

# 7th Asia School Health and Nutrition Training Course

## Tools for SHN Programmes Evaluation

Mahidol University, Bangkok

11 -17 February 2018



# ASSESSING SCHOOL HEALTH POLICIES SABER - SYSTEMS APPROACH FOR BETTER EDUCATION RESULTS



**Strong policy  
frameworks  
and Institutions**



**Effective  
Implementation**



# SABER

**Systems  
Approach  
Better  
Education  
Results**

**Large exercise by the  
World Bank to benchmark  
education sub-systems**

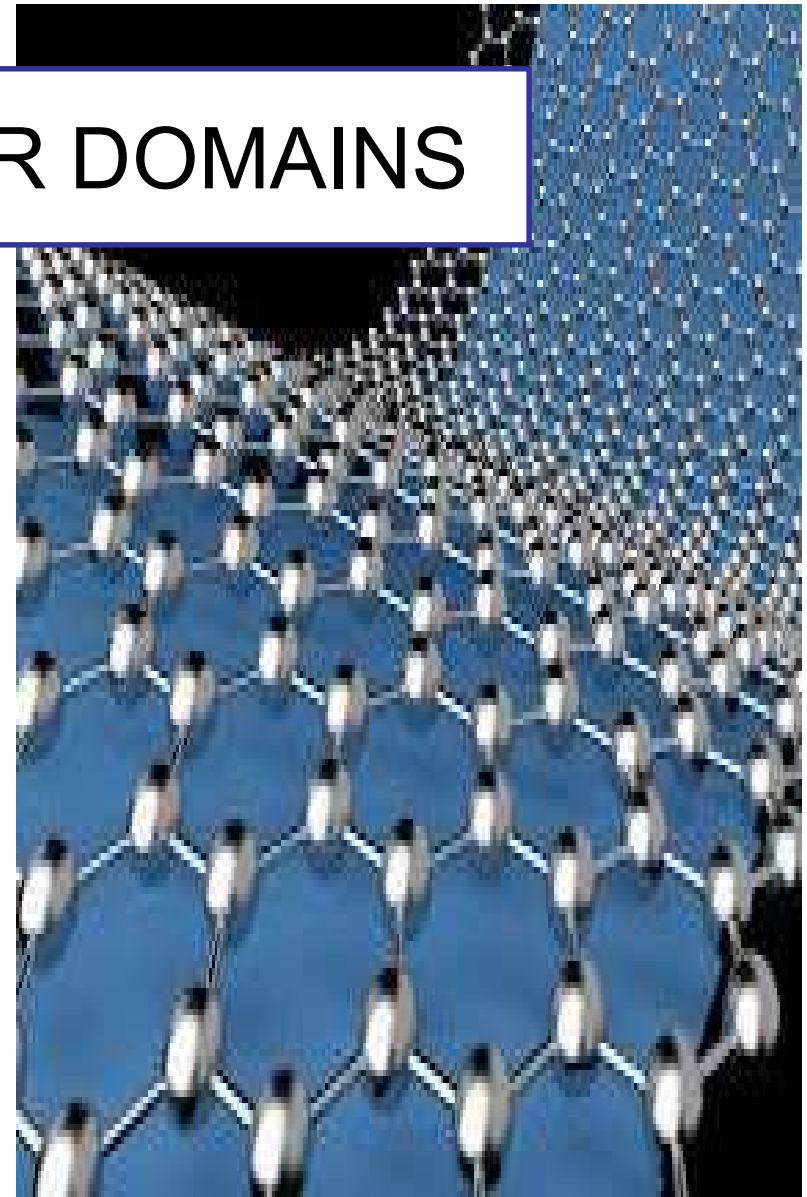
**Comparative data and  
Knowledge on  
Education Policies and  
Institutions**



# SABER DOMAINS

**Early Childhood Development**  
Education Management Information  
Systems  
Education Resilience  
Engaging the Private Sector  
ICT

**Equity and Inclusion**  
School Autonomy and Accountability  
School Finance  
**School Health and School Feeding**  
Student Assessment  
Teachers  
Tertiary Education  
Workforce Development



COUNTRY	SABER CONDUCTED
BANGLADESH	ENG PRIVATE SECTOR
BUHTAN	NO
CAMBODIA	TEACHERS
CHINA	WORKFORCE
ETHIOPIA	STUDENT ASSESSMENT
INDIA	NO
INDONESIA	EARLY CHILDHOOD
JAPAN	NO
NEPAL	ECCD – EPS – STUDENT ASSESSMENT
PAKISTAN	STUDENT ASSESSMENT
PHILIPPINES	NO
TIMOR LESTE	WORKFORCE
THAILAND	SCHOOL AUTONOMY



# SABER

## SCHOOL HEALTH POLICY GOALS

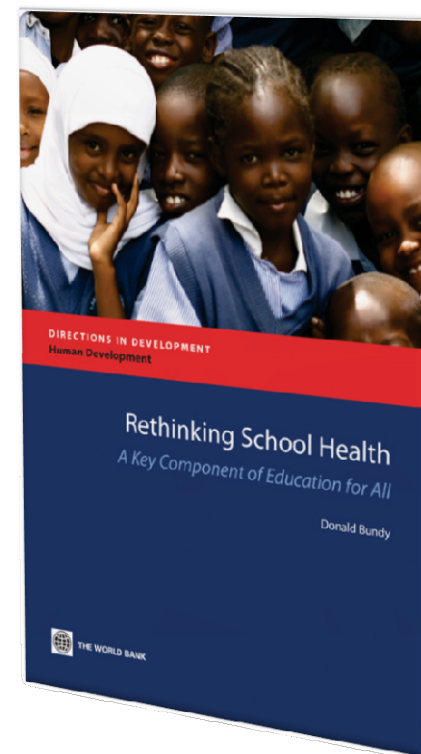
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SCHOOL HEALTH RELATED POLICIES

