter System

Item	Particulars	Quantity	Part Number
	PVC Tee Reducer 4x2"Ø Will serve as the main frame of the rainwater diverter system	1 piece	1
	PVC Bushing Reducer 4x2"Ø It will serve as down pipe bushing assembly and will be installed in the upper portion system. It will serve as discharge pipe bushing assembly that will be installed in the lower portion of the system	2 pieces	2a & 2b
	PVC Pipe 2"Ø x 2"Ø will serve as discharge pipe cover Will serve as the cover of discharge pipe and direct rainwater flow to PVC reservoir. This is to prevent rainwater coming from the down pipe to flow directly in the discharge pipe	1 piece	3
	PVC Pipe 2"Ø x 4"Ø (Down pipe & trial pipe to reservoir) Will act as ready pipe where the PE connector will be attach and detach for maintenance of the rainwater diverter system	2 pieces	4a & 4b
	PVC Pipe 2"Ø x 1/2"Ø (discharge pipe) Will serve as the overflow pipe when excess water flows out from the PVC reservoir	1 piece	5
	Polyurethane Pipe 2 1/2"Ø x 4"Ø as pipe connector of the down pipe and trial pipe Will act as the connector of the rainwater diverter system from the down pipe and trial to the PVC reservoir. This is where you detach the rainwater diverter during maintenance and attach it after cleaning the system	1 piece	6a & 6b
	Hose Clamp 3/8" to secure pipe connector Will act as lock or tightener of the PE connector to make the rainwater diverter system stable in supplying water from the roof gutter to the PVC drum reservoir	4 pieces	7a, 7b, 7c & 7d
	PVC Blue Male and Female Adapter 1 1/2"Ø Will serve as the inlet pipe of the PVC drum reservoir. This is where the rainwater diverter will attach using the PE pipe connector	1 piece each	8
	Spline Tap, PVC Solvent, Set of wood screws, common nail #1, Philip Screw Driver, Pliers, Hack Saw Blade		

Producer's Guide Prefabricated Group Washing Facility

A technical guide for entities seeking to mass produce pre-fabricated washing facilities.

PRODUCER'S GUIDE







Prefabricated Group Washing Facility

Design, Production, Packaging and Delivery

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User's Guide Group Handwashing Facility

Assembly instructions and maintenance guide for the Prefabricated Group Washing Facility.

An installation video is also made for school communities to help them install the facility using their own local resources.



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3. WinS Monitoring

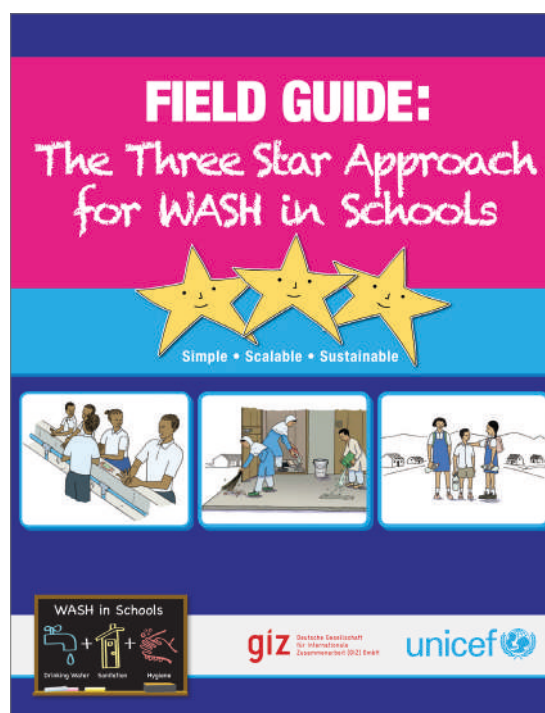
→ WinS Monitoring ARMM

The presentation provides an overview of the WASH in Schools (WinS) monitoring system of the Department of Education of the Autonomous Region of Muslim Mindanao in the Philippines. In order to recognize school-level efforts to achieve national WinS standards, the monitoring data feeds into an accreditation system based on the 3-Star Approach for WinS.



→ Field Guide: The Three Star Approach to WASH in Schools

The Three Star Approach for WASH in Schools is designed to improve the effectiveness of hygiene behaviour change programmes for children and complements UNICEF's broader child-friendly schools initiative and GIZ's 'Fit for School' approach, which promote safe, healthy and protective learning environments.



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→ ODK Orientation/ Handouts

It shows the process on the installation of the Open Data Kit - ODK tool to a Smartphone and how the system works. It is intended for the Regional ICT and M&E personnel. This tool helps the Regional to Division down to school on their monitoring of WASH in Schools. The objective of the tool is to provide a monitoring system using mobile devices and data submission to an online server to make DepEd ARMM effective and efficient on data gathering.



4. Feeding

→ Low-cost & Healthy Recipe Book

The recipe book contains 20 mung bean and rice based lunch recipes and 10 snacks that are easy to prepare and uses locally available resources. The procedure in preparing the recipes, estimated cost and nutritive value are presented simply for easy reference. The recipe book is meant to serve as a guide for schools implementing School based Feeding Program to provide low-cost and nutritious meals that will provide the required energy and nutrient for school children.



→ School Feeding presentation

This summarizes the findings from the Localized School Feeding concept developed by DepEd ARMM with technical assistance from GIZ.

The objective of the school feeding concept is to provide suggestions to enhance existing school feeding procedures to make them more effective and feasible in the ARMM. The school feeding concept was piloted in five selected schools.



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→ School Feeding Report ARMM

This document summarizes the experience and findings of the Localized School Feeding concept developed by DepEd ARMM with technical assistance from GIZ. The localized feeding concept which was piloted in five schools showed that challenges encountered by schools implemented DepEd's School Based Feeding Program could be addressed with simple solutions.

The school feeding concept provides simple solutions to the challenges encountered by schools in implementing DepEd's School based Feeding Program. Schools may use locally available resources, with support from the school community logistical concerns may be addressed and by using locally available and simple ingredients, cost can be minimized while still improving the nutritional status of children.



→ School Feeding Workshop Report

This document contains the activities transpired during the School Feeding Coordination Workshop organized by DepEd ARMM, with technical assistance from GIZ.

The workshop provided a venue for DepEd and other development partners to discuss successes, challenges and lessons learned, share learnings and discuss how to collaborate on strengthening the implementation of school feeding programs.

