

INFORMATION

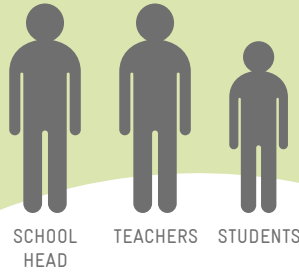


GIZ Fit for School Programme Bringing the Sustainable Development Goals to Life



FIT FOR SCHOOL

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



STAKEHOLDERS



INTERVENTIONS



INFRASTRUCTURE & MATERIALS

SCHOOL MANAGEMENT



MONITORING



ROUTINE



PLANNING & BUDGETING



STAKEHOLDER INVOLVEMENT


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Programming under the Agenda 2030 – Fundamental Changes and Commitments

The Agenda 2030 and the Sustainable Development Goals (SDGs) guide the global “post-2015” development, replacing the preceding Millennium Development Goals (MDGs). Developed through a broad international consultation process involving key stakeholders, actors and communities, they outline and guide sustainable global development for all countries, to be achieved by 2030 through 17 goals and 169 targets covering all relevant sectors. For any development programme, it is therefore of crucial importance to align programme goals with the SDGs, to actively contribute to their achievement and to strengthen accountability against the globally agreed targets. Programme concepts that effectively contribute to multiple SDGs with least possible investments and resource requirements will be emphasized in the coming decade.

The core objectives of the Fit for School approach – improving health, education, and access to water, sanitation and hygiene (WASH) – are all part of the Agenda 2030. Even though conceived and implemented long before the adoption, the Fit for School approach addresses a number of SDGs and brings them to life in an integrated, yet simple framework.



**THE CORE
OBJECTIVES OF
THE FIT FOR SCHOOL
APPROACH:**
improving health,
education, and
access to water,
sanitation and
hygiene (WASH)



**AWARD
FOR THE
FIT FOR SCHOOL
APPROACH:**
In 2009,
the World Bank,
the United Nations
Development Programme
and the World Health
Organization awarded the
Fit for School approach
and its implementation
in the Philippines
for innovation in
global health.

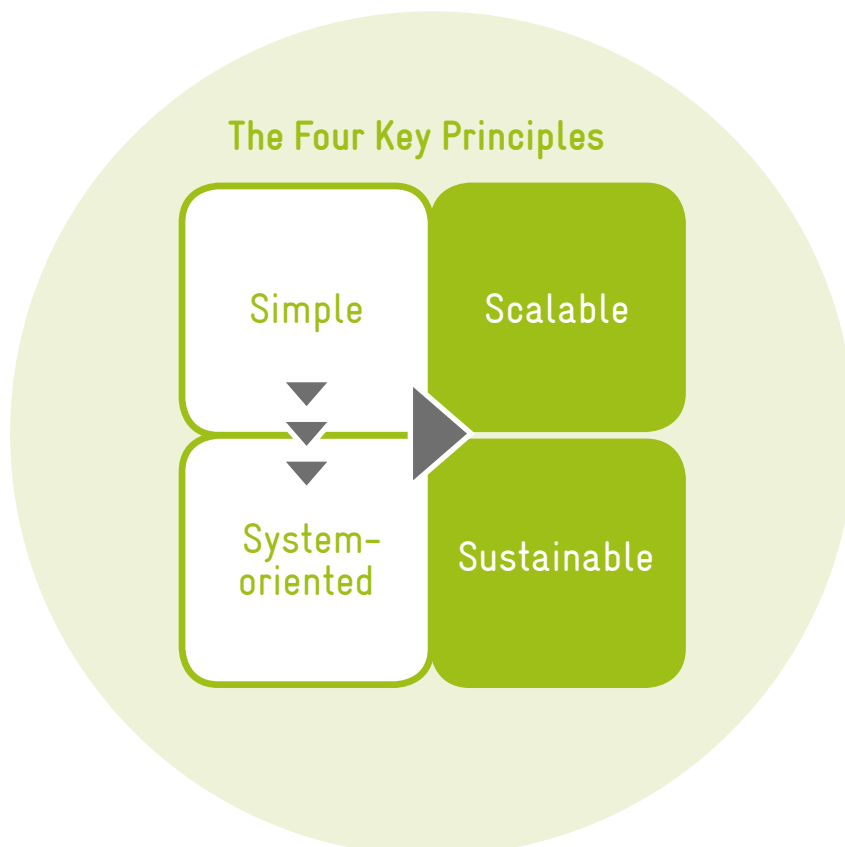
Integrating WASH in Schools (WinS) and Preventive School Health

The nature of the Fit for School approach is intersectoral – bringing together WASH improvements and effective health interventions under the leadership of the education sector. The approach aims to improve health and learning conditions of primary school children by supporting Ministries of Education to sustainably implement stepwise improvements in WinS at large scale¹.