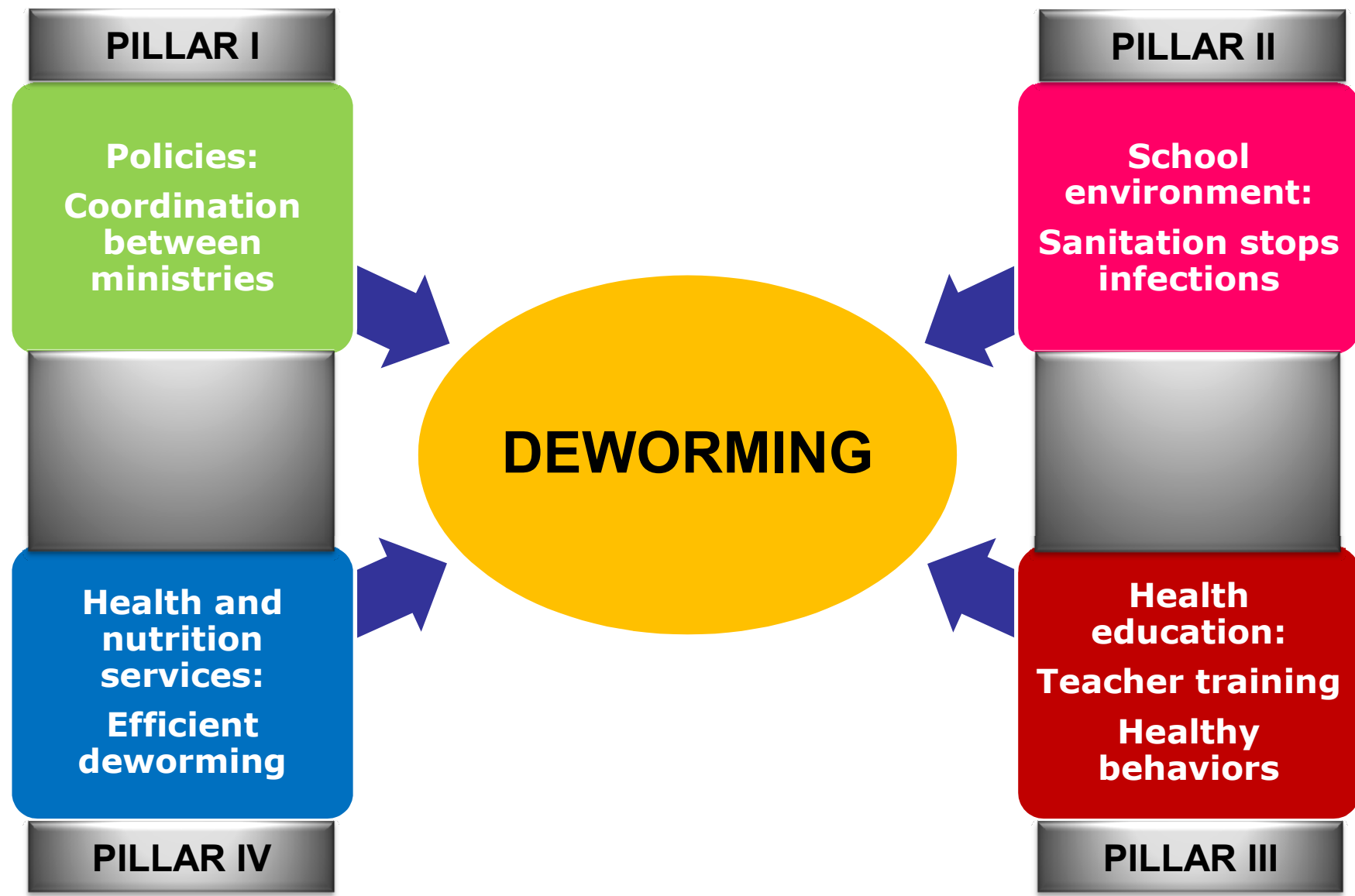
SAFE LEARNING ENVIRONMENT

SKILLS-BASED EDUCATION

HEALTH & NUTRITION SERVICES









# School Health Policies



**School health in  
national  
strategies**



**Technical policy  
addresses all four  
FRESH Pillars**



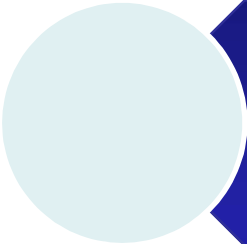
# School Health Policies



**Multisectoral  
approach**



**Coordination  
implementation**



**National budget –  
Effective and timely**



# School Health Policies



**Situation analysis**



**M&E**



**Gender**



# Safe learning environment



Provision of safe water in schools



Provision of sanitation facilities



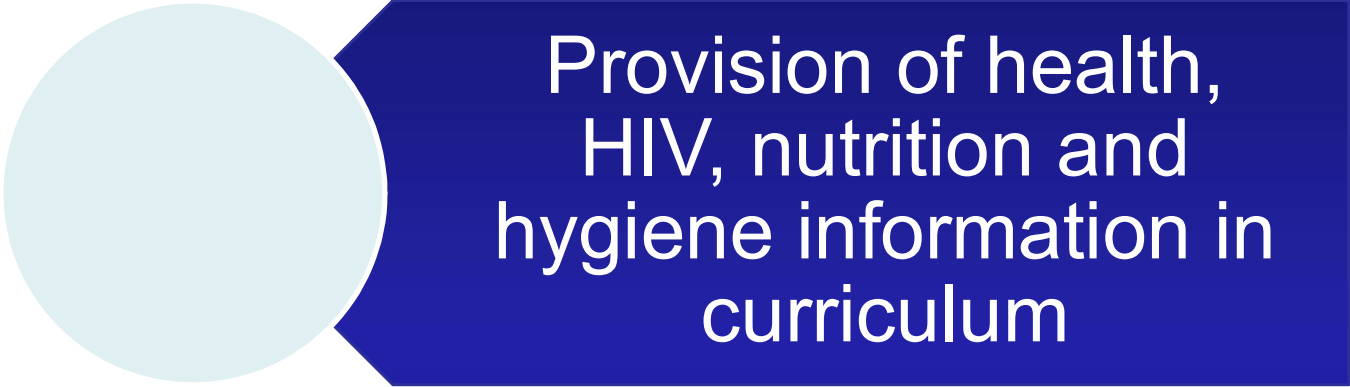
Provision of sound school structures  
- accessibility and school safety