School Feeding Coordination Workshop December 7, 2016 Basilan Hall, RELC, DepEd ARMM Compound		
Context		
In recent years, the Department of Education in the Autonomous Region in Muslim Mindanao (DepEd ARMM) has worked with various government agencies, non-government organizations, private companies and individuals in the implementation of the School-Based Feeding Program (SBFP) to address the undernutrition of children and improve education outcomes in the region.		
The School Feeding Coordination Workshop organized by DepEd ARMM, with technical assistance from the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), provided a venue for DepEd and other development partners to share learnings and discuss how to collaborate on strengthening the implementation of school feeding programs.		
The participants of the workshop were able to identify the difference in strategies of every organization in the implementation of school feeding. They were also able to highlight the best practices that may be applicable to other schools as well. Participants appreciated the exchange of learnings and are open to discuss further how to best align efforts to strengthen DepEd ARMM's SBFP. DepEd ARMM was also able to identify ways to strengthen the implementation of their program.		
Objectives		
a. Discuss successes, challenges and lessons learned thus far on DepEd ARMM's School Based Feeding program		
b. Share learnings from school feeding interventions from development partners in ARMM		
c. Discuss way forward for DepEd ARMM's school feeding strategy and implementation		
Agenda		
TIME	Sessions	
7:30 – 8:00	Registration	DepEd HNU
8:00 – 8:15	NATIONAL ANTHEM, WELCOME AND INTRODUCTION OF PARTICIPANTS	SITTIE PIERON DU
8:15 – 8:30	WELCOME MESSAGE	Chief, Health and Nutrition Unit- DepEd ARMM
8:30 – 8:45	PROGRAM OBJECTIVES AND EXPECTED OUTPUTS	LAINE VELASCO
8:45 – 9:45	Session 1: Context and overview of DepEd's School-based Feeding Program	SITTIE PIERON DU
9:45 – 10:00	Session 2: "Our Practice" • Instructions	
10:00 – 10:15	Working Break	
10:15 – 11:30	Continues Session 2: "Our Practice"	

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5. Governance

→ Transparency Board Orientation

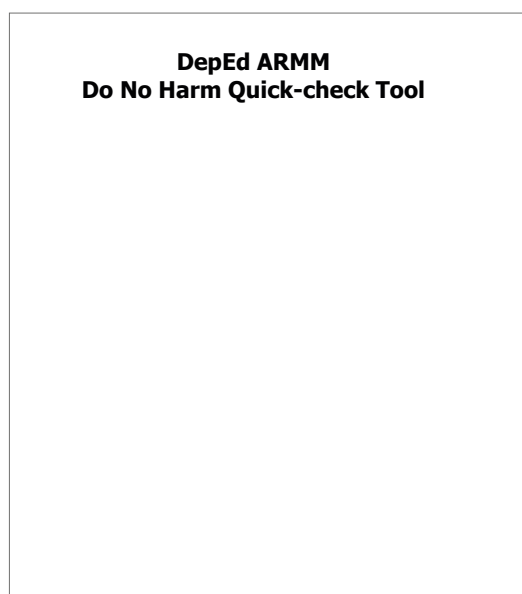
The Transparency Board is a simple tool to promote accountability at school level that informs the school community (parents, students, teachers), and the rest of the community, about the management of school resources, with the purpose of promoting a culture of transparency and accountability.



→ Do No Harm Quick-check Tool

The Quick-check serves as tool to quickly reflect on the most relevant conflict-sensitivity issues regarding any implementation undertaken by DepEd or any of its international or local partners.

It is not a monitoring tool but should trigger discussion, reflection, and adjustment of activities in order to minimize negative impacts.



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→ Scale-up Study

This is a qualitative study that identified the enabling factors, challenges, and innovations made by Maguindanao II Division in scaling up the Essential Health Care Program.



→ School Level Nurses Report Template

Nurses reporting template which will be used by the school nurses of DepEd-ARMM across all divisions, it will serve as reporting tool of the nurses every time they visit the schools. The new role of school nurses should be reflected in their activities at school level. In this context new simple tools are needed to guide nurses on how to implement DepEd ARMM's school health policy. This tool will also show that clear management structures, transparent roles and responsibilities of stakeholders, practical guidance for program implementation, as well as simple, but effective reporting and monitoring systems are required for improved management and sustainable implementation.

Nurse's Reporting Template will demonstrate the important work of nurses in promoting healthier school environment. This reporting template also simplify and standardize the reporting system to the Division Level, and at the same time provide an overview of accomplishments of nurses for a certain period of time.

Annexes

Guidelines for Daily Handwashing



1.

Wet hands with running water.



2.

Apply soap, create lather and rub all surfaces for 20 seconds.



4.

Rub palms together with fingers interlaced.



7.

Rub left palm against the back of the right hand and vice versa.



5.

Rub the backs of fingers against the opposite palm.



8.

Rinse hands with running water.



3.

Rub right hand over left and vice versa.



6.

Grasp thumb and rub with a twisting motion. Repeat for other thumb.



9.

Dry hands in the air.



Do not use a towel! Towels become a source of infection after the first use. Dry hands in the air.



Implemented by

giz



Guidelines for Daily Toothbrushing



1.

Ensure one lock remains on toothpaste dispenser. Pump once to apply drop of toothpaste. Do not wet toothbrush.



4.

Spit the toothpaste out. Do not rinse your mouth.



7.

Rinse your toothbrush with water.



2.

If you are using a tube of toothpaste, squeeze a pea-sized amount onto the toothbrush.



5.

Wipe your mouth with some water using clean hands.



8.

Return your toothbrush to the toothbrush holder.



3.

Brush all teeth, especially your molars, for two minutes.



6.

Feel with your tongue if all teeth are smooth and clean.



WHO GHD Statement

WHO Message for Global Handwashing Day Celebration in the Autonomous Region of Muslim Mindanao

Greetings from World Health Organization Headquarters in Geneva, Switzerland!

It is wonderful to hear about Global Handwashing Day being celebrated all over the Autonomous Region in Muslim Mindanao. Such strong advocacy for hygiene ensures that all children can be clean and healthy to attend school.

As we raise a hand for good hygiene, let us use this platform to ensure that we are doing everything to make our children healthy. While good hygiene helps to prevent worm infections, it is only half of the battle. We need to ensure that children who already have worms are properly treated so that they can maximize their education and prevent infection of others. For this reason, it is crucial that all children in the region above one year old are dewormed every six months.

Deworming tablets are completely safe for children and highly effective.

The progress that has been made over the past decade to improve the reach of school based mass deworming in ARMM has been formidable. It is great to see the national and regional government working closely together to provide such strong support for this highly beneficial initiative. It is clear that communities are coming together in this region to ensure that every parent is offered the opportunity for their child to be dewormed. Maintaining this growing momentum is key to ensure that all children are able to benefit from this free program.

I wish you continued success as you strive to provide every child in ARMM with the opportunity to be dewormed and I wish you a very happy Global Handwashing Day!