The approach is designed around the four key principles of simplicity, scalability, sustainability and system-oriented. They guide implementation and management models, interventions to establish a supportive environment, as well as all other facilitating programme elements on national, sub-national and school level.

Schools ensure usable WinS facilities and encourage children to adopt healthy hygiene habits by promoting daily supervised group hygiene activities such as handwashing with soap and toothbrushing with fluoride toothpaste complemented by school-based deworming. These evidence-based and cost-effective interventions are modelled into a template-based package that is adaptable to different settings.

¹) A stepwise approach to WinS improvements is based on the Three Star Approach, a framework jointly developed by GIZ and UNICEF.



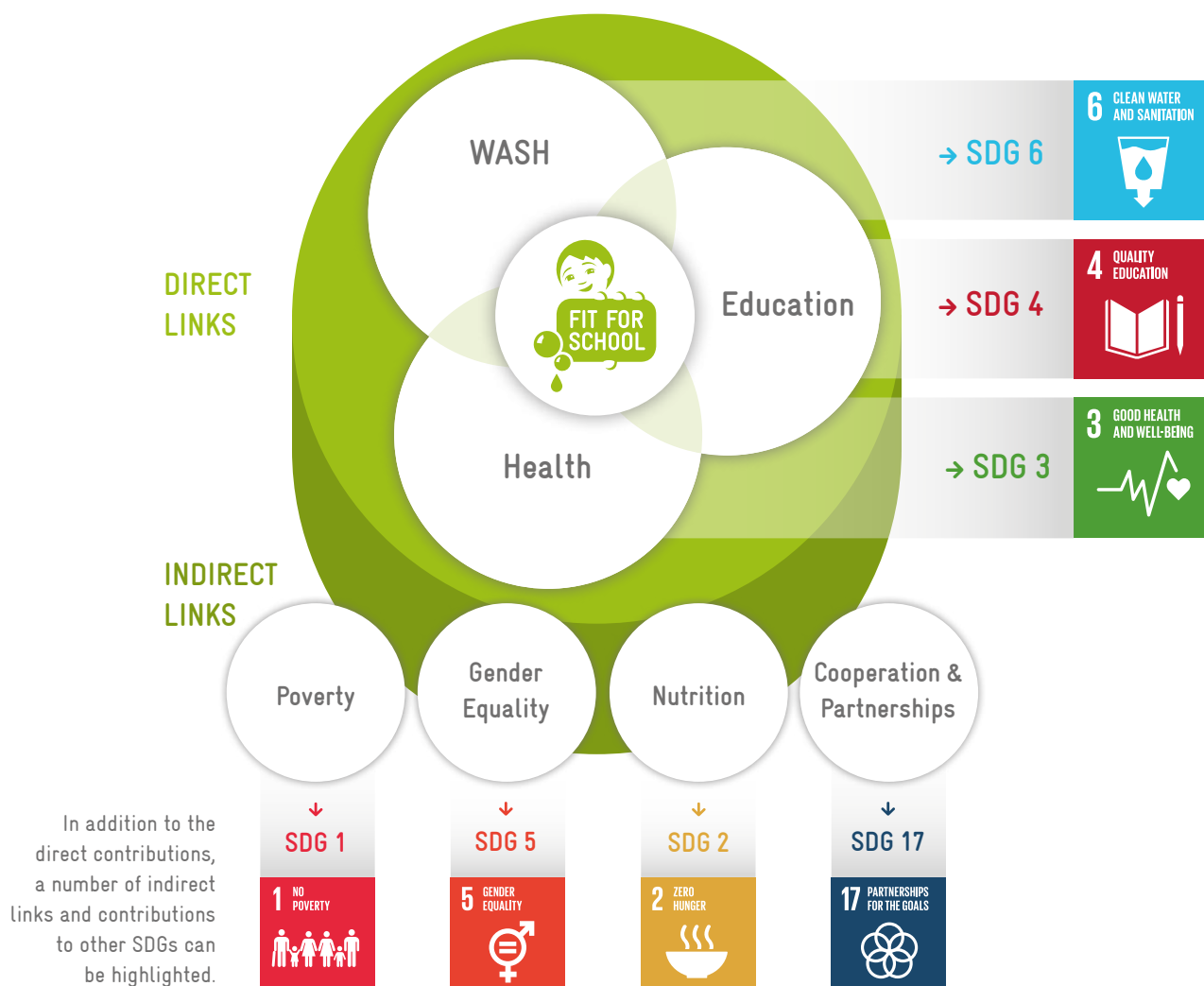
Links Between the Fit for School Concept and the SDGs