Psychosocial – Stigma – Violence –  
Support



# ***Skills-based Education***



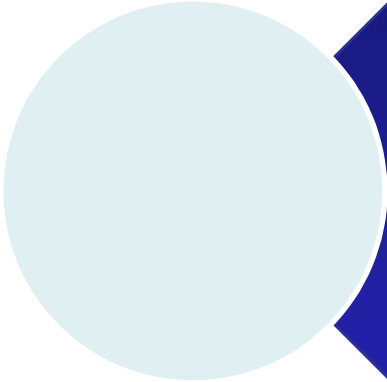
Provision of health,  
HIV, nutrition and  
hygiene information in  
curriculum



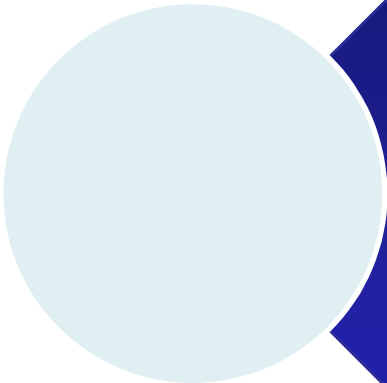
Participatory  
approaches part of the  
curriculum



# ***Health and Nutrition Services***



School-based delivery of health and nutrition services - deworming, first aid, school feeding



School-based screening and referral to health systems -  
Remedial services (e.g., refractive error, dental, etc.) -  
Adolescent health services



# KEY ELEMENTS OF SABER

- Conceptual framework
- Research good practices

- Rubrics
- Develop metrics to measure progress

- Data collection instruments





# KEY ELEMENTS OF SABER

- Conceptual framework
- Research good practices





DIRECTIONS IN DEVELOPMENT  
Human Development

# Rethinking School Health

*A Key Component of Education for All*

Donald Bundy



THE WORLD BANK



DIRECTIONS IN DEVELOPMENT  
Human Development

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DIRECTIONS IN DEVELOPMENT  
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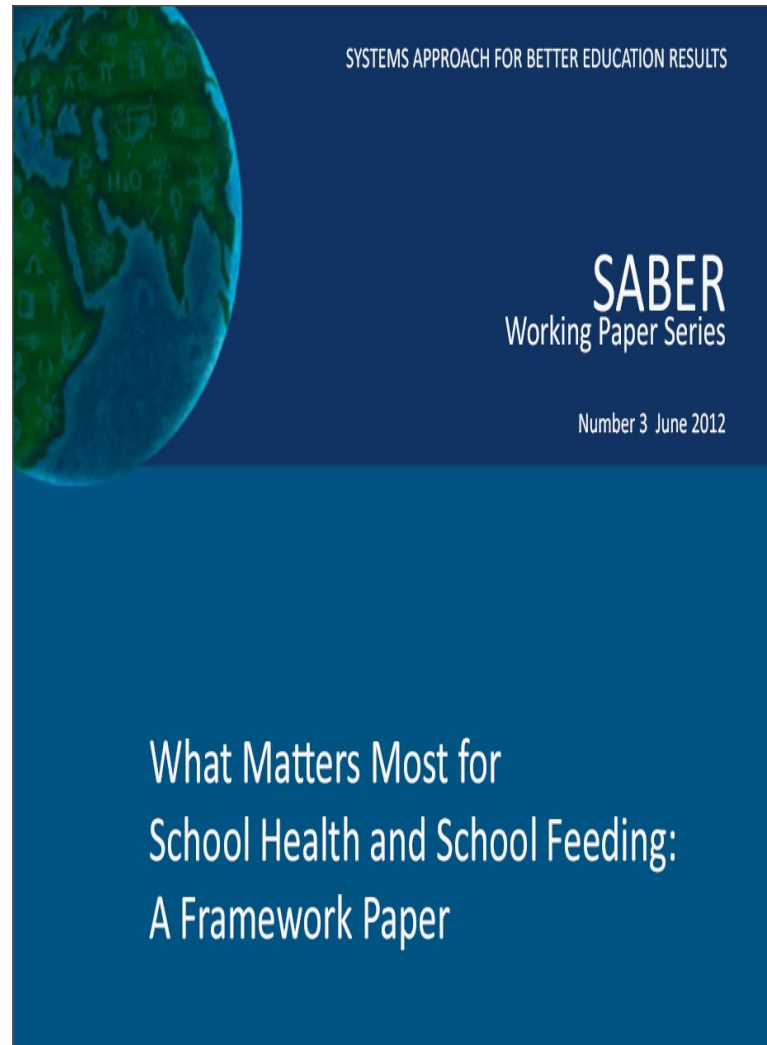


# Rethinking School Health

*A Key Component of Education for All*

Donald Bundy

# Conceptual Framework



# KEY ELEMENTS OF SABER

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# KEY ELEMENTS OF SABER

- Rubrics
- Develop metrics to measure progress



Policy Lever	Policy Option	Latent	Emerging	Established	Cutting-edge
Policy Goal 1: Health-related school policies					
National level policy that addresses school health	School health included in national-level poverty reduction strategy or equivalent national policy	School health not yet included in national-level poverty reduction strategy or equivalent national policy	School health discussed by members and partners during preparation of PRSP but not included in final PRSP	School health included in the PRSP or equivalent national policy	School health included in national-level poverty reduction strategy or equivalent national policy, accompanied by targets and/or milestones set by the government



# Measuring Progress



**Latent**

Very little policy implementation

**Emerging**

Policy implementation between the levels of latent and established

**Established**

Minimum policy implementation

**Advanced**

Implementation of a comprehensive policy framework





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# KEY ELEMENTS OF SABER

- Data collection instruments



# Questionnaire

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## SECTION 2: SAFE SCHOOL ENVIROMENT

### Physical school environment

2.1. Have national standards for the provision of safe water in schools been established?

☐ NO

☐ YES

2.2. Is there fresh potable water available in most schools?

☐ NO

☐ YES

2.3. What is the percentage of schools with access to fresh potable water? \_\_\_\_\_

2.4. (If YES on 2.2) Are there mechanisms in place to monitor the supply and maintenance of these water facilities?