منظمة الصحة العالمية • 世界卫生组织

Organisation mondiale de la Santé • Всемирная организация здравоохранения • Organización Mundial de la Salud

ARMM Toilet Design



Technical Design for Repairing and Upgrading School Toilets in the Autonomous Region in Muslim Mindanao

I. Background

With funding from the Australian and German governments, and as part of component 2 of the Basic Education Assistance to Muslim Mindanao (BEAM ARMM) program, the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), provides technical assistance on water, sanitation and hygiene (WASH) in schools (WinS) to the Department of Education in the Autonomous Region in Muslim Mindanao (DepEd ARMM).

Between 2013 and 2017, GIZ provided assistance to DepEd ARMM for the repair and upgrade of toilets in 255 schools. A design was developed by GIZ in collaboration with DepEd ARMM to improve the existing toilets for better functionality and use of school children.

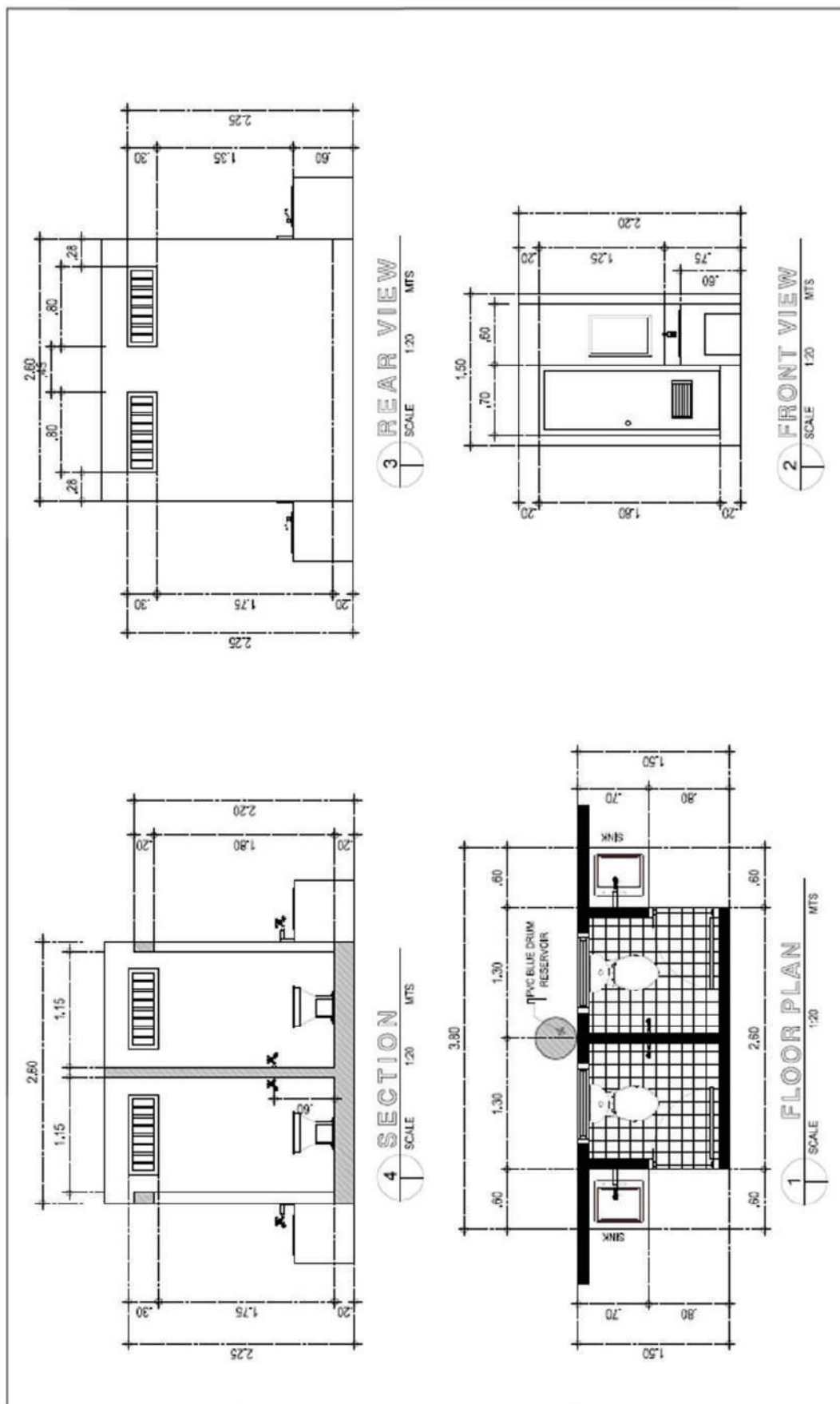
An area of improvement is the provision of extra lighting and ventilation by installing translucent roof sheeting; adding additional windows or opening at the gable end, and mounting louvers at the lower portion of the door. Wash basin and toilet bowls were also replaced. The flooring is also tiled for easy cleaning. Wash area was put outside and made visible to control water usage during hand washing of children from the toilet. The attractiveness of the toilets is increased by the installation of a mirror and newly painted walls.

On the other hand, the waste water and sewage are discharged into a standard Three-Chamber Septic tank to: i) prevent contamination of drinking water supply sources (e.g. groundwater); and ii) prevent gross contamination of environment and surface water. To ensure functionality, temporary rain water catchments were installed to schools that have no existing water source.

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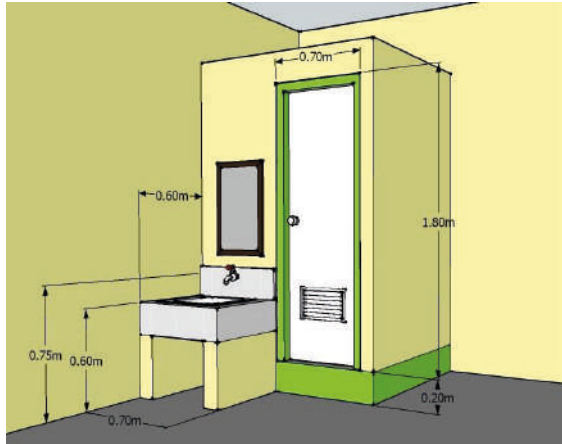
II. Technical Design



III. Technical Description

A. Front View

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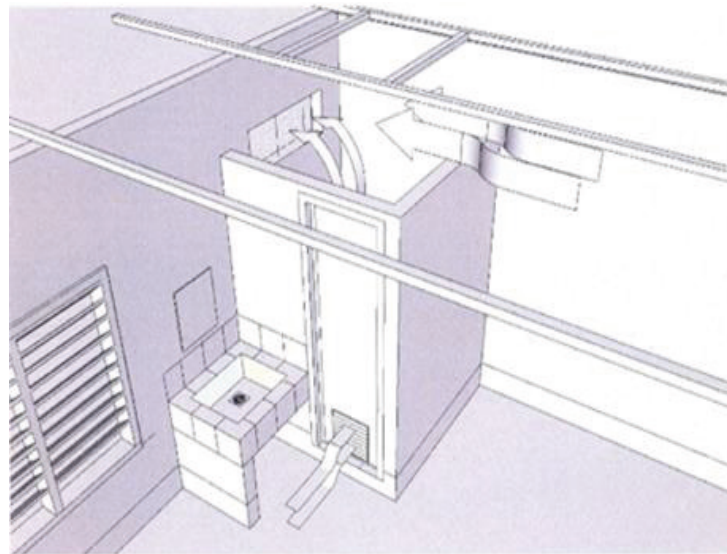


Features:

- Installation of louvers in the lower portion of the door for additional ventilation
- The wash area is visible to control water usage during hand washing of children after toilet use.
- The attractiveness of the toilet is increased by the installation of a mirror and newly painted walls.
- Height of handwashing basins from floor differs in every grade level. It should be ensured it is easily reachable by the children.
- The height of faucet inside the toilet must be 0.6m so that they can refill the GWF bucket.