The Fit for School approach contributes directly and with high impact to three SDGs – WASH, Health and Education. In addition the Fit for School approach acts as:

Advocate for WinS by using the ambitious SDGs targets as arguments for prioritization and increased investments in realistic WinS and school health programmes to enhance child health, education outcomes and general development.

Faciliator of a sustainable WinS implementation at scale through the development of simple models and strengthening of existing systems at all levels.

Enabler of better monitoring and accountability towards the achievement of the SDG commitments by strengthening existing government systems for monitoring and evaluation of programme outputs and outcomes on school and child level (e.g. Education Management Information Systems EMIS).



Direct Links to the SDGs

SDG 6: WASH & SDG 4: Education

WinS is anchored very prominently in two goals, namely SDG 6 (Ensure availability and sustainable management of water and sanitation for all) and SDG 4 (Ensure inclusive & equitable quality education & promote lifelong learning opportunities for all).

WinS is directly addressed in SDG 6 and included as a target in SDG 4, with an emphasis on the role of the education sector to ensure the provision of at least basic WinS services.

WinS is at the core of the FIT concept by supporting stepwise improvements of services. Improvements in operation and management of facilities, as well as the introduction of group hygiene activities (handwashing with soap and toothbrushing with fluoride toothpaste) are at focus on the school level. On regional and national levels, the programme engages with multiple stakeholders to establish a supportive policy and regulatory context, including national WinS policies, implementation guidance, sustainable financing mechanisms, comprehensive monitoring frameworks and capacity development.

SDG 3: Health

The Fit for School concept contributes to the prevention of diseases, such as water-borne diseases, neglected tropical diseases (NTDs), communicable diseases and non-communicable diseases (NCDs), specifically tooth decay, among school-aged children. Communicable diseases such as diarrhea, respiratory infections and intestinal worm infections are prevented by creating a culture of hygiene and environmental cleanliness. Furthermore, the approach supports school-based deworming, a highly-effective measure to combat soil-transmitted helminth infections (part of the group of neglected tropical diseases). Non-communicable diseases, particularly the high prevalence and continued increase of tooth decay and dental infections amongst school-age children are addressed with an effective preventive measure that forms part of healthy life-skills and habits.

Full details about all links and relations of the SDG goals, targets and indicators to the Fit for School concept and its activities are provided on page 8.



Indirect Links to the SDGs

SDG 1: Poverty & SDG 5: Gender Equality

Healthy children, free of preventable diseases thrive and develop better, their prospects for a healthy and productive life are more positive. Existing inequalities between girls and boys are reduced through the school-based programme interventions. Research in the FIT context revealed that girls attended more regularly in programme schools and showed lower WASH-related illness rates than girls in control schools. The programme reduces costs for health care and prevents families of the lowest income groups from catastrophic health expenditures that may drive them further into poverty. Introducing and strengthening, menstrual hygiene management (MHM) in schools as part of WASH interventions, may reduce school absence of girls during their menstruation.

SDG 2: Nutrition

Deworming is a powerful intervention to improve nutrition status; research in the FIT context demonstrated that rates of low Body Mass Index (BMI) in children were significantly reduced. Children with less tooth decay and dental infections also have a better BMI, toothache is a major discomfort preventing children from eating properly. Improved personal and environmental hygiene also contribute to addressing mal- and undernutrition. Fit for School collaborates with organisations providing school meals on a large scale (e.g. in Laos with the World Food Programme, WFP, and PLAN). By conducting group handwashing prior to school meals, proper hygiene, food safety and nutrition are linked in a practical way.



SDG 17: Cooperation & Partnerships

The intersectoral nature of WinS and school health provides for broad strategic overlaps and collaborative action areas for several government and stakeholder sectors. The FIT concept advocates, enables and facilitates collaboration on all levels through governance guidance, templates, and activities that aim at clarifying and promoting full accountability of roles and responsibilities. In addition, the FIT programme engages in collaborations with academic institutions to conduct accompanying research and generate evidence. Collaboration with development partners such as UNICEF and other WASH players are arranged to seek exchange and alignment. The FIT programme also facilitates triangular and South-South exchanges on multiple levels.