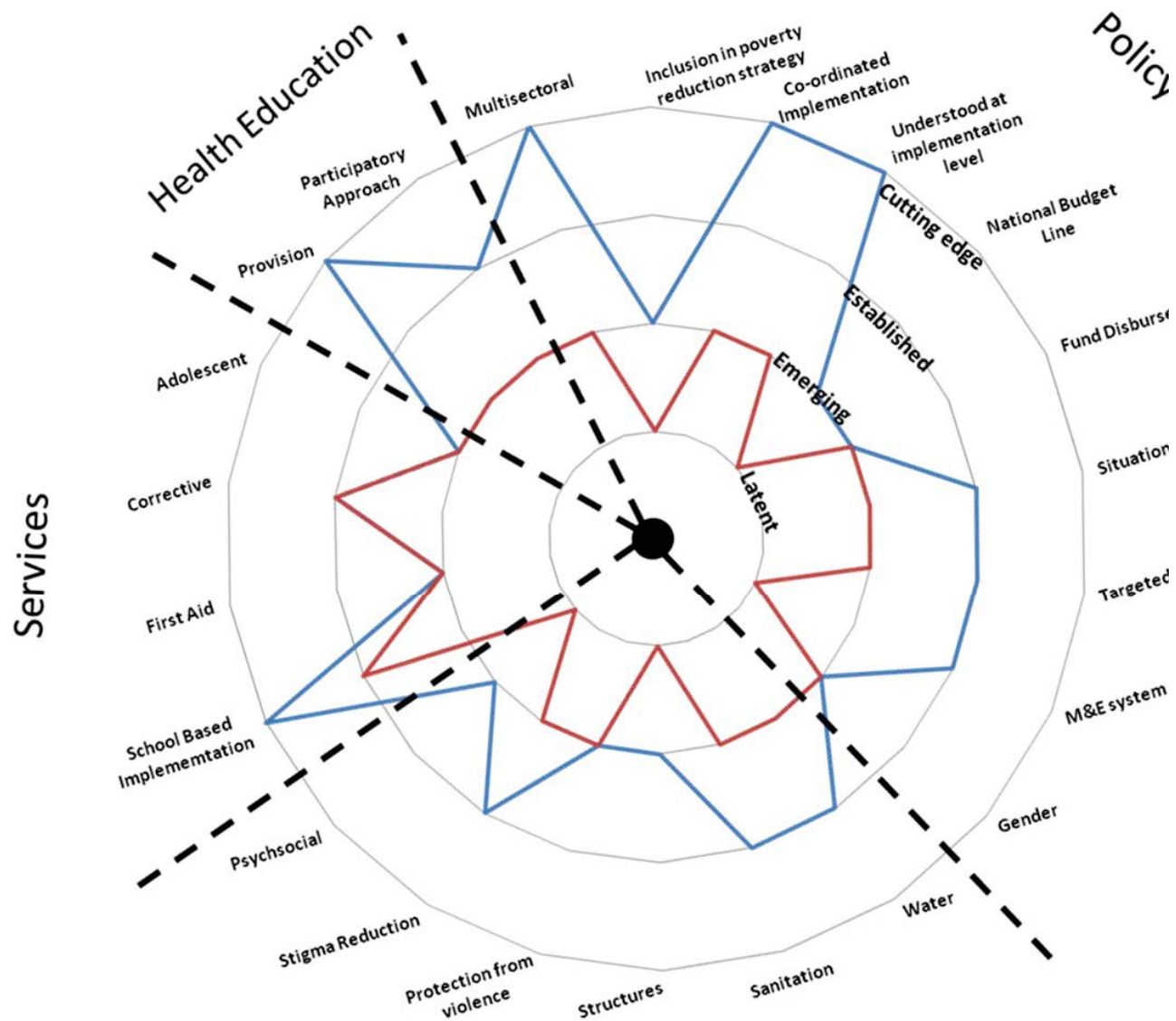
☐ NO



# SABER-SH REPORT

Ethiopia [DRAFT]	
SCHOOL HEALTH POLICIES	
SABER Country Report 2013	
Policy Goals	Status
<b>1. Health-Related School Policies</b> School health is included in PRSP. There is no national budget line for school health in Ethiopia. An incomplete situation analysis took place. There is an M&E program, yet it is not integrated into a wider national monitoring system.	Established ●●●○
<b>2. Safe, Supportive School Environments</b> National standards for the provision of safe water have not been set, but national standards for sanitation facilities have been set. Ethiopia addresses institutional violence nationally yet there are no provisions for psychosocial support to teachers and students who are affected by trauma.	Emerging ●●○○
<b>3. School-Based Health and Nutrition Services</b> Health interventions are in place based on needs found from the situation analysis. However, not all interventions are scaled up.	Emerging ●●○○
<b>4. Skills-Based Health Education</b> Ethiopia's national curriculum on health is partially developed. Participatory approaches are also in place to teach age-appropriate and sex-specific life skills for health behaviors.	Emerging ●●○○
[Draft prepared from questionnaire completed by staff of the Ministry of Education, Ministry of Health and the Ministry of Agriculture]	
Systems Approach for Better Education Results	
THE WORLD BANK	





Sri Lanka  
2006  
2010



# SABER EXPECTED OUTPUTS

Structured  
Identification  
Gaps  
Priorities

Evidence  
Base Action  
Plan and  
M&E



Stakeholder  
mobilisation

Stronger  
coordination



# CONCEPTUAL FRAMEWORK SABER SCHOOL FEEDING

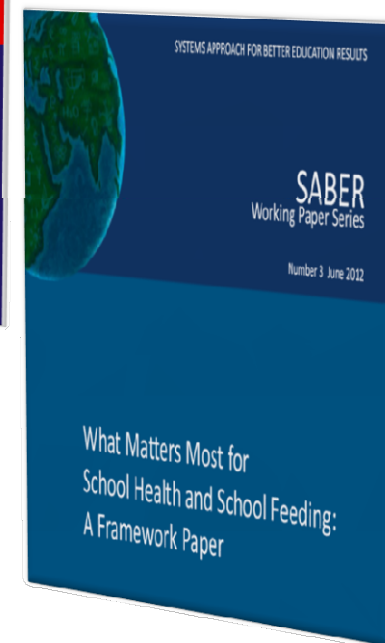
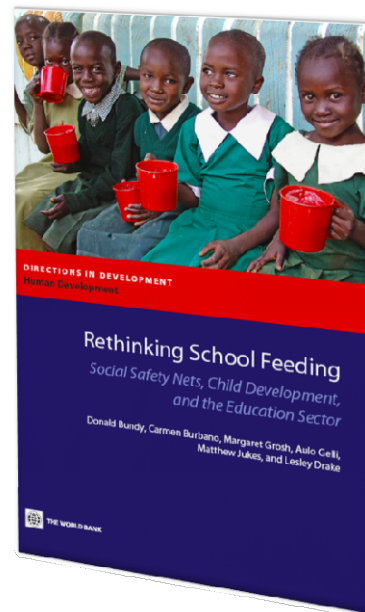
POLICY FRAMEWORKS