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B. Top View



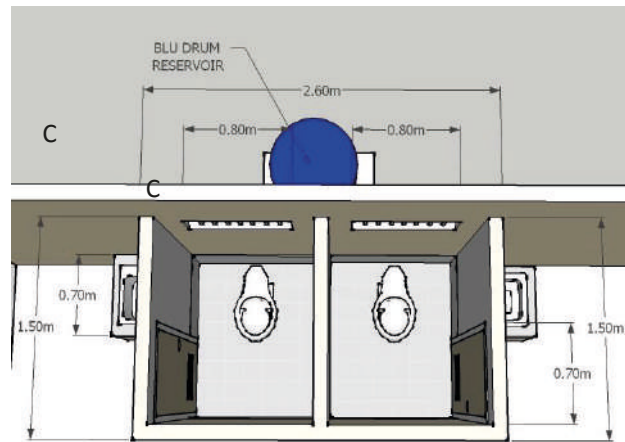
Features:

- To ensure easy cleaning maintenance, wash basin and toilet bowls were replaced and wet areas were tiled.
- The height of the bottom of window grills from the floor inside the toilet was set to 1.75m so that children cannot peep from the outside.
- Translucent roof sheet is installed in every cubicle to provide skylight as lighting system.
- An additional window and/or opening of the gable provides extra light and ventilation.
- Due to proper ventilation, odor will not be smelled inside the classroom, making children less self-conscious and reducing mocking from other children.

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C. Top Back View

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Features:

- To ensure functionality, temporary rain water catchments were installed in schools that have no existing water source.

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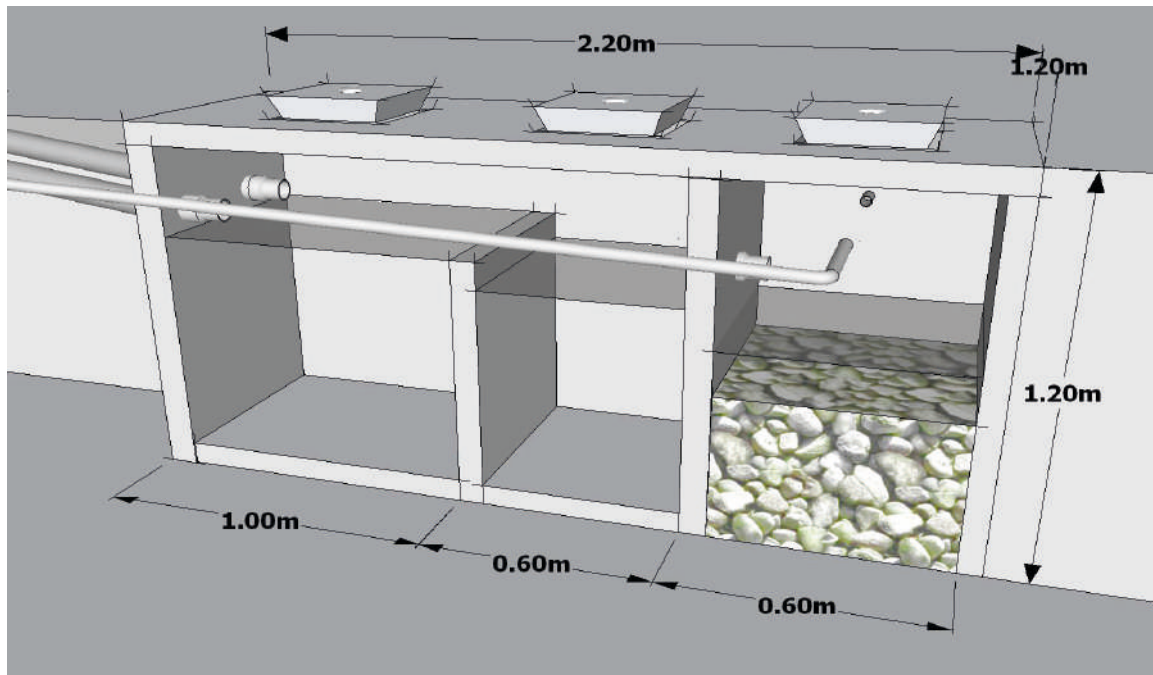
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D. Septic Tank

The waste water and sewage are discharged into a standard three chamber Septic tank to:

- Prevent contamination of drinking water supply sources (e.g. groundwater).
- Prevent gross contamination of environment and surface water

Septic Tank Design



E. Inside Classroom Toilet with Handwashing Facility and Septic Tank

Bill Of Materials

Size: 1.50M x 1.30M per Cubicle

Good for 2 Cubicles (1 Cubicle per Classroom)