Fit for School and the SDGs Outlook and Perspectives

The Agenda 2030 asks for universal access to WASH, health and education, which requires interventions that can be sustainably applied at scale. This thinking is at the core of the FIT concept. The simplicity of the approach has proven to be appealing and opening doors with stakeholders and decision makers who are looking for practical and tangible models for WinS management and implementation at scale. The significant contributions to the Agenda 2030 on multiple levels have the potential to foster ownership and accountability in order to report achievements. Moreover, the concept promotes creativity and community engagement, which positively influences social coherence around schools as healthy settings that provide positive role models for communities at large.

Selected SDGs, Targets & Indicators Related with Fit for School Contributions

| Target | Indicator | FIT FOR SCHOOL CONTRIBUTION |
|---|---|--|
|  SDG 1 // End poverty in all its forms everywhere | | |
| 1.5 By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters | 1.5.3 Number of countries with national and local disaster risk reduction strategies | <i>//</i> Fit for School concept for group handwashing facilities was successfully applied in natural disaster and emergency situations, improved hygiene contributes to resilience and pandemic preparedness |
|  SDG 2 // End hunger, achieve food security and improved nutrition and promote sustainable agriculture | | |
| 2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round | 2.1.1 Prevalence of undernourishment | <i>//</i> Regular school-based deworming reduces prevalence of worm infections, improves nutrition status and BMI <i>//</i> Fit for School promotes and institutionalizes handwashing with soap at critical times, e.g. before eating school lunches |
| 2.2 By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons | 2.2.1 Prevalence of stunting (height for age <-2 standard deviation from the median of the World Health Organization (WHO) Child Growth Standards) among children under 5 years of age | <i>//</i> Reducing prevalence of dental infections contributes to improved BMI <i>//</i> Fit for School provided recommendations for enhancing the cost-efficiency and nutritional value of school feeding recipes and procedures. School feeding programmes improve nutritional status and reduce classroom hunger |

| Target | Indicator | FIT FOR SCHOOL CONTRIBUTION |
|--|--|--|
|  SDG 3 // Ensure healthy lives and promote well-being for all at all ages | | |
| 3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases | 3.3.5 Number of people requiring interventions against neglected tropical diseases | <i>// School-based deworming provides a platform for reaching a key target group for mass deworming according to national guidelines</i> <i>// Improved WASH environment in schools and hygiene activities prevent infection and re-infection</i> |
| 3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all | 3.8.1 Coverage of essential health services (defined as the average coverage of essential services based on tracer interventions that include reproductive, maternal, newborn and child health, infectious diseases, non-communicable diseases and service capacity and access, among the general and the most disadvantaged population) | <i>// Fit for School increases the scope and coverage of deworming and programmes for the prevention of infectious diseases and reduction of tooth decay (non-communicable disease) in school-age children through the massive reach of the education sector</i> |
| 3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination | 3.9.2 Mortality rate attributed to unsafe water, unsafe sanitation and lack of hygiene (exposure to unsafe Water, Sanitation and Hygiene for All (WASH) services) | <i>// Improving WinS and environmental hygiene reduces the exposure of children to pathogens in the school setting</i> |
|  SDG 4 // Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | |
| 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes | | <i>// Improved WinS and supportive learning environments that encourage healthy behavior.</i> <i>// Improved health status results in lower rates of school absences and better education performance</i> <i>// By addressing MHM as part of WinS, challenges for girls to attend school during their menstruation are reduced</i> |
| 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education | 4.2.1 Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex | <i>// Healthy children perform better at school</i> <i>// Where ECCD/kindergardens fall under the MoE jurisdiction the program is implemented in Kindergarden/pre-school</i> |
| 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all | 4.A.1 Proportion of schools with access to: (a) electricity (b) the Internet for pedagogical purposes (c) computers for pedagogical purposes (d) adapted infrastructure and materials for students with disabilities (e) basic drinking water (f) single-sex basic sanitation facilities (g) basic handwashing facilities (as per the WASH indicator definitions) | <i>// The Three Star Approach for WASH in Schools developed together with UNICEF provides schools with step-wise guidance and recognition towards the achievement of national WinS standards.</i> <i>// Advocacy for alignment of WinS planning and monitoring with SDG definitions</i> |