FINANCIAL CAPACITY

INSTITUTIONAL CAPACITY &  
COORDINATION

DESIGN & IMPLEMENTATION

COMMUNITY ROLES





**Find out more. Provide feedback.**

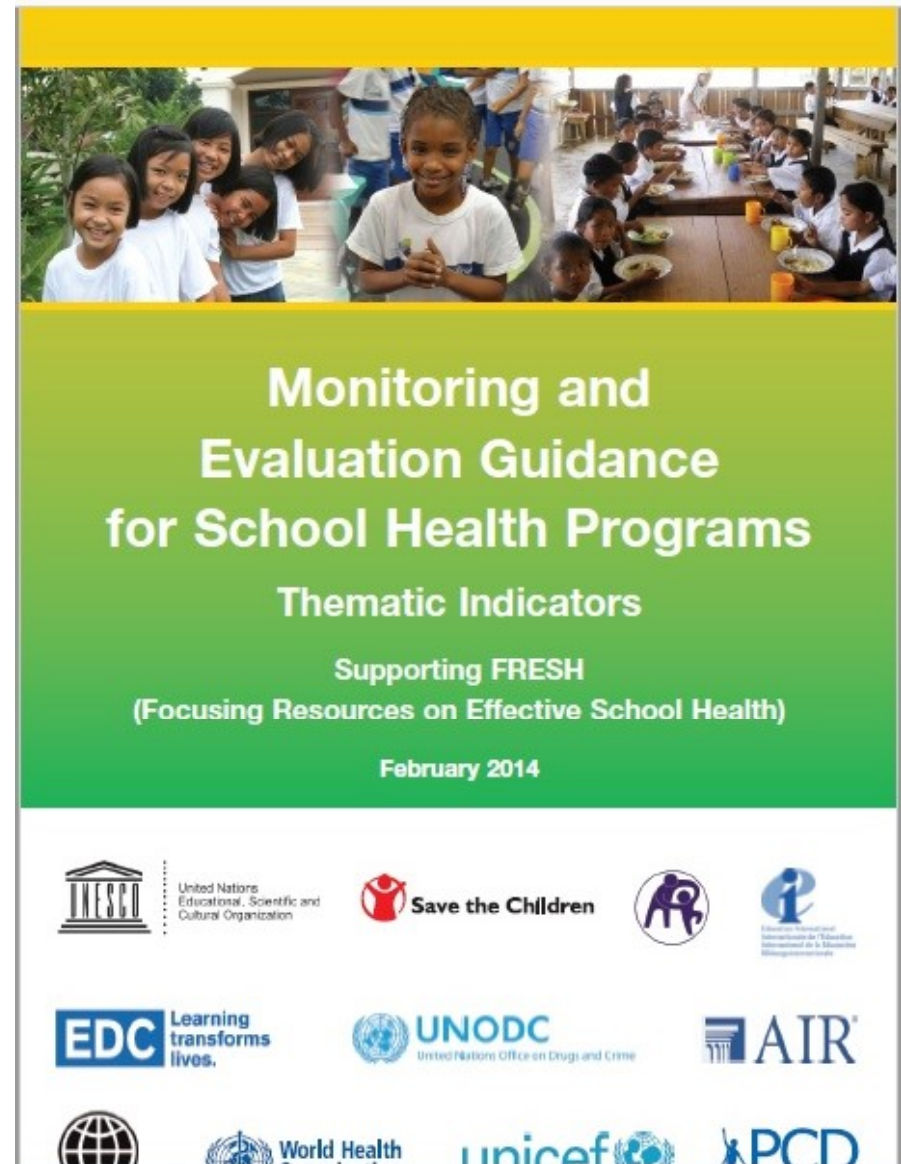
[worldbank.org/education/SABER](http://worldbank.org/education/SABER)