C

C

ITEM	QTY	UNIT	DESCRIPTION	UNIT PRICE	AMOUNT
Concrete Works					
1	30	bags	Cement, HOLCIM	275.00	8,250.00
2	1	cu.m	Boulder (Foundation stones)	1,500.00	1,500.00
3	500	pcs	CHB, 4" (600 psi)	13.50	6,750.00
4	2	cu.m	Fine Sand (for plastering)	850.00	1,700.00
5	1	cu.m	Gravel	850.00	850.00
6	4	cu.m	Wash sand (for concrete casting)	750.00	3,000.00
7	30	lengths	RSB, 10mmx6m (Steel bars)	125.00	3,750.00
8	2	kgs	tie wire #16 (for steel bar connection)	63.00	126.00
9	6	pcs	Coco Lumber 15pcs 2 x 2 x 10 (Scaffolding)	43.00	258.00
Carpentry Works					
10	2	sets	Flush door with jamb (marine plywood) 0.60M x 1.8M w/ 0.30MX0.30M Fixed Louver at the Lower Portion	2,100.00	4,200.00
11	2	kgs	CW nails 1"	50.00	100.00
12	1	kg	CW nails 2"	50.00	50.00
13	3	kgs	CW nails 4"	53.00	159.00
14	4	pairs	Door handle, 4"	55.00	220.00
15	2	pairs	Door hinge, stanley 3"x3"	43.00	86.00
16	2	pcs	Hasp 4"	8.00	16.00
17	2	pcs	Lock bolt	9.50	19.00
18	2	pairs	Padlock	145.00	290.00
Roofing Works					
19	2	pcs	2" x 4" x 8' Lauan Lumber S4S	160.00	320.00
20	1	pc	2" x 4" x 10' Lauan Lumber S4S	200.00	200.00
21	6	pcs	2" x 2" x 10' Lauan Lumber S4S	100.00	600.00
22	2	pcs	1" x 10" x 8' Lauan Lumber S4S	233.00	466.00
23	2	sheet	GI corr. Sheet 26 x 8"	260.00	520.00
24	2	sheet	Translucent roof, fiber glass 8 ft	800.00	1,600.00
25	2	length	GI Double G Gutter Ga 24X8"X 8'	400.00	800.00
26	40	pcs	Roofing nails (for trans. Roof)	90.00	3,600.00
27	3	pcs	Marine Plywood 4 x 8 x 5mm	395.00	1,185.00
28	1	L	Vulca Seal	170.00	170.00
Tile Works and Fixtures					
29	3	packs	tile grout, 2kg	65.00	195.00
30	100	pcs	Tiles, glazed 8" x 8"	16.50	1,650.00
31	185	pcs	Tiles, Unglazed 8" x 8"	16.50	3,052.50
32	2	pcs	Toilet bowl, porcelain seat-type	675.00	1,350.00
33	2	pcs	Mirror 3/16"X1"X2"	180.00	360.00

C

Plumbing Works - Septic Tank					
34	2	pcs	PVC 45deg elbow 4"	55.00	110.00
35	2	pcs	PVC 90deg, 4" Elbow	55.00	110.00
36	2	lengths	PVC 4" pipe	400.00	800.00
37	14	pcs	PVC elbow 2"	50.00	700.00
38	1	lengths	PVC orange, 2" (S-900); drain	200.00	200.00
39	2	pcs	PVC P-trap, 2"	50.00	100.00
40	2	pcs	PVC tee 2"	28.00	56.00
41	4	pcs	PVC tee, 4"x4"	50.00	200.00
42	1	pc	PVC wye 4" x 4"	86.00	86.00
43	3	cans	solvent, 100cc	44.00	132.00
Temporary Rain Catchment System					
44	1	pc	200L plastic drum	1,500.00	1,500.00
45	2	pcs	Brass male Ball valve 1/2"	175.00	350.00
46	2	length	GI Pipe 1/2 sch 40	370.00	740.00
47	10	pcs	GI 1/2" elbow ASTM	28.00	280.00
48	4	pcs	GI 1/2" coupling ASTM	21.00	84.00
49	4	pcs	GI 1/2" tee ASTM	38.00	152.00
50	2	pcs	GI 1/2" end cap ASTM	20.00	40.00
51	4	pcs	PVC faucets	50.00	200.00
52	8	roll	Teflon, 3/4	20.00	160.00
53	4	pcs	GI 1/2 union ASTM	90.00	360.00
54	2	pcs	PVC Bushing Reducer 4"X2"Ø	60.00	120.00
55	1	pc	PVC Blue Male Adopter 1 1/2"Ø	90.00	90.00
56	1	pc	PVC Blue Female Adopter 1 1/2"Ø	90.00	90.00
57	1	pc	PVC Blue Male Adopter 1/2"Ø	50.00	50.00
58	1	pc	PVC Blue Female Adopter 1/2"Ø	50.00	50.00
59	6	pcs	Hose Clamp for 2"Φ pipe	20.00	120.00
60	1	meter	PE Pipe 2"Ø SDR 17	50.00	50.00
Painting Works					
61	2	roll	Masking tape, 1"	11.00	22.00
62	1	gal	Concrete neutralizer/equalizer	445.00	445.00
63	5	bottles	Paint thinner	29.00	145.00
64	1	Gal	Paint, Enamel - light green	510.00	510.00
65	1	gal	Paint, Latex - DAVIES primer white	505.00	505.00
66	1	gal	Paint, Roof guard - DAVIES green	605.00	605.00
67	2	gal	Paint, Semi gloss Latex - DAVIES, cream	530.00	1,060.00
68	10	pcs	Sand Paper #100	15.50	155.00
69	10	pcs	Sand Paper#120	13.50	135.00
70	1	qrt	Time Out (Patching Compound)	160.00	160.00
71	1	pc	Paint Brush #2	30.00	30.00
72	2	set	Roller Brush #10 w/ Tray	90.00	180.00
73	2	set	Roller Brush # 4 w/ Tray	60.00	120.00
Cost of Materials for 2 Cubicle Classroom Toilet				TOTAL	58,394.50

Rain Water Diverter System

LEAFLET

Rain Water Diverter System Repair and Fabrication Design, Materials and Steps to Fabricate Rain Water Diverter System



A Rainwater Diverter/First Flush is a simple device used to direct rainwater collected by guttering before it enters the water storage tank or PVC Drum reservoir for domestic use in household and schools. The device is easy to maintain and durable (without specialist or equipment). This leaflet will assist the local communities in the maintaining, repairing and fabricating rainwater diverter device in order to have a functional and sustainable classroom toilet for school children.



Tools and Materials Needed for Rainwater Diverter System

Item	Particulars	Quantity	Part Number
	PVC Tee Reducer 4"X2"Ø Will serve as the main frame of the rainwater diverter system	1 piece	1
	PVC Bushing Reducer 4"X2"Ø 2a will serve as down pipe bushing assembly and will be installed in the upper portion system. 2b will serve as discharge pipe bushing assembly that will be installed in the lower portion of the system.	2 pieces	2a & 2b
	PVC Pipe 2"Ø X 2" cut into half as discharge pipe cover Will serve as the cover of discharge pipe and divert rainwater flow to PVC reservoir. This is to prevent rainwater coming from the down pipe to flow directly to the discharge pipe.	1 piece	3
	PVC Pipe 2"Ø X 4" (Down pipe & Inlet pipe to reservoir) Will act as ready pipe where the PE connector will be attach and detach for maintenance of the rainwater diverter system.	2 pieces	4a & 4b
	PVC Pipe 2"Ø X 12" (discharged pipe) Will serve as the overflow pipe when excess water flows out from the PVC reservoir.	1 piece	5
	Polyurethane Pipe 2 1/2"Ø X 4" as pipe connector of the down pipe and inlet pipe Will act as the connector of the rainwater diverter system from the down pipe and inlet to the PVC reservoir. This is where you detach the rainwater diverter during maintenance and attach it after cleaning the system.	1 piece	6a & 6b
	Hose Clamp 3"Ø to secure pipe connector. Will act as lock or lightener of the PE connector to make the rainwater diverter system stable in supplying water from the roof gutter to the PVC drum reservoir.	4 pieces	7a, 7b, 7c & 7d
	PVC Blue Male and Female Adaptor 1 1/2"Ø Will serve as the inlet pipe of the PVC Drum reservoir. This is where the rainwater diverter will attach using the PE Pipe connector.	1 piece each	8
	Teflon Tape, PVC Solvent, Set of wood screws, common nail #1, Philip Screw Driver, Pliers, Hacksaw Blade		

Steps // Fabricate Rainwater Diverter System

➔ Step 1: Fabrication of Discharge Pipe with cover Bushing Assembly

Remove the stopper of part # 2a.