Program goals and indicators reported to BMZ are aligned with indicator 4.A.1 (e-g)

| Target | Indicator | FIT FOR SCHOOL CONTRIBUTION |
|---|--|--|
|  SDG 5 // Achieve gender equality and empower all women and girls | | |
| 5.1 End all forms of discrimination against all women and girls everywhere | | <i>//</i> Promotion of single-sex, usable and clean toilets provide girls with adequate privacy for MHM and personal hygiene. Promotion of integrating MHM in WinS policies and monitoring frameworks |
|  SDG 6 // Clean water and sanitation | | |
| 6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all | 6.1.1 Proportion of population using safely managed drinking water services | <i>//</i> Promotion of water availability in schools |
| 6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations | 6.2.1 Proportion of population using safely managed sanitation services, including a handwashing facility with soap and water | <i>//</i> Development of WASHaLOT group handwashing facility and promotion of daily group handwashing with soap <i>//</i> Operation and Maintenance of toilets/improving usability <i>//</i> Facilitating availability of technical materials for toilet repair and rehabilitation |
| 6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity | 6.4.1 Change in water-use efficiency over time | <i>//</i> Research and development of water-use efficient facilities for group handwashing (e.g. WASHaLOT) <i>//</i> Promotion of water-use efficient toilets in standard government designs and water-use efficiency in the operation and maintenance thereof |
| 6.A By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies | 6.A.1 Amount of water- and sanitation-related official development assistance that is part of a government-coordinated spending plan | <i>//</i> Advocacy for WinS as part of school improvement planning and budgeting |
| 6.B Support and strengthen the participation of local communities in improving water and sanitation management | 6.B.1 Proportion of local administrative units with established and operational policies and procedures for participation of local communities in water and sanitation management | <i>//</i> Involvement and ownership of local government and communities in WinS improvement is a core programme feature <i>//</i> Strengthening SBM capacities of principals, including community involvement and mobilization |

| Target | Indicator | FIT FOR SCHOOL CONTRIBUTION |
|---|---|--|
|  SDG 17 // Partnerships for the goals | | |
| <p>17.6 Enhance North–South, South–South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism</p> | <p>17.6.1 Number of science and/or technology cooperation agreements and programmes between countries, by type of cooperation</p> | <p>// Regional Fit for School Programme works with SEAMEO Innotech as regional partner, organizes and facilitates regular South–South/North–South/triangular exchanges of experience // Intense scientific and academic cooperation with universities in all partner countries and internationally // Collaboration with UNICEF at country, regional and global level</p> |
| <p>17.9 Enhance international support for implementing effective and targeted capacity–building in developing countries to support national plans to implement all the sustainable development goals, including through North–South, South–South and triangular cooperation</p> | | <p>// Human capacity development is a core objective of the Regional Fit for School programme // South–South learning is at the core of the Regional Fit for School programme – learning exchanges etc.</p> |
| <p>17.16 Enhance the global partnership for sustainable development, complemented by multi–stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries</p> | <p>17.16.1 Number of countries reporting progress in multi–stakeholder development effectiveness monitoring frameworks that support the achievement of the sustainable development goals</p> | <p>// Promote the South–South learning and sharing of WinS expertise by co–initiating the WASH in Schools International Learning Exchange together with UNICEF // Close collaboration with UNICEF and various other organizations to strengthen WinS management and implementation strategies and expand the WinS knowledge pool and network // Promote the integration of the WinS–related SDG indicators in national education information systems and support SDG achievement through the Three Star Approach for WASH in Schools</p> |
| <p>17.17 Encourage and promote effective public, public–private and civil society partnerships, building on the experience and resourcing strategies of partnerships</p> | <p>Data, monitoring and accountability 17.17.1 Amount of United States dollars committed to public–private and civil society partnerships</p> | <p>// BMZ commissioned GIZ with the implementation of the Regional Fit for School Programme. This program is a partnership with SEAMEO and their regional center SEAMEO INNOTECH and provides technical implementation support to government partners in four southeast Asian countries // Existing PPP with private sector</p> |
| <p>17.18 By 2020, enhance capacity–building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high–quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts</p> | | <p>// Collaboration and expert input in development of JMP WinS Monitoring Framework // Strengthening national monitoring and reporting systems (e.g. through review and revision of EMIS indicators; national contextualization of Three Star Approach as WinS guideline)</p> |



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