# SCHOOL HEALTH M&E



# FRESH THEMATIC INDICATOR S



# FRESH THEMATIC INDICATORS

Thematic Indicator 1: Water, Sanitation and Hygiene

Thematic Indicator 2: Worms

Thematic Indicator 3: Food and Nutrition

Thematic Indicator 4: Physical Activity

Thematic Indicator 5: Malaria

Thematic Indicator 6: Oral Health

Thematic Indicator 7: Eye Health

Thematic Indicator 8: Ear and Hearing

Thematic Indicator 9: Immunization

Thematic Indicator 10: Injury Prevention

Thematic Indicator 11: HIV and AIDS

Thematic Indicator 12: Sexual and Reproductive Health

Thematic Indicator 13: Substance Abuse

Thematic Indicator 14: Violence in Schools

Thematic Indicator 15: Disaster Risk Reduction



# SCHOOL HEALTH and SDGs





# SUSTAINABLE DEVELOPMENT GOALS



# MDG 2: Achieve universal primary education



Expanded access to primary education  
Enrolment rate from 83% to 90%



As many as 250 million children cannot read and write after 4 years primary



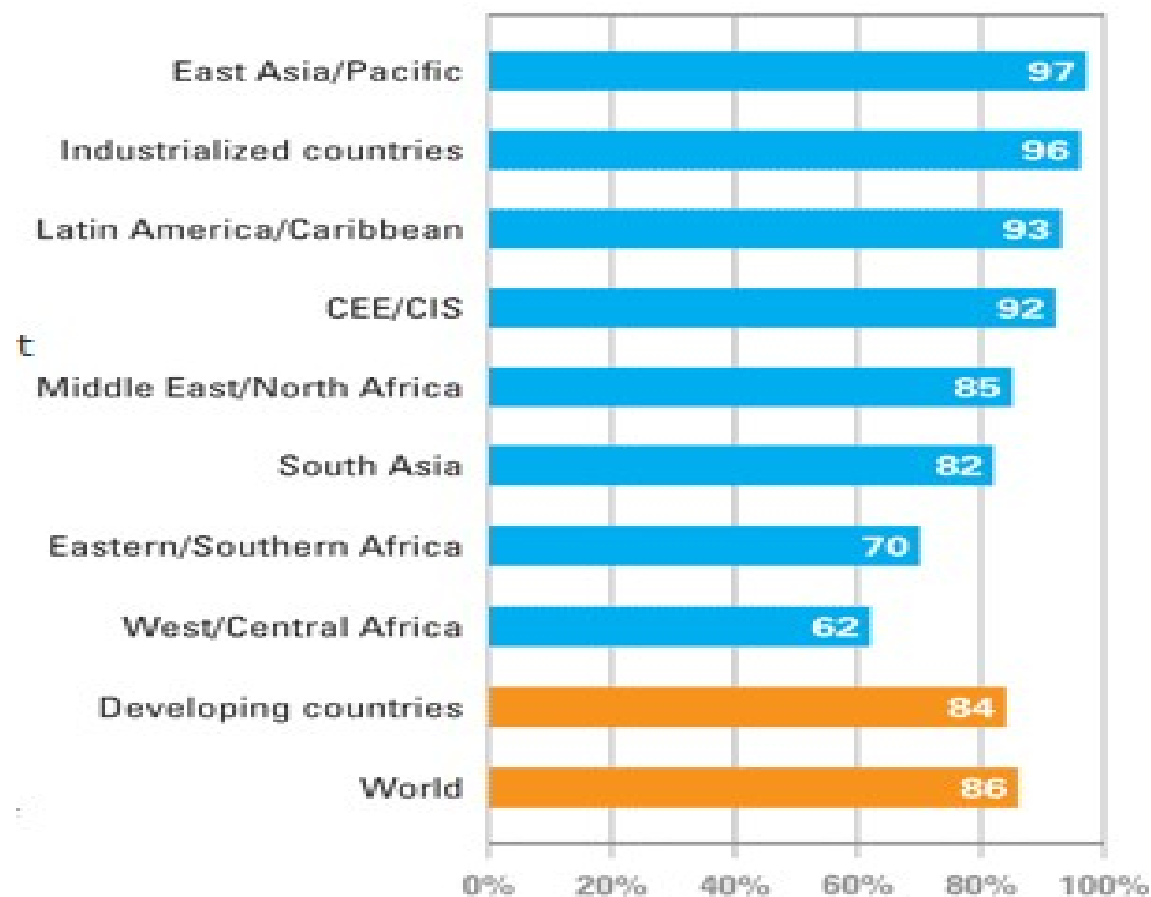
137 million first grade in 2011, 34 million likely to leave