Insert part # 5 to part # 2a.



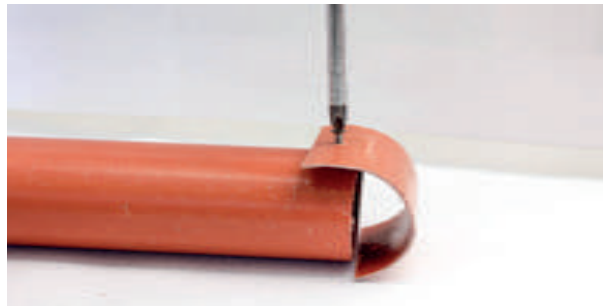
Using a heated common nail # 1 punch a hole in part # 3.



Using the same procedure punch also a hole of part # 5.



Screw part # 3 to part # 5.



Check the position of part # 3 screwed in part # 5 inside part # 1.

Apply solvent to the part # 5 inside of part # 2a.
Note: Do not apply any solvent in the outer portion of the part # 2a.



→ Step 2: Fabrication of Down Pipe Bushing Assembly

Connect part# 4a to part# 2b and apply solvent

Note: Do not apply any solvent in the outer portion of the PVC bushing



→ Step 3: Fabrication of Inlet Pipe Assembly

Remove the original faucet of the bucket and extract the rubber washers found in the faucet.

Replaced the faucet with angle stop valve.



→ Step 4: Connect all the components of the Rain Water Diverter

Punch a hole in the part# 1

Connect the discharge bushing assembly (Step 1) and down pipe bushing assembly (Step 2). Place Teflon to the connection to avoid leakages.



Screw to tighten the connection

Note: Do not put any solvent in this connection to have easy access on maintenance in case the system will be clog.

Install the part# 6a with part # 7a to part # 4b. Tighten the part# 7a.



Install part # 6b with part # 7b to part # 4a. Tighten part # 7b.

Note: Use rubber tubing of motorcycle in cases where there are no PE Pipes available



→ Step 5: Fabricated Rain Diverter System

New rain water diverter ready to replace broken or damaged system in the schools.



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As at
April 2017

Text

Arman Balonkita, Roy Calonzo, Katherine Pizzacalla

Acknowledgement

GIZ Fit for School is grateful to the Department of Education Autonomous Region in Muslim Mindanao Regional WASH Team and to the many people who contributed both content and their knowledge and insights to the final publication.

Disclaimer

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Attach the fabricated rain diverter to the existing PVC Drum reservoir. Align the position of the rain diverter when connecting it to the gutter down pipe and PVC drum inlet to maximize the flow of water into the reservoir.



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Do No Harm Quick-check Tool

DepEd ARMM – Do No Harm – Quick-check Tool

Is **DepEd ARMM** or any of **DepEd's partners** is planning to do a project?

For Example:

- A feeding program for severely wasted learners in all primary schools in Lanao del Sur, *or*
- Distribution of toothpaste to learners in 25 selected schools in Maguindanao, *or*
- Installation of handwashing facilities in 10 primary schools Sulu.

If that is the case, this *Quick-check Tool* will help you to reach a high quality outcome!

What is “Do No Harm”?

Do No Harm (DNH) is an important principle of conflict sensitivity and thus it is relevant and beneficial for the ARMM.

Assistance and projects are not neutral in a conflict-prone area. They can cause harm *OR* they can strengthen peace capacities in the midst of conflicted communities.

Why assess DNH?

A careful analysis of how the planned project interacts with the conflict, and the willingness to adjust the strategy accordingly improves the quality of the implementation.

How to assess DNH?

This Quick-check serves as tool to quickly reflect on the most relevant conflict-sensitivity issues regarding any implementation undertaken by DepEd or any of its international or local partners.

It is *not* a monitoring tool but should trigger discussion, reflection, and adjustment of activities in order to minimize negative impacts.

Get started and follow the 3 steps:

Step 1

Answer the following 12 questions amongst the involved DepEd staff, **before** the project starts.

Each question answered with **NO** shall be discussed **before** the project starts.
→ Discuss how you could adjust your strategy to minimize potential conflict.

Question		Rather YES	Rather NO	Source of information	Comments
1	No potential sources of tension have been identified?				
2	Is the project contributory to local peacebuilding?				
3	Is the projects input on peace greater than it is causing potential tension?				
4	Will the project benefit groups rather than individuals?				
5	Are the criteria for choosing the target groups clear and defined?				
6	Are selection criteria of target beneficiaries transparent and equity-based?				
7	Does the project respond to the most common, urgent and relevant needs, rather than the least articulated ones.				
8	Is the project location strategic, so that the distribution of project inputs does not favor access of one group over the other?				
9	Do the project's (planned) activities not empower one group over the others?				
10	The Project does not take the responsibility from LGUs and other government agencies?				
11	During the monitoring will the target and non-target groups be consulted?				
12	Will the monitoring clearly assess tension developments within the community?				

Notes:

Step 2

Select at least 3 different stakeholders within the community, where the project is planned.

(*for example*: parents, LGU, students, teachers, school nurse ...)

The following questionnaire shall be answered by those stakeholders (*for example* via telephone interview).

Each question answered with **NO** shall be provided with an explanation.

Question		Rather YES	Rather NO	Source of information	Explanation
1	Have the potential sources of tension been identified?				
2	Is the projects input on peace greater than it is causing potential tension?				
3	Are selection criteria of target beneficiaries (individuals and communities) transparent and equity-based?				
4	Is the project location strategic, or the distribution of project inputs and services does not favor access of one group over the other?				
5	Do the project's (planned) activities are not empowering one group over the others?				

Notes:

Step 3

Discuss the potential conflicts and identified concerns of **Step 1** and **Step 2** amongst the involved DepEd staff.

Evaluate their impact.

Modify your strategy in order to reduce potential harm.

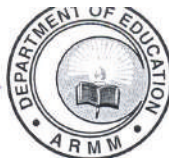
Pilot the intervention, evaluate it and adjust your strategy accordingly.

Notes:

Much Success!

Memorandum: Guidelines on the use of Nurse's Reporting Template

Republic of the Philippines
Department of Education
Autonomous Region in Muslim Mindanao
Cotabato City



جمهورية الفلبين
الحكم الذاتي الاقليمي لمسلمي منداناو
وزارة التربية والتعليم
مدينة كوتاباتو

Office of the Regional Secretary

REGIONAL MEMORANDUM

Number Series 2016

187-2016

TO : SCHOOLS DIVISION SUPERINTENDENTS

ATTENTION : REGIONAL HEALTH AND NUTRITION UNIT
DIVISION NURSES – IN – CHARGE
DISTRICT NURSES/SCHOOL NURSES

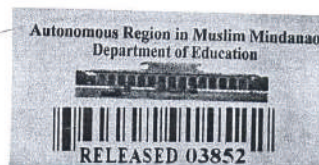
SUBJECT : GUIDELINES ON THE USE OF NURSE'S REPORTING TEMPLATE

1. The School Health and Nutrition Policy is based on and fully aligned with relevant regional, national and international legal and policy contexts to achieve a wide range of health, educational and development targets. The overall goal of the DepEd – ARMM School health and Nutrition Policy is to ensure that all children in the region achieve their full educational, physical, emotional and social development potentials.
2. Considering the above – mentioned direction, the role of the school nurses will shift to: a) become technical advisors rather than program implementers; b) support strengthening of School Head's Ability to improve school health; c) advocate healthy school environments, and; d) liaise between school and wider community by engaging other actors to promote school health.
3. To support the effective and efficient implementation of the DepEd – ARMM School Health and Nutrition Policy, hereby issues the enclosed **Guidelines on the Use of the Nurses' Reporting Template**.
4. All Nurses are required to complete this template every school visit.
5. All Schools Division Superintendents, Division Nurses – In – Charge, District/School Nurses are encouraged to support this endeavor.
6. For more information, all concerned may contact **Ms. Sittie Pieron A. Du**, Chief, Health and Nutrition Unit, Department of Education – ARMM at mobile number 0906-417-8876, or email thru hnu_depedarmm@yahoo.com.
7. For immediate dissemination and compliance.

DR. JOHN A. MAGNO
Regional Secretary



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"Matuwid na Pamamahala Tungo sa ARMM na Masagana't Mapayapa"



Office of the Regional Secretary

(Enclosure to DepEd – ARMM Memo No. ____ s. 2016)

GUIDELINES ON THE USE OF NURSE'S REPORTING TEMPLATE

A. School Health and Nutrition Background

Education and health of the school children go hand in hand and are inseparably linked; both are the foundation for a holistic child development and a productive life. Ensuring that children are healthy and are able to learn is an important prerequisite for an effective education system. Good health and nutrition are not only essential inputs but also important outcomes of quality basic education. Only healthy and well – nourished children can participate in education and achieve maximum benefits. Improving health and nutrition therefore enhances learning and educational outcomes and increases enrolment and retention. In return, quality education, including health education with a focus on developing life skills, can lead to better health and nutrition outcomes for learners and, especially through the education of girls, for the next generation. To support the regional vision of 'multi-literacy', the DepEd – ARMM crafted and issued the Regional Order No. 4572, series 2014 otherwise known as "Regional Policy Statement on School Health and Nutrition Program".

B. Basic Principles of DepEd – ARMM School Health and Nutrition Policy

The DepEd – ARMM School health and Nutrition Policy is an integral part of the leadership of the School Head as well as the accountabilities of the school community. Furthermore, this policy primarily focuses on prevention rather than treatment as it gives emphasis on creating and maintaining healthy school environments rather than treating sick children. As such, programs and policies are formulated to promote skills – based and impact – driven behavior and lifestyle change.

C. The Role of School Nurses

To realize the new policy framework, it is imperative to sharpen the school health and nutrition responsibilities of doctors, dentists, nurses and other health professionals in the areas of facilitation, specialized technical work and assistance, and liaison across the education bureaucracy and with other health entities in the community. Considering this new direction, the nurse's role shifts to: a) act as technical advisor rather than program implementer; b) support strengthening of School Head's Ability to improve school health; c) advocate healthy school environments, and; d) liaise between school and wider community by engaging other actors to promote school health.

D. Nurse's Templates

Without practical changes to daily activities, the implementation of DepEd – ARMM's School Health and Nutrition Policy would not be possible. Referred to as Nurse's Reporting Templates, this will demonstrate the important work of nurses in promoting healthier school environment. The tasks of nurses are also simplified to make them realistic and on-point, hence maximizing the use of limited time and resources by focusing prevention rather than treatment of illnesses. Furthermore, the templates will simplify and standardize the reporting system to the Division Level, at the same time provide an overview of accomplishments of nurses for a certain period of time.

There are two (2) key tools which will be used by the nurses: a) **Activity List** outlines the main activity areas which a school nurse should focus her efforts on in the next school year. The key activity areas are emphasized to make the tasks of school nurses feasible and realistic given the

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Office of the Regional Secretary

limited time and resources. It also provides suggestion on the frequency of each activity and can serve as a useful tool in plotting monthly and/or annual activities; b) **Reporting Template** is used by the school nurse each time a school is visited. It provides a checklist of what should be done in school, as well as an opportunity for the nurse and the school head to discuss and agree on the next steps. A copy of the duly accomplished reporting template is submitted to the division office.

E. Use of Templates and Reporting System

1. Use of Templates

The School Nurse/District Nurse follows the following steps in using the templates:

- The School Nurse fill out the Reporting Template every school visit
- The nurse accomplishes the each template in triplicate (3 copies)
- At the end of the visit, the nurse reviews feedback with the school head and both agree on the next steps
- The nurse and school head sign the checklist which they have agreed on
- One copy of the signed checklist is given to the school head and the second copy kept by the nurse for reference of what was agreed upon

2. Reporting to the Division Health and Nutrition Section

- The School/District Nurse compiles the 3rd copy of the template.
- The compiled copy of forms will be submitted to the Division Nurse – in – Charge as part of the regular quarterly report
- The Division Nurse – in – Charge reviews the forms and provides suggestions and feedback as necessary

3. Reporting to the Regional Health and Nutrition Unit

- At the Division Level, the Nurse – In – Charge consolidates all feedback results provided by the school/district nurses
- The Nurse - in – Charge prepares a summary which includes, but not limited to: number of school visits done per division; other activities/innovations done by the nurses to promote school health
- Only the summary of consolidated reports is submitted to the Regional Health and Nutrition Unit as part of the Division Quarterly report.

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School Reporting and Accountability Checklist
 Republic of the Philippines, Autonomous Region in Muslim Mindanao
DEPARTMENT OF EDUCATION
HEALTH AND NUTRITION UNIT

This list for school nurses outlines activities that should be carried out in each of the respective schools during each school year. Focus should always be on supporting and facilitating active involvement of teachers, barangay personnel, parents, students and other local stakeholders.