Progress in reducing the number of out-of-school children to a standstill



# Primary School Net Enrolment/Attendance Ratio





# MDG 1: Eradicate extreme poverty and hunger



MDG target on the proportion of people living in extreme poverty met



But 1.2 billion people still living in extreme poverty



Numbers of people going hungry remain disturbingly high—one in eight worldwide



One in six children under five underweight



# MDG 6: COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES



Have halted and began to reverse

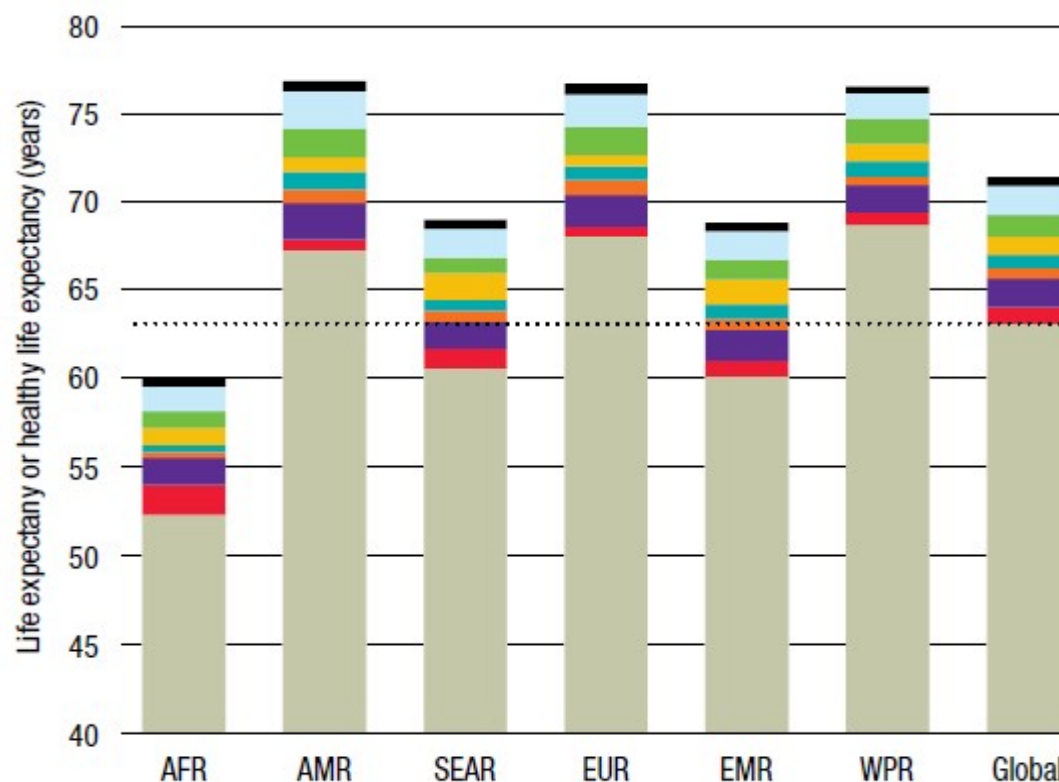


HIV and Malaria not eradicated

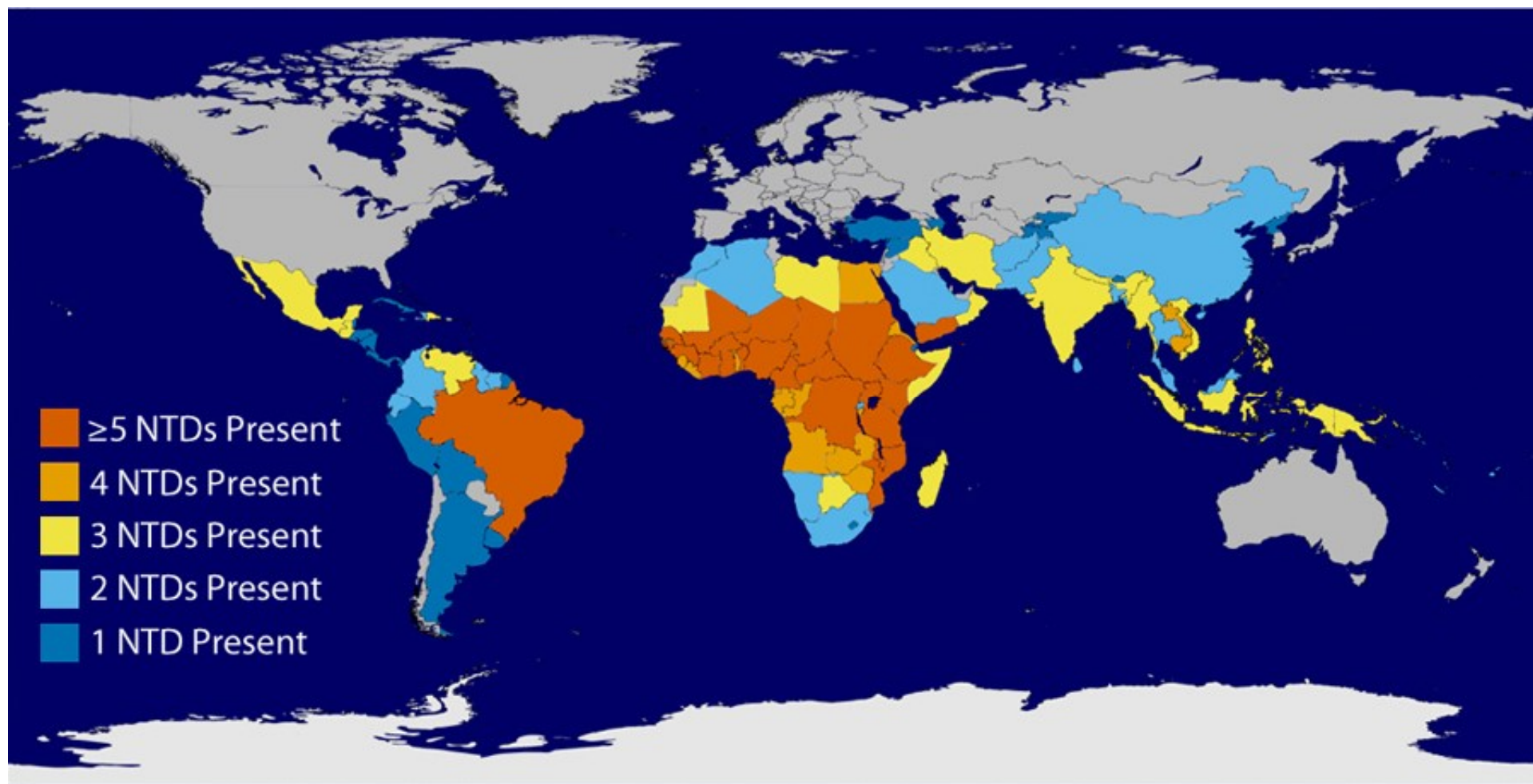


# 2016 – World Health Statistics - WHO

■ Injuries ■ Other NCD ■ Musculoskeletal disorders ■ Vision and hearing loss  
■ CVD and diabetes ■ Neurological disorders ■ Mental disorders  
■ Group 1 (MDG) causes ■ Healthy life expectancy



# 2016 – Neglected Tropical Diseases - CDC



# Strategic Efforts on Health post-2015 era

Scale up care

Intensify services and research

Bold policies and supportive systems

Improve prevention



# School as a Platform for Health

Health equality

Life-cycle approach

Cost efficiency

Ease burden on weak health systems



# DISPARITY HEALTH - EDUCATION

## EDUCATION SECTOR

Teachers 63,386

9,827 schools  
1/250 students

## HEALTH SECTOR

1,813 doctors  
4102 nurses, health  
agents

1257 health units  
1/9604 pers







## The Evolution of School Health and Nutrition in the Education Sector 2000–2015 in sub-Saharan Africa

ORIGINAL RESEARCH  
published: 30 January 2017  
doi: 10.3389/fpubh.2016.00271



# The Evolution of School Health and Nutrition in the Education Sector 2000–2015 in sub-Saharan Africa

Bachir Sarr<sup>1\*</sup>, Meena Fernandes<sup>1\*</sup>, Louise Banham<sup>2</sup>, Donald Bundy<sup>3</sup>, Amaya Gillespie<sup>4</sup>, Brie McMahon<sup>1</sup>, Francis Peel<sup>1</sup>, K. C. Tang<sup>5</sup>, Andy Tembon<sup>6</sup> and Lesley Drake<sup>1</sup>

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**Study objectives:** To document the progression of school health and nutrition and its integration within the education sector in sub-Saharan Africa between 2000 and 2015.