Activity	Frequency (per school per year)
1. Monitoring of school environment and WinS implementation	
1.1. Assess the school grounds, including water/sanitation facilities according to standard guidelines	5
1.2. Discuss major assessment results with the school head and PTA and community members for further action	5
1.3. Verify availability of first aid kits in the school during each visit	5
1.4. Discuss latest WASH in schools monitoring results	2
1.5. Observe WASH in schools infrastructure and implementation (cleanliness and functionality of toilets and group washing facilities; EHCP activities)	5
2. School entry examination	
2.1. Coordinate with other actors in the health sector and seek support for the health entry examination covering pre-school/kindergarten, Grade 1/Grade 7 children and transferees (to be conducted in June/July). The entry examination may comprise height, weight, hearing, sight, disability, checking the immunization status and general hygiene.	1
2.2. Identify and refer students with severe illness to other agencies for appropriate care	1
2.3. Check proper and regular record keeping, documentation and filing of examination records within DepEd and at Community level (health card)	1
2.4. If treatment is available, refer children with disabilities to the respective contacts in the health sector. By all means encourage the community to send all children to school and strengthen sensitivity of teachers to the needs of children with disabilities (CWDs) and how to mitigate possible discrimination (e.g. placing children with hearing problems or vision impairment in front of the class)	1
3. School feeding and nutrition	
3.1. Monitor existing school feeding program and keep the required documentation as outlined in the DepEd School-based Feeding Operations Guideline	2
3.2. Support and collaborate with BHWs and teachers for anthropometric measurement and provide training support when requested	1



School Reporting and Accountability Checklist
 Republic of the Philippines, Autonomous Region in Muslim Mindanao
DEPARTMENT OF EDUCATION
HEALTH AND NUTRITION UNIT

3.3.	Check if monitoring equipment is available and functioning properly (scales)	1
3.4.	Visit school garden with PTA president and teacher-in-charge and make suggestions for improvement (if applicable)	1
4. Bi-annual deworming		
4.1.	Conduct orientation for parents and teachers, including the use of flip charts before the de-worming activities and make necessary preparations	2
4.2.	Collaborate with teachers and BHWs on deworming activities and provide support when requested	2
4.3.	Support the distribution and collection of consent forms shortly before or on the day of activity (remind school head/BHW to take care of this)	2
4.4.	Support deworming activity, specifically be available on mobile phone to answer questions during deworming day	2
4.5.	Follow up the deworming records of the schools under your responsibility	2
5. Meetings with stakeholders and community mobilization		
5.1.	Meet school head/administrator/principal, PTA representative to report findings of school visit	5
5.2.	Meet teacher in charge of EHCP coordination	2
5.3.	Meet with respective representative of the health sector to review a list of most important school children's issues (e.g. severely malnourished students, children with special needs, injured children etc.)	2
5.4.	Facilitate meeting with Barangay chairperson or councilor for health and education and member of school community (school head, PTA president, EHCP teacher-in-charge, etc) and discuss status of school environment, sanitation and follow up on agreements achieved during annual monitoring WinS monitoring	1
5.5.	Meet students who are designated to help run daily activities	1
5.6.	Participate in local community/PTA meetings (at least 2x per school year)	2
6. Other tasks		
6.1.	Act as a support/resource person on special topics such as health education, Feminine Hygiene Management (FHM), reproductive health or prevention of drug use, conduct First Aid training course or other health programs of relevance for school aged children	As requested



School Reporting and Accountability Checklist
 Republic of the Philippines, Autonomous Region in Muslim Mindanao
DEPARTMENT OF EDUCATION
HEALTH AND NUTRITION UNIT

Name of School			
Name of School Head		District	
School ID		Division	
Name of Nurse		Date of Visit	

Activities	Results/observations	Agreed further actions
Activity Cluster 1: Monitoring of school environment and WinS implementation		
1.1. Assess school grounds including water and sanitation facilities	Yes ____ No ____	
1.2. Discuss results	Yes ____ No ____	
1.3. Verify availability of first aid kit	Yes ____ No ____	
1.4. Discuss latest WASH in Schools monitoring results	Yes ____ No ____	
1.5. Observe WASH in Schools infrastructure and implementation	Yes ____ No ____	

This form is to be filled in by the School Nurse together with the School Head for every school visit. One copy remains in the school for discussion during the next visit. A second copy is retained by the School Nurse and a third copy is submitted to the Nurse in Charge for compilation at the division level.

Activities		Results/observations	Agreed further actions
Activity Cluster 2: School entry examination			
2.1. Coordinate and support entry examination	Yes ____ No ____		
2.2. Identify and refer children with severe illness	Yes ____ No ____		
2.3. Check proper documentation and filing of examination records	Yes ____ No ____		
2.4. Strengthen inclusion of children with special needs	Yes ____ No ____		
Activity Cluster 3: School feeding and nutrition (If applicable, please complete cluster 3 questions)			
3.1. Monitor and document school feeding program	Yes ____ No ____		
3.2. Support assessment of anthropometric measurement and provide training support when requested	Yes ____ No ____		
3.3. Check equipment	Yes ____ No ____		
3.4. Visit school garden	Yes ____ No ____		

This form is to be filled in by the School Nurse together with the School Head for every school visit. One copy remains in the school for discussion during the next visit. A second copy is retained by the School Nurse and a third copy is submitted to the Nurse in Charge for compilation at the division level.

Activities		Results/observations	Agreed further actions
Activity Cluster 4: Bi-annual deworming			
4.1. Conduct orientation & preparations	Yes ____ No ____		
4.2. Collaborate with BHW, teachers	Yes ____ No ____		
4.3. Support consent forms distribution and collection	Yes ____ No ____		
4.4. Support deworming activity	Yes ____ No ____		
4.5. Check and update documentation	Yes ____ No ____		
Activity Cluster 5: Meetings with stakeholders and community mobilization			
5.1. Meet School Head/ Administrator/ Principal/, PTA representative	Yes ____ No ____		
5.2. Meet BHW/Midwife & Nutrition Scholars teacher in charge of EHCP coordination	Yes ____ No ____		
5.3. Meet with respective representative of the health sector to review a list of most important school children's issues	Yes ____ No ____		
5.4. Facilitate meeting with local officials (barangay chairperson or councilor)	Yes ____ No ____		

This form is to be filled in by the School Nurse together with the School Head for every school visit. One copy remains in the school for discussion during the next visit. A second copy is retained by the School Nurse and a third copy is submitted to the Nurse in Charge for compilation at the division level.

Activities	Yes ____ No ____	Results/observations	Agreed further actions
5.5. Meet school children (task teams)	Yes ____ No ____		
5.6. Participate in local community/PTA meetings	Yes ____ No ____		
Activity Cluster 6. Other Tasks			
6.1. Act as support/resource person	Yes ____ No ____		

Agreed by:

School Head Signature _____

Agreed on:

School Nurse Signature _____

Date _____

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