**Background:** School health and nutrition programs have contributed to “Education for All” as a key component of education systems began in the 1980s when child mortality rates declined and the international health community began to shift focus to the

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<sup>1</sup>Imperial College London, London, UK, <sup>2</sup>Global Partnership for Education, Bill and Melinda Gates Foundation, Seattle, WA, USA, <sup>3</sup>United Nations Children's Fund, <sup>4</sup>World Health Organization, Geneva, Switzerland, <sup>5</sup>World Bank, Washington, DC, USA

document the progression of school health and nutrition and its location sector in sub-Saharan Africa between 2000 and 2015. health and nutrition programs have contributed to “Education for All” to ensure that children benefit from quality education and reach school.

education sector plans (ESPs) in terms of the Focusing Resources on Results (FRESH) framework and the World Bank Systems Approach to School Health (SABER) School Health survey from a set of countries in

2000 and 2015, the presence and scope of school health and nutrition programs grew substantially in ESPs. Three of these programs are: (1) health, (2) nutrition, and (3) school health. The fourth pillar requires recurring annual budgetary

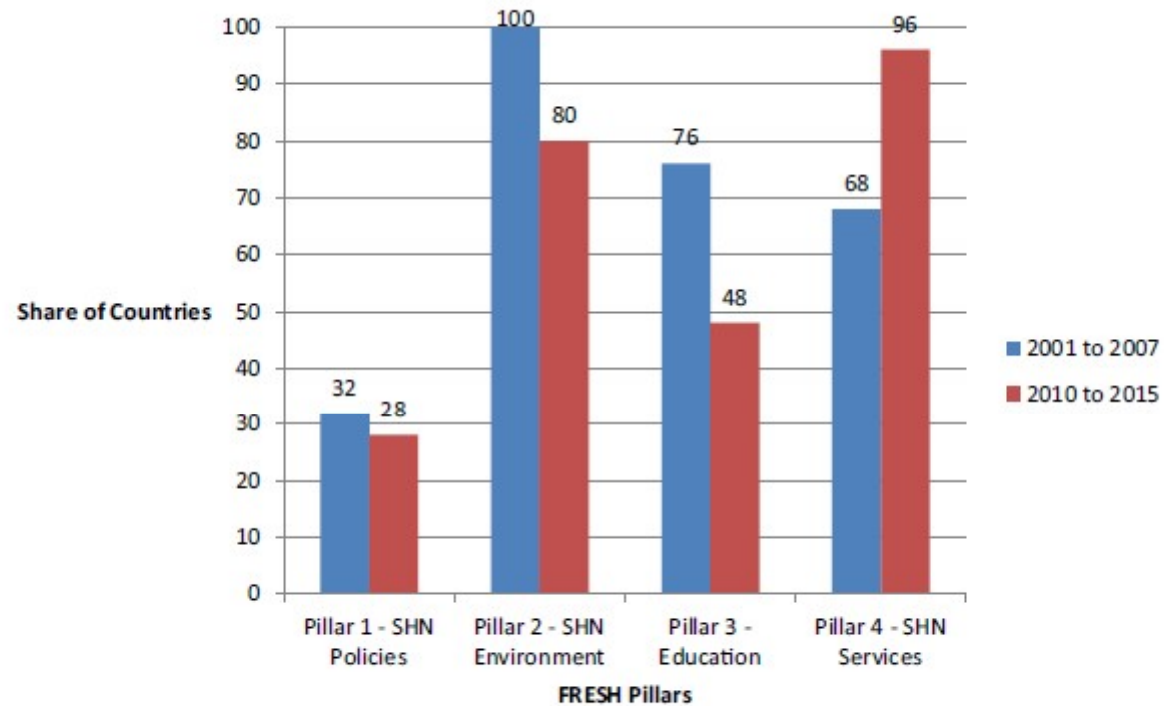
programs clearly recognize that evidence-based, contextually designed school health and nutrition programs can contribute to education sector goals. Moving these programs can also help draw the last 10% of children into school and improve their readiness to learn.

**Keywords:** nutrition, policy analysis and decision making, education objectives, sub-Saharan Africa

if the most common health conditions of school-age children in low- and middle-income countries (LMICs) affect their access to education as well as learning outcomes (1). Such conditions include worm infections, hunger, anemia, tooth decay, diarrhea, and respiratory infections. Programs offered through the school platform can serve to prevent and disproportionately benefit the poor and vulnerable, who are more likely to have poor nutrition. By leveraging the education system to deliver simple interventions, school health and nutrition (SHN) programs can be highly

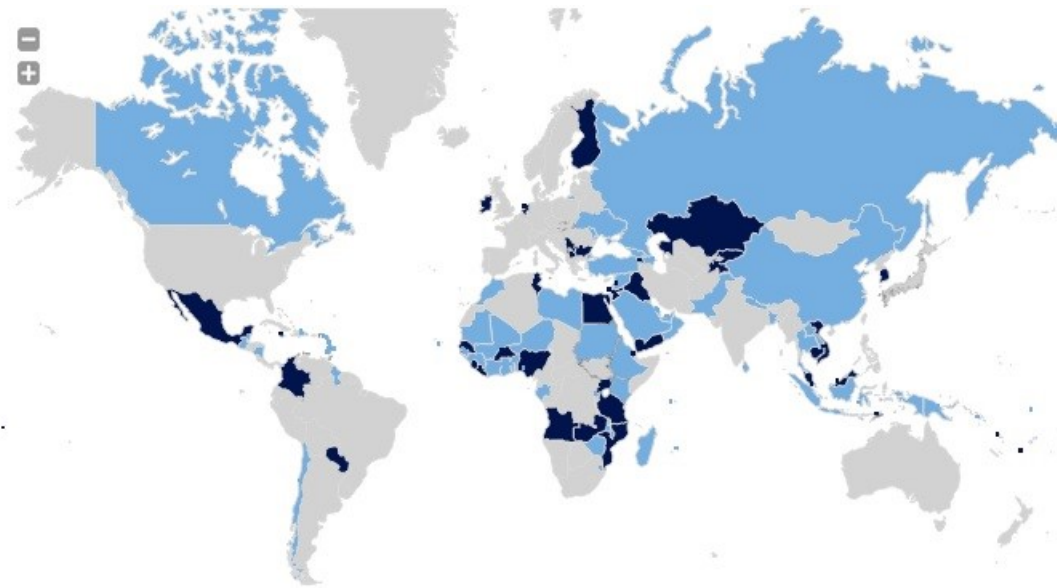






**FIGURE 1 | Share of ESPs from sub-Saharan African Countries by FRESH Pillar.** Note: the ESPs from both the early and later periods were developed between 2000 and 2015. Early period refers to ESPs developed following the World Education Forum and the later period refers to the ESP developed subsequently.





***THANK YOU***

